UTILIZATION ASSESSMENT OF HEAD START LEADERSHIP

PROFESSIONAL DEVELOPMENT RESOURCES

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by

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The undersigned, appointed by the dean of the Graduate School, have examined the dissertation entitled

UTILIZATION ASSESSMENT OF HEAD START LEADERSHIP
PROFESSIONAL DEVELOPMENT RESOURCES

presented by Beverly Hooker,

a candidate for the degree of Doctor of Education,

and hereby certify that, in their opinion, it is worthy of acceptance.

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Life's journey begins when the heart and soul join for the purpose of discovery, creation, pleasure, and satisfaction. Nary has an individual embarked upon a journey for the sole purpose of discomfort or heartache. Yet, as they say, 'life happens'. For me, this odyssey of educational self-fulfillment began with purpose of discovery, promise of increased knowledge, and challenge to succeed. The first summer in Columbia was a revelation as well as a source of energy and excitement. In that academic setting, a new world revealed itself offering an opportunity to dream, create, think, and expand those arbitrary boundaries restricting my personal and intellectual growth. New comrades in spirit joined my circle of friends and partners-in-life, infusing laughter, companionship, encouragement, and solace along the way. I progressed through the first steps of this journey with confidence and zeal. Then, 'life happened'. Time passed. Today as I approach the finish line of this particular voyage, I credit my perseverance to the inspirational summer experience so long ago and infinite support of friends and family.

After reviewing a fair amount of completed dissertations and accompanying acknowledgements, I find comfort in the knowledge that each successful journey is never a solo endeavor. My experience was no exception. Immeasurable gratitude is extended to my advisors, instructors, committee members, and cohort classmates. In particular, I thank Dr. Phil Messner…you didn't give up on me.

I extend love to my friends (you know who you are)…thank you for pulling me out of those ditches of despair.

To my family, three words…I love you.

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ABSTRACT

A substantial gap in the literature regarding professional development choices of Head Start directors served as the catalyst for proposing this study. Inability to identify a Head Start-specific survey instrument designed to query directors about professional development further validated the idea. The *Head Start Directors Professional Development Resource Survey (PDRS)* was designed specific to Head Start directors in an effort to glean quantitative data that would inform policy.

Eighty-seven Head Start directors working in Iowa, Kansas, Missouri, and Nebraska were invited to participate in the study. Forty-three participants responded through an online survey resource, providing information about their professional development choices with relation to specific Head Start leadership core competencies (supervision, grant administration, planning and organizational development). From a predetermined list of professional development resources, directors were asked to indicate utilization (yes/no) and degree of utilization of each resource.

Survey results indicated Head Start directors utilize a variety of professional development resources to enhance leadership skills across all core competency areas. Variables found to be significant for resource utilization included location of Head Start program and position tenure of director. Continued research incorporating a qualitative component and involving a larger number of Head Start directors is recommended to further inform federal policymakers.

CHAPTER ONE

INTRODUCTION TO THE STUDY

Introduced in 1965 as part of President Lyndon B. Johnson's War on Poverty,

Head Start has received bipartisan support throughout its forty-seven year history

(Washington & Bailey, 1995; Zigler & Muenchow, 1992; Zigler & Styfco, 2010).

Forty-five years later, Congress continues to invest federal dollars in this highly

successful program - particularly in the scope of ongoing professional development

(PD) of Head Start staff (Administration for Children and Families, n.d.; Department of

Health and Human Services, n.d.; Health and Human Services, 2008). However,

research data that demonstrates support for continued PD fiscal appropriations is

deficient in specificity and application.

This study proposed to develop a PD resource utilization survey specific to

Head Start directors for the purpose of informing local and regional decision-makers.

The *Head Start Directors Professional Development Resource Survey (PDRS)* queried

directors in three PD resource areas: (a) supervision, (b) grant administration, and (c)

program planning and organizational development. These PD areas represent core

competencies essential to a Head Start director as delineated by the federal Office of

Head Start (Department of Health and Human Services, 1998). A quantitative approach

(Creswell, 2009) ascertained which PD resources were utilized as well as measured the

degree of resource usage. Survey results contributed to the field of knowledge linked to

concerns and issues discussed in the following section.

Concerns and Issues

Half of all Head Start training dollars is managed by federal Office of Head Start (OHS) agents, far removed from the regional/local level (Health and Human Services, 2008). The remaining half of Head Start training funds is awarded to individual Head Start programs through a federal to local design. Local programs compete for Head Start monies through a grant application process. Once grants are awarded, regional OHS representatives monitor reasonableness, appropriateness, and cost-effectiveness of federal funds. Regional OHS administrators accomplish this by advising and supporting local grantees. What is lacking in this otherwise well-defined monitoring model is a dynamic process which allows local employees to be active participants in selection and evaluation of PD resources funded through the federal training dollars managed by OHS. Regional administrators monitor the system, but fail to assess local utilization of available PD resources. The concern is that the federal design is disconnected from an understanding of local needs. It is the belief of this researcher that such an understanding of local needs by fiscal decision-makers and federal PD designers would result in greater utilization of these resources. But more importantly, leadership training at the local level would become more relevant and robust. This organizational analysis would demand a process of double-loop learning that would challenge federal assumptions of effective PD, thus creating new knowledge empowering local leaders and enhancing local leadership training (Morgan, 1997).

Another identified concern is that while OHS officials define the desired attributes and dispositions of its directors, exact educational and professional job prerequisites are not defined (Office of Head Start, 2006). According to the job

description offered by OHS, a Head Start director must have leadership knowledge and

management skills that incorporate an effective interpersonal aptitude, expertise with

management systems, and experience with organizational development (Department of

Health and Human Services, 1998). Without specific regulations, Head Start directors can

emerge from a wide variety of academic disciplines and background experiences.

Acknowledging the potentially diverse knowledge base among Head Start leaders,

federal officials have developed PD resources considered necessary to Head Start

program management. These PD resources are intended to ensure standard leadership

preparation through provision of pertinent knowledge and leadership-building

experiences. Current literature reveals that recent research fails to identify published

information detailing usage of these federally-funded resources (Administration for

Children and Families, n.d.; Department of Health and Human Services, n.d.). Without

relevant data to indicate particular resource utilization, appropriateness for continued

availability of specific resources can be debated. Nationally, there are ten regional

divisions of OHS. This study attempted to clarify which distinct PD resources are utilized

by Head Start directors in one division, i.e., Region VII consisting of Iowa, Kansas,

Missouri, and Nebraska.

The purpose of this study was two-fold. First, by developing a survey specific to

Head Start directors, the researcher proposed to identify PD resources actually utilized by

directors to enhance management knowledge and skills. Secondly, the researcher

proposed to quantify the utilization degree of PD resources. Resulting data served to

inform federal and regional decision-makers of local needs as measured by utilization of

available PD resources. This study has the capacity to inform policy and strategic planning decisions within the Office of Head Start.

<center>Theoretical Underpinnings</center>

Two assumptions guided survey development and subsequent data analysis. First, Head Start directors seek PD opportunities in areas of study that are important and relevant to their professional needs. Secondly, directors control specifics of their own learning. These two assumptions are grounded in adult learning theory as defined by Speck (1999). Speck (1996) asserts that adults require learning opportunities that are realistically aligned with personal and professional goals and objectives. Peering through Speck's lens of adult learning theory, the survey sought to identify and quantify utilization of PD resources within leadership areas of supervision, grant administration, and program planning and organizational development. These three areas of leadership correspond to competencies essential to the execution of primary responsibilities of a Head Start director (Department of Health and Human Services, 1998). Consequently, PD activities in any of these three leadership areas are relevant to a director's professional needs and objectives.

Speck (1996) also suggests that adult learners want control of deciding what, when, where, why, and how PD occurs. Furthermore, the theory contends that adults will resist learning opportunities that appear to downgrade personal competencies and are outside the scope of individual direction. For purposes of this study, it was assumed that study participants (all of whom were Head Start directors) had the power to make individual decisions about their PD opportunities. Presentation of survey results and discussion of findings are based upon the following adult learning theory tenet:

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directors are the origin of their learning activities and therefore can control their choice of PD resources (Speck, 1996, 1999).

Statement of the Problem

An observable gap of knowledge specific to PD and Head Start resources exists in the available literature. A review of the literature evidenced an abundance of formal studies discussing educational leadership in public schools. In depth examination of the literature identified study results describing PD opportunities utilized by public school educators, specifically teachers and principals, to enhance knowledge and skills (Black, 1998; Browne-Ferrigno & Muth, 2004; Desimone, Porter, Garet, Yoon, & Birman, 2002; Hirsh, 2004; National Center for Education Statistics, 1999). In particular, literature relevant to management knowledge and skills expected and required of public school leadership positions was limited to mid-management positions (Hirth & Valesky, 1991; Iowa Department of Education, 2008; Kansas State Department of Education, n.d.; Missouri Department of Elementary and Secondary Education, n.d.; Levine, 2005; Nebraska Department of Education, n.d.). For purposes of comparison, this researcher equated the Head Start director role to that of the public school superintendent. However, despite the richness of available literature relevant to PD in public schools, there was a noticeable void of information describing how public school superintendents prepare for leadership (Grogan & Andrews, 2002). Likewise, the review of literature found little data detailing PD resources utilized by nonpublic school educational leaders such as Head Start directors. Specifically there was an observable gap of knowledge pertaining to PD resources Head Start directors accessed and utilized to enhance management knowledge and skills.

Purpose of the Study

In response to the lack of knowledge surrounding the PD choices of Head Start directors, this study proposed two major objectives:

1. The study would determine what PD resources directors utilized to maintain or enhance management knowledge and skills in three areas of leadership.

2. The study would indicate degree of utilization of PD resources by directors.

To achieve these two objectives an internet-based survey instrument was researcher-developed (see Appendix A). The online instrument was distributed via SurveyMonkey (2011) to Head Start directors located in the four-state Administration for Children and Families Region VII area (Iowa, Kansas, Missouri, and Nebraska). Survey results informed the outlined research questions. Analysis of survey results informed regional decision-makers as to which PD resources directors used and to what degree these resources were used.

Research Questions

Framed by the problem and purpose, the following questions drove the research process:

Research Question 1: Does the survey instrument have face and content validity?

Research Question 2: What are descriptive summary statistics of participant demographic responses (program location, program funded enrollment, fulltime/part-time employees, position tenure, education level)?

Research Question 3: What are the descriptive summary statistics of PD resource utilization (Yes/No) within each core competency category (supervision, grant administration, planning and organizational development)?

Research Question 4: What is the difference of PD resource utilization (Yes/No) between variables (program location, program funded enrollment, position tenure, education level) and core competency (supervision, grant administration, planning and organizational development)?

H_o1: There is no difference between variables of PD resource utilization.

Research Question 5: What are the descriptive summary statistics for utilization degree (Highly Utilized, Utilized, Rarely Utilized) of PD resources within each core competency category (supervision, grant administration, planning and organizational development)?

Research Question 6: What is the difference of utilization degree (Highly Utilized, Utilized, Rarely Utilized) between variables (program location, program funded enrollment, position tenure, education level) and core competency (supervision, grant administration, planning and organizational development)?

H_o2: There is no difference between variables of degree of PD resource utilization.

<div align="center">Limitations</div>

The following limitations applied to this study:

1. The study was limited to a non-experimental design (Creswell, 2009). The design weakness was further accentuated by lack of treatment and a control group as well as a one-time administration of the survey.

2. The results of the study were limited to the degree to which the instrument was valid and reliable.

3. The researcher is currently employed as a Head Start director. Researcher bias was probable due to pre-existing tacit knowledge of the Head Start program and issues related to the leadership role within Head Start.

Delimitations

The following delimitations were applicable to this study:

1. Participants were limited to those from a geographic area (four-state region) relative to the breadth of the Head Start program in the United States.

2. Results of study were reflective of participants who were self-selected respondents to the survey and could not be generalized to other populations.

3. Results of study were reflective of data gathered during one point in time (December, 2011) and could not be generalized to other time frames.

Definition of Key Terms

College Coursework. For purposes of this study, refers to all formal education received through institutions of higher learning (vocational-technical schools, 2- and 4-year colleges, and universities) and through various avenues (on-campus, on-line, correspondence).

Documents/publications. For purposes of this study, refers to all printed materials used to inform, direct, or otherwise assist a Head Start director with leadership duties and responsibilities. Examples include federally-issued documents (Head Start Act, Performance Standards, Informational Memorandum (IM's), Program Instruction (PI's), grant award letters), state documents such as licensing regulations, research studies, journal articles, and self-help books. Printed information received through electronic media such as the internet is also included.

Early Head Start. Refers to a program that provides low-income pregnant women and families with children from birth to age three with family-centered services that facilitate child development, support parental roles, and promote self-sufficiency (Office of Head Start, 2006). For purposes of this study, Early Head Start will be generically referred to as Head Start.

Early Head Start director. Refers to the individual responsible for leadership and management of an Early Head Start program. For purposes of this study, the Early Head Start director will be generically referred to as a Head Start director .

Education level. For purposes of this study, levels of formal education are defined as (a) Associate of Arts or Associate of Applied Science (AA/AAS), (b) Bachelor of Arts or Bachelor of Science (BA/BS), (c) Master of Arts or Master of Science (MA/MS), (d) Doctor of Education or Doctor of Philosophy (EdD/PhD).

Face-to-face guidance. For purposes of this study, refers to a PD resource involving personal interaction and tutelage from a mentor, peer, professional trainer or consultant, federal staff member representing the Office of Head Start, or T/TA system provider.

Funded enrollment. Refers to the number of program enrollment slots allocated for Head Start-eligible children and funded by the Office of Head Start. Funded enrollment is an indicator for program size. For purposes of this study, program funded enrollment is defined as (a) 300 or less, (b) 301-600, (c) 601-1000, and (d) more than 1000.

Grant administration. Defined as a core competency essential to a Head Start director, this includes awareness of funding sources, grant-writing, development and

management of a budget, knowledge of federal, state, and local regulations particular to each grant and adherence to such regulations, and submission of specific reports as required by funding sources (Department of Health and Human Services, 1998; Department of Health and Human Services, 2006; Health and Human Services. n.d.).

Head Start director. Refers to the individual employed by a Head Start grantee and is responsible for leadership and management of a Head Start program. For the purposes of this study, the Head Start director will include references to an Early Head Start director.

Head Start program. A program, funded through the United States Department of Health and Human Services (HHS) and the Administration for Children and Families (ACF), designated by the Office of Head Start, and responsive to rules and regulations defined by the Head Start Act, that provides ongoing comprehensive child development services to preschool children and their families (Office of Head Start, 2006). For purposes of this study, Head Start will include references to Early Head Start.

Planning and organizational development. Defined as a core competency required of a Head Start director, this includes the ability to translate vision into practice, facilitate strategic planning, set long and short-term goals, and develop policies and procedures that enable and maintain the achievement of specific organizational goals (Department of Health and Human Services, 1998; Department of Health and Human Services, 2006; Health and Human Services. n.d.).

Position tenure. For purposes of this study, position tenure for a Head Start director is defined as (a) 5 years or less, (b) 6-10 years, (c) 11-15 years, and (d) more than 15 years.

Professional development(PD) resource. A source of information used to provide further understanding or develop a skill. Examples of learning resources may include formal education and coursework, PD through seminars and conferences, mentorships, and printed materials such as books or articles.

Regional office. There are ten Administration for Children and Families (ACF) regional offices and two branches, American Indian/Alaska Native Program and the Migrant and Seasonal Program, which administer Head Start and Early Head Start. Responsibilities include providing stewardship, monitoring, and funding grants to local grantees (Administration for Children and Families, n.d.).

Seminars/workshops. For purposes of this study, refers to a PD resource involving participation in training sessions, caucuses, conferences, and in-service presentations. Seminars and workshops may include those initiated locally or by state and federal agencies as well as non-profit or for-profit sponsors.

Supervision. Defined as a core competency required of a Head Start director, this includes the ability to use performance evaluations to identify strengths and weaknesses of subordinates, facilitate performance goal-setting, clearly communicate expectations, practice regular and consistent monitoring, and provide PD opportunities (Department of Health and Human Services, 1998; Department of Health and Human Services, 2006; Health and Human Services. n.d.).

T/TA system. Training and Technical Assistance (T/TA) system is defined as a network of PD providers at the federal, state, and local level who assist Head Start programs with access to resources, training, and technical assistance applicable to the comprehensive nature of Head Start (Administration for Children and Families, 2010).

Training and Technical Assistance systems are federally funded through the Office of Head Start. Mandated by the Head Start Act, T/TA systems promote evidence based practices for all Head Start and Early Head Start programs (Health and Human Services, 2008).

<center>Significance of Study</center>

As previously discussed, it is possible for Head Start directors to enter leadership positions from a variety of educational and professional backgrounds. Office of Head Start officials accommodate variances of director management knowledge and skill levels by providing federally-funded PD resources. Despite the vast amount of federal dollars invested annually in these resources, insufficient information from local programs exists to justify current PD design and fiscal investment. The survey data generated from this study served to inform fiscal decision-makers and federal PD designers of actual PD resource utilization at the grantee level by local participants. It was assumed by this researcher that utilization was driven by assessment of local needs. Programs designed to fit local needs rather than a federal agenda are therefore more relevant to learners and offer a more robust leadership training model.

Secondly, the resulting data offered current as well as aspiring Head Start directors pertinent information regarding popular pathways to gain enhanced management knowledge and skills. Knowing which PD resources are more frequently used by Head Start directors is invaluable to data-seeking directors. Armed with this knowledge, directors can make informed decisions when selecting PD resources that respond to personal needs and align with professional objectives.

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Summary

There is a gap in the literature regarding information related to Head Start directors and PD activities. While there is ample discussion in the current literature that expands on the management knowledge and skills expected and required of mid-management public school positions, the literature does not identify similar expectations and requirements for public school superintendents. The knowledge gap in literature extends to parallel information specific to Head Start directors. Therefore this researcher proposed to develop a PD resource utilization survey expressly for Head Start directors. Questions that drove the research process and instrument development were presented in this chapter as well as potential limitations/delimitations associated with the proposed research. The theoretical underpinning of adult learning theory was defined and discussed; definition of terms necessary to understanding this particular research project was provided. Finally, the researcher identified two areas of significance for conducting the study: (a) Resulting information would aid federal decision-making regarding local PD needs, and (b) information from the study would promote Head Start directors' ability to make informed decisions when selecting PD resources. These two areas are further explicated as review of available literature is presented in Chapter two.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

Background

Introduced in 1965 as part of President Lyndon B. Johnson's War on Poverty,

Head Start has received bipartisan support throughout its forty-six year history

(Washington & Bailey, 1995; Zigler & Muenchow, 1992; Zigler & Styfco, 2004; Zigler

& Styfco, 2010). Johnson's War on Poverty initiative "conveyed the hope that it was

possible, once and for all, to eliminate poverty from America's cities and streets"

(Zigler & Muenchow, p. 2). Johnson's administration was initially committed to battle

for the eradication of poverty, but politics of agenda and funding interrupted the effort.

Head Start, identified as America's most successful educational experiment, was a

survivor of this war (Zigler & Muenchow).

Head Start is considered one of the most important children's programs

designed in the United States particularly in terms of size, federal management, and

national/ international impact (Zigler & Styfco, 2010). From the beginning, the promise

of Head Start was promoted as the opportunity to "recapture the hope, to believe once

more that it is possible to set the next generation of American children and families on

a course toward a better life" (Zigler & Muenchow, 1992, p. 1). Since 1965, federal

appropriations have funded the Head Start program for purpose of preparing more than

27 million preschool children for public school entry (Administration for Children and

Families, n.d.). Reported by the Administration for Children and Families (n.d.), 2010

appropriations totaled approximately $7.2 billion to operate more than 1500 Head Start

grantees. Of that amount, nearly $180 million was designated for training Head Start staff (Administration for Children and Families, n.d.).

Provision for PD has always been a vital component within the Head Start program (Zigler & Valentine, 1997). Inspired by War on Poverty ideals and early connections to the job-training-focused Economic Opportunity Act of 1964, original Head Start hiring policies advocated that two-thirds of program staff include impoverished, non-professional Head Start parents and community members (Zigler & Valentine). Out of necessity therefore, PD programs were conceived and funded for purposes of training inexperienced Head Start personnel (Bowman, B. T., 2004; Lombardi, J. & Cubbage, A. S., 2004; Zigler & Valentine; Zigler & Muenchow, 1992; Zigler & Styfco, 2010).

Historically, Head Start program staff members have experienced greater access to PD opportunities than other early childhood professionals (Washington & Bailey, 1995). That trend continues today with availability of training and technical assistance (T/TA) systems, national informational centers, mentor coaching programs, and direct funding to grantees for staff-training purposes (Department of Health and Human Service, n.d.). Additionally, an early childhood learning and knowledge center website provides Head Start professionals easy access to information and learning resources (Department of Health and Human Services). Yet despite multiple methods for gaining PD, there remains a lack of clarity about which PD resources are commonly used by Head Start program staff.

Public School

In the absence of research specific to Head Start, public school data was

reviewed for relevancy to Head Start. For purposes of this study, review of available

literature was divided into three themes. These themes focus upon the why-, what-, and

how-factors associated with PD in public schools. The first theme explores 'why'

public school educators seek PD opportunities. The second theme examines 'what'

characteristics of effective PD activities were identified. Finally, the third theme

delineates 'how' PD is most effectively delivered in the public school arena. Current

literature includes findings from case studies, surveys, and evaluations focused upon

pre-service preparation as well as in-service PD opportunities.

Why?

Professional development in public school is commonly linked to teacher

certification requirements, expected student outcomes, and federal/state/local standards

(Lieberman & Wilkins, 2006). Moreover, PD for public school educators is often used as

the catalyst for educational change (Guskey, 1986; Guskey, 2002). For example,

federally-funded studies in 1999 discovered that public school teachers participated in PD

activities focused upon education reform of curriculum, performance standards, student

assessment, or technology (National Center for Education Statistics, 1999). Another case

in point, educational transformation resulting from the No Child Left Behind Act of 2001

yielded public school PD expenditures totaling nearly $1.2 billion in 2009 (Jaquith,

Mindich, Wei, & Darling-Hammond, 2010). Referencing superintendent association

websites (Illinois Association Regional Superintendents of Schools, n.d.; Missouri

Association of School Administrators, n.d.), it was noted that PD activities are designed

to provide timely and relevant information related to assessment, standards, technology, and administrative issues. Clearly, PD for public school educators is responsive to current educational climate, quality issues, and immediate needs resulting from new initiatives.

What?

A longitudinal study conducted by Desimone, Porter, Garet, Yoon, & Birman (2002) found that PD is beneficial if public school teachers are engaged in active learning. Further, teachers receive more educational benefits if PD activity allows for collective participation of staff members (Desimone, et al.). Mentorships were cited as effective vehicles for engaging teachers and administrative leaders in PD (Browne-Ferrigno & Muth, 2004). According to Darling-Hammond & McLaughlin (1995), effective PD must (a) engage educators through active participation, (b) be collaborative, (c) connect directly to work, (d) allow for reflection, experimentation, and evaluation, (e) be sustained, on-going, (f) provide support through modeling, coaching, or collective learning, and (g) connect with goals/strategies for educational reform. Darling-Hammond & McLaughlin (1995) further stated that effectual PD should involve educators both as learners and as teachers. Similarly, Fullan (1996) discussed the interconnection between student learning, instructional practices and sustainment of a professional learning community. Browne-Ferrigno (2003) also inferred that another connection exists between learner engagement and career objectives. For long-term, continuous learning to occur, researchers agreed that PD must be results-driven, job-embedded, standards-based, and directly linked to employment practices (American Educational Research Association, 2005; Black, 1998; Browne-Ferrigno & Muth; Hirsh, 2004; Sparks & Hirsh, 2000; Lieberman, 1995).

How?

Levine (2005) expounded upon the PD dilemma facing public school leaders in the ever-changing, outcome-based, data-driven educational environment. Levine acknowledged that superintendents and principals are no longer primarily considered supervisors of local district staff, but are now leaders responsible to "lead in the redesign of their schools and school systems" (p. 12). Traditional leadership development programs have not prepared public school administrators for this alteration of job expectations. A National Staff Development Council (NSDC) study by Darling-Hammond, Wei, Andree, Richardson, & Orphanos (2009) further states that improving professional learning is "a crucial step" (p. 3) to the transformation of public schools. Therefore, it appears that leadership PD must move from a 'one size fits all', basic leadership 101 mentality to a more custom-designed, district-specific model.

Leithwood, Louis, Anderson, & Wahlstrom (2004) identified school districts that promote in-house personalized leadership development programs rather than generic licensure-oriented programs as more successful. Correspondingly, a review of literature reveals consistent references to individualized approaches such as peer-coaching, mentorships, internships, and face-to-face PD opportunities as powerful options for public school administrators and educators seeking additional knowledge and training (Darling-Hammond, et al., 2009; Ehrich, Hansford, & Tennent, 2004; Levine, 2005; National Center for Education Statistics, 2006; Wei, Darling-Hammond, & Adamson, 2010) . Further examination of public school PD resources also revealed more traditional training activities including conferences, retreats, in-services, leadership academies, meetings, networking, online or video training, and written materials as accessible to

public school leaders (Houle, 2006; Illinois Association Regional Superintendents of Schools, n.d.; Missouri Association of School Administrators, n.d.; National Center for Education Statistics, 2006).

The review of literature resulted in little information dedicated to public school superintendents' practices for acquiring personal PD (Grogan & Andrews, 2002; Leithwood et al., 2004). As Grogan and Andrews (2002) suggested, perhaps the disparity of information is reflective of how public school superintendency can vary considerably between districts. Factors such as district size and location, school board composition, local fiscal responsibility and autonomy, and scope of board/superintendent responsibility can alter district profiles. Therefore, PD among superintendents can be quite diverse and dependent upon personal needs, school objectives, and district demographics.

Bruffee (1999) acknowledged the difficulties inherent of differences that exist between learning communities. Specifically, he understood importance of accepting the measure of differences between groups. As public school districts surely differentiate from each other, Head Start and public schools experience considerable differences when considering institutional mission, target population, geographic size of programs, funding sources, and program standards and requirements. Guskey (2003) stated that "differences in communities of administrators, teachers, and students uniquely affect PD processes and can strongly influence the characteristics that contribute professional development's effectiveness" (p. 16). Similarly, Cervero and Wilson (1994) recognized learners as individuals with "particular interests who are engaged in networks of interpersonal, organizational, and societal power relationships" (p. 144) that are integral to each PD experience. To further quote Cervero and Wilson, "there is no such thing as the generic

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learner" (p. 144). Therefore, it would be inappropriate to apply studies of PD in public

school to PD within the Head Start community. The differences prohibit equal

comparison. Hence, the need to personalize research questions and strategies for Head

Start was apparent.

<div align="center">Adult Learning Theory</div>

In her studies, Speck discussed effective and sustained PD as adult learner-

centered, collaborative, and job-embedded (Speck & Knipe, 2005). Further, Speck (1996,

1999) identified nine principles of adult learning theory that must serve as a basis for PD

programs. Speck (1996) outlined the following principles:

- Adults will commit to learning when the goals and objectives are considered
  realistic and relevant to them.

- Adults want to be the origin of their own learning and will resist learning
  activities they believe are an attack on their competence.

- Adult learners need to see that the PD learning and their day-to-day activities
  and problems are related and relevant.

- Adult learners need direct concrete experiences, in which they apply the
  learning in real work.

- Adult learning has ego involved. Professional development must be structured
  to provide support from peers and to reduce the fear of judgment during
  learning.

- Adults need to receive feedback on how they are doing and the results of their
  efforts.

- Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation.

- Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies.

- Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained (pp. 36-37).

Tenets of Speck's theory are visible throughout literature discussing effective public school PD. Public school leaders seek learning opportunities that provide experiential opportunities in the real world, allow for collective activities with other learners, and facilitate a supportive, reflective learning environment which promotes helpful feedback (Browne-Ferrigno, 2003; Darling-Hammond & McLaughlin, 1995; Desimone, et al., 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001; Speck, 1996). Perhaps more importantly, public school leaders engage in learning activities that are relevant and related to their personal and professional lives (Browne-Ferrigno; Darling-Hammond & McLaughlin; Speck, 1996). Just as Brown-Ferrigno (2003) recognized a connection between learner engagement and career objectives, Speck (1996) also understands that PD must support both institutional and individual growth. According to Yukl (2002), it is essential for leadership development to be consistent with organizational goals. Therefore, effective PD must merge individual needs of the learner with initiatives and strategies of the learner's organization.

In an advisory report issued in 1993, Bane serving as Assistant Secretary for Children and Families, declared "Head Start is about the future" (U. S. Department of Health and Human Services, 1993, p. iii). Created as a pilot project, defined as an experiment, and utilized as a research laboratory for early childhood education, Head Start reflects 46 years of various initiatives and child development strategies (Phillips & White, 2004; Zigler & Muenchow, 1992; Zigler & Valentine, 1997). The ever-changing organizational landscape of Head Start presents multiple opportunities for PD. These opportunities factored with individual training needs can result in a highly personalized PD scenario.

Each Head Start director can present a plan for specific leadership training that may or may not resemble that of a peer. Because Head Start directors can potentially emerge from a wide variety of academic disciplines and background experiences, each director brings a different knowledge and skill set to their organization. Differentiating levels of core competencies essential to a Head Start director can separate a seemingly homogenous set of directors. Speck (1996) understands that such diversity must be considered when planning effective PD activities. Further, Speck stresses the importance for shared control of learning activities between PD provider and learner. Accordingly, it is imperative for Head Start directors to have a sense of partnership with OHS officials in the planning and development of training activities. Effective PD must therefore assess director needs, consider organizational objectives, allow for individualized opportunities, and ensure applicability of learning to local programs.

Summary

An absence of PD information applicable to Head Start leaders was illustrated in a review of the literature. A historical description of Head Start provided understanding of the organizational value placed upon training and technical assistance but little insight to PD activities specific to Head Start directors. In an effort to relate public school PD information to Head Start, several factors were explored. Available literature revealed how current organizational initiatives and educational objectives can manipulate PD activities for public school leaders. Further, characteristics of effective PD opportunities in public schools were identified and determined to reflect key points of Speck's adult learning theory. However, it was discovered that differences between school districts and individual leaders complicate the applicability of generic leadership development delivery models to all public schools. Individually designed and personal approaches appear to meet public school PD needs more appropriately.

Finally, Speck's adult learning theory was explored, referencing public school and Head Start. Through Speck's explanation, the importance of an individual approach to PD is emphasized. Although organizational initiatives and objectives appear generic and applicable to all stakeholders within the organization, individual differences prohibit effective application of so-called 'blanket' leadership training. Each adult learner presents a unique package of knowledge and skills that must be considered individually. Each adult learner should also be an active participant in the development of their leadership training (Speck, 1996). In Chapter three, strategies designed to investigate PD information specific to Head Start directors are discussed. Resulting information should assist Head Start directors as they individualize plans for leadership development.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

There is a substantial gap of relevant literature related to Head Start leadership

and PD activities. For the purpose of gathering PD data applicable to Head Start, a cross-

sectional survey (Babbie, 1990; Fink, 2009) specific to Head Start directors was

researcher-developed. The survey sought quantitative data relative to PD (PD) resources

commonly used by current directors as well as the degree of actual resource usage.

Analysis of survey data was guided by a need to discover whether Head Start directors

take advantage of various PD resources provided by the Office of Head Start (OHS).

Analysis of data was also conducted to clarify which PD resources are more often

employed by directors. For purpose of research strategy clarification, Chapter three

discusses methodology used to ascertain knowledge of PD resources utilized by Head

Start directors. Chapter three is divided into the following sections: (a) re-statement of

initial problem and associated purpose of study, (b) research questions guiding study, and

(c) research design and strategies including instrumentation development, description of

research participants, data collection, and subsequent analysis.

Statement of Problem

Multiple data sources reference PD information applicable to public school

personnel (Black, 1998; Browne-Ferrigno & Muth, 2004; Desimone et a., 2002; Hirsh,

2004; National Center for Education Statistics, 1999). In contrast, studies that describe

PD resources used to enhance knowledge and management skills of Head Start directors

are deficient. Likewise, an instrument developed for the explicit purpose of determining

PD resource preferences of Head Start directors was not identified in the literature. Therefore, an instrument inclusive of Head Start directors and capable of mining directors' PD resource preference information needed to be developed. As a solution, the *PDRS* was developed to garner quantitative data essential to bridging the identified gap of knowledge. With consideration to the following purpose, data results from instrument implementation was analyzed and presented.

Purpose of Study

In response to a lack of knowledge surrounding the PD choices of Head Start directors, this study offered two major objectives:

1. The study determined what PD resources directors utilized to maintain or enhance management knowledge and skills in three areas of leadership.

2. The study indicated degree of utilization of PD resources by directors.

To meet the stated objectives, a survey instrument (*PDRS*) specific to Head Start directors was developed to study PD resource usage. Face and content validity of the instrument was determined. The study then identified differences of utilization and degree of utilization between demographic variables and core concepts. Quantitative data results from instrument implementation was analyzed and presented with consideration to the following research questions.

Research Questions

Questions driving the research process were developed in response to afore-mentioned problem and purpose statements. Further, survey questions presented by the *PDRS* were developed with reference to each research question and designed to generate data pertinent to purpose of this study. Analysis of data resulting from the following

queries was appropriate to each question and reflective of study purpose. Provided as a graphic explanation, Table 1 illustrates cross-references between research questions (RQ), survey questions (SQ), and subsequent analysis strategies.

Research Question 1

Does the *PDRS* have face and content validity? For the purpose of establishing face and content validity, an expert panel of Head Start directors was assembled to confirm validity.

Research Question 2

What are descriptive summary statistics of participant responses (program location, program funded enrollment, full time/part-time employees, position tenure, education level) collected by *PDRS*?

Research Question 3

Analyzing responses collected by *PDRS* for each resource, what is the descriptive summary (percent, frequency) of PD resource utilization (Yes/No) within each core competency category (supervision, grant administration, planning and organizational development)?

Research Question 4

Analyzing responses collected by *PDRS* for each resource, what is the difference (alpha = <0.10) of PD resource utilization (Yes/No) between variables (program location, program funded enrollment, position tenure, education level) and core competency (supervision, grant administration, planning and organizational development)?

Sub research question 4a. For each PD resource, what is the difference of utilization between program location (Iowa, Kansas, Missouri, Nebraska) and core

competency (supervision, grant administration, planning and organizational development)?

H_o: There is no difference of PD resource utilization between program location and core competency.

Sub research question 4b. For each PD resource, what is the difference of utilization between program funded enrollment (300 or less enrollment slots, 301-600 enrollment slots, 601-1000 enrollment slots, more than 1000 enrollment slots) and core competency (supervision, grant administration, planning and organizational development)?

H_o: There is no difference of PD resource utilization between program funded enrollment and core competency.

Sub research question 4c. For each PD resource, what is the difference of utilization between position tenure (5 years or less, 6-10 years, 11-15 years, more than 15 years) and core competency (supervision, grant administration, planning and organizational development)?

H_o: There is no difference of PD resource utilization between position tenure and core competency.

Sub research question 4d. For each PD resource, what is the difference of PD resource utilization between education level and core competency (supervision, grant administration, planning and organizational development)?

H_o: There is no difference of PD resource utilization between education level and core competency.

Research Question 5

Analyzing responses collected by *PDRS* for each PD resource, what is the descriptive summary (percent, frequency) for utilization degree (Highly Utilized, Utilized, Rarely Utilized) of PD resources within each core competency category (supervision, grant administration, planning and organizational development)?

Research Question 6

Analyzing responses collected by *PDRS* for each PD resource, what is the difference (alpha = <0.10) of utilization degree (Highly Utilized, Utilized, Rarely Utilized) between variables (program location, program funded enrollment, position tenure, education level) and core competency (supervision, grant administration, planning and organizational development)?

Sub research question 6a. For each PD resource, what is the difference of utilization degree between program location (Iowa, Kansas, Missouri, Nebraska) and core competency (supervision, grant administration, planning and organizational development)?

H_o: There is no difference of utilization degree of PD resources between program location and core competency.

Sub research question 6b. For each PD resource, what is the difference of utilization degree between program funded enrollment (300 or less, 301-600, 601-1000, more than 1000) and core competency (supervision, grant administration, planning and organizational development)?

H_o: There is no difference of utilization degree of PD resources between program funded enrollment and core competency.

Sub research question 6c. For each PD resource, what is the difference of utilization degree between position tenure (5 years or less, 6-10 years, 11-15 years, more than 15 years) and core competency (supervision, grant administration, planning and organizational development)?

H_o: There is no difference of utilization degree of PD resources between position tenure and core competency.

Sub research question 6d. For each PD resource, what is the difference of utilization degree between education level and core competency (supervision, grant administration, planning and organizational development)?

H_o: There is no difference of utilization degree of PD resources between education level and core competency.

Table 1
PDRS Cross-reference Guide

Research Question	Survey Question	Analysis Strategy
RQ 1	All	Expert Panel
RQ 2	IA Program Location IB Funded Enrollment IC FT/PT Employees ID Position Tenure IE Education Level	*f, %*
RQ 3	IIA+IIIA+IVA (Yes/No) No breakdown	*f, %*
RQ 4a	IA:IIA,IIIA,IVA	Chi-square*
RQ 4b	IB: IIA,IIIA,IVA	Chi-square*
RQ 4c	ID: IIA,IIIA,IVA	Chi-square*
RQ 4d	IE: IIA,IIIA,IVA	Chi-square*
RQ 5	IIB+IIIB+IVB (1=Highly Utilized; 2=Utilized; 3=Rarely Utilized)	*f, %*
RQ 6a	IA:IIB,IIIB,IVB	Chi-square*
RQ 6b	IB: IIB,IIIB,IVB	Chi-square*
RQ 6c	ID: IIB,IIIB,IVB	Chi-square*
RQ 6d	IE: IIB,IIIB,IVB	Chi-square*

* Probability at 0.10 alpha level

Research Methods

Employing quantitative strategies of inquiry (Creswell, 2009), the researcher sought to broaden understanding of PD resource utilization by Head Start directors. The cross-sectional survey approach (Babbie, 1990; Fink, 2009) is described in the following subsections: (a) research design and instrument development, (b) research participants, and (c) data collection strategies.

Research Design and Instrument Development

A non-experimental survey research design (Creswell, 2009) was developed to explore PD resource utilization by Head Start directors. More to the point, the *PDRS* was designed to establish directors' inclinations of common PD resources they utilized to maintain or enhance management knowledge and skills and to what degree they utilized these PD resources (see Appendix A). Further, the *PDRS* was developed as a self-administered online questionnaire (Creative Research Systems, n.d.; Fink, 2009) for purpose of easily accessing quantitative responses from Head Start directors in an efficient, timely manner. This method was selected because of the understanding that online surveys were used frequently within the education domain (SurveyMonkey, n.d.) and educators were familiar with the online survey process. Head Start directors were no exception.

Sections of the *PDRS* included: (a) demographic information (location, funded enrollment, fulltime/part-time employees, tenure, education); (b) utilization of PD resources (yes/no); and (c) degree of utilization (highly utilized, utilized, rarely utilized). Participants responded to Sections II and III of the *PDRS* within sub-categories (a) supervision, (b) grant administration, and (c) planning and organizational development. Delineated by the Office of Head Start (Department of Health and Human Services, 1998; Department of Health and Human Services, 2006; Health and Human Services. n.d.), three core competencies (supervision, grant administration, planning and organizational development) are aligned with skills essential to an effective Head Start leader. However, because Head Start directors may emerge from different backgrounds and disciplines, PD in specific leadership (competency) areas may be dissimilar for each

director. Therefore to more accurately illustrate PD resource usage by Head Start

directors, survey participants were asked to differentiate responses reflective of each core

competency.

Independent variables in the form of demographic inquiries were identified as: (a)

state of program location (Iowa, Kansas, Missouri, Nebraska); (b) program funded

enrollment (300 or less, 301-600, 601-1000, more than 1000); (c) years of director tenure

(5 years or less, 6-10 years, 11-15 years, more than 15 years); and (d) level of formal

education. The survey first asked participants to respond to afore-mentioned demographic

inquiries. Participants were then directed to proffer information reflecting usage of select

PD resources. Specifically, participants indicated actual usage of a PD resource and

degree to which the PD resource was utilized. Further, each inquiry of PD resource

utilization and utilization degree was categorized by core competency. Dependent

variables identified within the research study were therefore (a) PD resource utilization

(yes/no) by core competency, and (b) degree of PD resource utilization (highly utilized,

utilized, rarely utilized) by core competency.

Referencing information available from the Early Childhood Learning and

Knowledge Center website (Administration for Children and Families, n.d.), a list of PD

resources was offered for selection by survey participants. The predetermined list

included the following PD resources: (a) college coursework, (b) seminars/workshops, (c)

face-to-face guidance, (d) documents/publications, and (e) other resource.

Each participant was asked to affirm or deny usage of each listed PD resource for

the purpose of enhancing leadership knowledge and skills. Upon responding positively

for usage of a particular PD resource, the participant was directed to quantify utilization.

Measure of utilization was defined by three degrees (a) highly utilized, (b) utilized, and (c) rarely utilized. The *PDRS* used the same PD resource list to ascertain the degree of utilization by directors.

The *PDRS* was evaluated by an expert panel for face validly and content validity. Evaluation results were applied to the instrument in an effort to address comprehension issues and prevent low response rate (Fowler, F.J., 2002; Fink, 2009). SurveyMonkey (2011), an online survey resource was employed to adapt the *PDRS* to an electronic format, facilitate survey access, and gather participant responses. Prior to distribution, the electronic version of *PDRS* was again tested for inaccuracies and revised as appropriate.

Based upon a non-experimental approach (Creswell, 2009), the *PDRS* provided quantitative data to describe one population sample at one data point; no intervention was initiated or expected to affect study outcome. Survey results were perceptual data, reflective of participants who self-selected answers and therefore the analyses cannot be generalized to other populations.

Research Participants

Research results were based upon expertise and knowledge of currently employed Head Start directors from a four-state region (Iowa, Kansas, Missouri, Nebraska). Ninety-five Head Start/Early Head Start programs operate within the four targeted states (Administration for Children and Families, n.d.). However, some programs employ more than one director i.e., a Head Start director and an Early Head Start director. Therefore, all directors were solicited to participate in the study. Although efforts to include all directors within the targeted geographical area was attempted, participation was limited to those who voluntarily completed the *PDRS*. Thus, the research population was a self-

selected, single-stage, convenience sampling as defined by Creswell (2009) and Babbie (1990).

Data Collection Strategies

For purposes of connecting with the target research group, current director contact information (electronic mail address) was primarily acquired through the Early Childhood Learning and Knowledge Center (ECKLC) website (Administration for Children and Families, n.d.). In addition, Head Start state association membership listings (Iowa Head Start Association, n.d.; Kansas Head Start Association, n.d.; Missouri Head Start Association, n.d.; Nebraska Head Start Association, n.d.) and individual program websites were utilized to ensure inclusive, accurate addresses. All contact information originated from public sources.

Upon IRB approval, efforts to inform and engage participants began. Initially, Head Start directors received introductory letters through electronic mail explaining study purpose and encouraging participation (see Appendix B). Assurances of voluntary participation, anonymity, confidentiality, and ability to refuse without penalty were shared at that time. Respondents were also informed of their independent status for purposes of the study; that is, individual responses were not interpreted as representation of agency responses but as information provided by professional experts in the field of educational administration. Participants were assured that resulting data would be presented as aggregated summary data ensuring that employers, governing boards, and funding sources would not have access to identifying information nor individual survey results.

Following the introductory letter, another electronic letter containing a SurveyMonkey (2011) link to the electronic version of *PDRS* was distributed to participants (see Appendix C). Included in the SurveyMonkey (2011) edition of the *PDRS*, an informed consent document (see Appendix D) and survey instructions guided respondents through the instrumentation process. Again, respondents were assured of voluntary participation and penalty-free options for non-completion of survey questions. After three days, a second electronic notice containing the SurveyMonkey (2011) link was sent to participants as a reminder about survey participation.

A sample size calculator (MaCorr Research Solutions, n.d.; Raosoft, Inc., n.d.) was used to determine a confidence level of ninety percent and a confidence interval of five percent. The researcher anticipated 71 responses from a total population of 95 Head Start and Early Head Start programs located in the four state Region VII area (Administration for Children and Families, n.d.). Efforts to ensure an adequate response rate included the following actions: (a) evaluation of survey for face and content validity, (b) assurances to participants for anonymity and confidentiality, and (c) use of a survey instrument that required minimal time and effort from participants (Fink, 2009).

Data results were downloaded from SurveyMonkey (2011) to an Excel spreadsheet format (Microsoft, Inc., n.d.). All data analyses results are presented anonymously without participant identifiable information. Only aggregated findings are reported.

Once the survey results were downloaded into an Excel worksheet, data were

imported into Statistical Package for Social Sciences (SPSS) software for statistical

analysis. An analysis strategy was constructed to answer all research questions (see Table

1). Face and content validity (Research Question 1) was determined by analyzing

responses from an expert panel. For purposes of this research study, reliability was

assumed.

Summary statistics were computed to describe the demographic data of all

respondents (Research Question 2). Additionally, summary statistics were computed to

determine the frequency and percentage of PD utilization (yes/no) responses within each

core competency (Research Question 3). Data were further analyzed to determine

frequency and percentage of utilization degree (highly utilized, utilized, rarely utilized)

responses within each core competency (Research Question 5).

Chi square analysis was applied to test the null hypotheses of Research Questions

4 (a, b, c, d) and 6 (a, b, c, d). The nominal nature of study data and presence of two or

more categories were well suited for a two-way Chi Square method of treatment, which

determined significant differences between frequencies of occurrence in all categories

between all groups (Fraenkel, J. R., & Wallen, N. E., 2003; Key, J.P., n.d.). Although the

significance level in most educational research is .05 or .01 levels, the limited number of

respondents predisposed the significance level for this study to the .10 level (Fraenkel &

Wallen, 2003). Table 2 serves as a template for data breakdown applicable to Research

Question 4a referencing location and core competencies. Similar tables for each

independent variable (location, program funded enrollment, tenure, education level) and

36

core competencies (supervision, grant administration, and planning/organizational

development) were constructed for analysis purposes (Research Questions 4a-d).

Table 2

Chi Square Analysis for Utilization by Location and Core Competency

Location	College Coursework		Seminars Workshops		Face-to-Face Guidance		Documents Publications		Other		Total
Supervision	Utilization Yes	No	Utilization Yes	No	Utilization Yes	No	Utilization Yes	No	Utilization Yes	No	
Iowa											
Kansas											
Missouri											
Nebraska											
Grant Administration	Utilization Yes	No	Utilization Yes	No	Utilization Yes	No	Utilization Yes	No	Utilization Yes	No	
Iowa											
Kansas											
Missouri											
Nebraska											
Planning & Organizational Development	Utilization Yes	No	Utilization Yes	No	Utilization Yes	No	Utilization Yes	No	Utilization Yes	No	
Iowa											
Kansas											
Missouri											
Nebraska											

* Probability at 0.10 significance level

Table 3 illustrates a template for data breakdown applicable to Research Question

6a, degree of PD resource utilization by location and core competency. Again, similar

tables were constructed for all independent variables and core competencies (Research

Questions 6a-d).

Table 3

Chi Square Analysis for Degree of Utilization by Location and Core Competency

Location	College Coursework	Seminars Workshops	Face-to-Face Guidance	Documents Publications	Other	Total
Supervision	Utilization 1 2 3	Utilization 1 2 3	Utilization 1 2 3	Utilization 1 2 3	Utilization 1 2 3	
Iowa						
Kansas						
Missouri						
Nebraska						
Grant Administration	Utilization 1 2 3	Utilization 1 2 3	Utilization 1 2 3	Utilization 1 2 3	Utilization 1 2 3	
Iowa						
Kansas						
Missouri						
Nebraska						
Planning & Organizational Development	Utilization 1 2 3	Utilization 1 2 3	Utilization 1 2 3	Utilization 1 2 3	Utilization 1 2 3	
Iowa						
Kansas						
Missouri						
Nebraska						

* Probability at 0.10 significance level

Summary

Chapter three outlined the research methodology applicable to the stated research questions. A survey, *PDRS,* was designed to query Head Start directors regarding their usage of PD resources for enhancement of knowledge and skills in areas of supervision, grant administration, and planning/organizational development. Independent variables identified in the study were program location, program funded enrollment, education level, and position tenure. Dependent variables included PD resource utilization and degree of resource utilization. Limiting the study to directors located in a four-state region (Iowa, Kansas, Missouri, Nebraska), PDRS was electronically distributed through SurveyMonkey (2011). Data results were statistically treated and analyzed for frequency,

percentage and differences between categories. Chi square analysis tested the stated

hypotheses. Findings and study implications follow in Chapters four and five.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Introduction

In previous chapters, the researcher identified the deficiency of research studies that describe PD resources used to enhance knowledge and management skills of Head Start directors. Likewise problematic, an instrument developed for the explicit purpose of determining PD resource preferences of Head Start directors was not identified in the literature. Therefore, an instrument specifically designed for Head Start directors and capable of extracting directors' PD resource preference information would be a contributing factor for advanced research in PD. The researcher-developed *PDRS* was designed to address this issue, filling the void existing in PD research. Piloting the *PDRS*, the researcher referenced the following major objectives when conducting this study of PD choices of Head Start directors:

1. The study determined what PD resources directors utilized to maintain or enhance management knowledge and skills in three areas of leadership.

2. The study indicated degree of utilization of PD resources by directors.

A Chi square analysis then identified differences of utilization and degree of utilization between demographic variables and core concepts. Six research questions were developed to guide the quantitative study. In this chapter, results and analysis of data applicable to all research questions are presented.

Survey Instrument

The *PDRS* survey was designed to query Head Start directors of common PD resources utilized to maintain or enhance management knowledge and skills and to what

degree they utilized these PD resources. Further, the *PDRS* was developed as a self-administered online questionnaire. Sections of the *PDRS* included: (a) demographic information (location, funded enrollment, fulltime/part-time employees, tenure, education); (b) utilization of PD resources (yes/no); and (c) degree of utilization (highly utilized, utilized, rarely utilized). Utilization of PD resources and degree of utilization was further divided into categories referencing core competencies of Head Start leadership: (a) supervision, (b) grant administration, and (c) planning and organizational development.

Research Question 1: Does the PDRS have face and content validity?

An expert panel evaluated and confirmed face and content validity of the *PDRS* prior to general distribution. Evaluation results were applied to the instrument in an effort to address comprehension issues and prevent low response rate. Prior to distribution through the online survey resource SurveyMonkey (2011), the electronic version of *PDRS* was tested for inaccuracies. For purposes of this research study, reliability was assumed.

<div align="center">Study Participants</div>

Eighty-seven directors received electronically-mailed introductory letters and electronic access link to the *PDRS*. Of 45 respondents, 43 directors participated in the study; two directors chose not to participate after accessing the *PDRS* online. Summary statistics were computed to describe demographic data of all respondents (Research Question 2). Demographic data results of study participants follows.

<div align="center">41</div>

Research Question 2: What are descriptive summary statistics of participant responses?

Directors from all four states (Iowa, Kansas, Missouri, and Nebraska) participated

in the study. A greater number of Missouri directors participated (15 respondents);

Nebraska, Iowa, and Kansas were represented by 10, 9, and 9 respondents respectively.

Table 4 outlines frequency and percent of participants by location.

Table 4

Frequency and Percent of Respondents by State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Iowa	9	20.0	20.9	20.9
	Kansas	9	20.0	20.9	41.9
	Missouri	15	33.3	34.9	76.7
	Nebraska	10	22.2	23.3	100.0
	Total	43	95.6	100.0	
Missing	System	2	4.4		
Total		45	100.0		

Respondents by program funded enrollment were divided into four categories

(small=300 enrollment slots or less, medium=301-600 enrollment slots, large=601-1000

enrollment slots, largest=more than 1000 enrollment slots). However, for purpose of

analysis, two categories were combined (large and largest=601and more enrollment

slots). Results indicated more respondents represented Head Start programs with medium

(301-600) of funded enrollments (17 respondents); programs with small and large funded

enrollments were represented by 11 respondents and 15 respondents, respectively. Table

5 further outlines percentage of respondents by program funded enrollment.

Table 5
Frequency and Percent of Respondents by Program Funded Enrollment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Small	11	24.4	25.6	25.6
	Medium	17	37.8	39.5	65.1
	Large	15	33.3	34.9	100.0
	Total	43	95.6	100.0	
Missing	System	2	4.4		
Total		45	100.0		

Breakdown of respondents by number of full time and part-time employees is illustrated by Tables 6 and 7. (The *PDRS* did not define 'full time' or 'part-time' for participants. Therefore, participant responses may represent varied program-specific definitions.) For purpose of analysis, Head Start programs were divided into the following categories for number of full time employees: (a) small=1-39 employees, (b) medium=40-90 employees, (c) large=91-150 employees, and (d) largest=more than 151employees. Programs with 91 or more full time employees ('large' and 'largest' categories=19) responded to the PDRS with greater frequency than those programs with fewer full time employees.

Table 6

Frequency and Percent of Program Full Time Employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Small	12	26.7	27.9	27.9
	Medium	12	26.7	27.9	55.8
	Large	14	31.1	32.6	88.4
	Largest	5	11.1	11.6	100.0
	Total	43	95.6	100.0	
Missing	System	2	4.4		
Total		45	100.0		

For purpose of analysis, Head Start programs were divided into the following

categories for number of part-time employees: (a) small=1-11 employees, (b)

medium=12-20 employees, (c) large=21-45 employees, and (d) largest=more than 46

employees. A greater percentage of respondents reflected programs with least number of

part-time employees (32.4%). Eight *PDRS* participants did not respond to the question.

Table 7

Frequency and Percent of Program Part-time Employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Small	12	26.7	32.4	32.4
	Medium	7	15.6	18.9	51.4
	Large	10	22.2	27.0	78.4
	Largest	8	17.8	21.6	100.0
	Total	37	82.2	100.0	
Missing	System	8	17.8		
Total		45	100.0		

The *PDRS* categorized Head Start director's position tenure into the following: (a)

5 years or less, (b) 6-10 years, (c) 11-15 years, and (d) more than 15 years. For purpose of

analysis, categories (c) and (d) were combined into category '11 years or more'. As

Table 8 illustrates, respondents in all categories were represented, with slightly more

long-tenured (11 years or more) directors participating in the PDRS (16 respondents).

Well over half of respondents had Head Start leadership experience for six years or more

(29 respondents, N=43).

Table 8
Frequency and Percent of Director Position Tenure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 years or less	14	31.1	32.6	32.6
	6-10 years	13	28.9	30.2	62.8
	11 years or more	16	35.6	37.2	100.0
	Total	43	95.6	100.0	
Missing	System	2	4.4		
Total		45	100.0		

The *PDRS* defined education levels in the following terms: (a) AA/AAS, (b)

BA/BS, (c) MA/MS, (d) EdD/PhD, and (e) other. For purpose of analysis, education level

was redefined to reflect the following: (a) below Bachelor's degree, (b) Bachelor's

degree, and (c) Master's degree and above. As illustrated in Table 9, a majority of

respondents possessed a Bachelor's degree and above (19+19=38 respondents, N=43)

and half of those respondents had a graduate degree (19 respondents).

Table 9

Frequency and Percent of Director Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Bachelor's Degree	5	11.1	11.6	11.6
	Bachelor's Degree	19	42.2	44.2	55.8
	Master's Degree and Above	19	42.2	44.2	100.0
	Total	43	95.6	100.0	
Missing	System	2	4.4		
Total		45	100.0		

In summary, of 87 directors invited to participate in the *PDRS,* 49% completed all or portions of the survey. More Missouri Head Start directors responded, but directors from all four states participated. Likewise, programs of all sizes as determined by funded enrollment were represented. Years of position tenure were equally represented by respondents. Finally, of 43 respondents, 88% directors had minimally a Bachelor's degree and 50% of those respondents had earned advanced degrees.

Utilization of PD Resources

Referencing information available from the Early Childhood Learning and Knowledge Center website (Administration for Children and Families, n.d.), the *PDRS* listed PD resources commonly accessible to directors. The predetermined list included the following PD resources: (a) college coursework, (b) seminars/workshops, (c) face-to-face guidance, (d) documents/publications, and (e) other resource. Each participant was asked to affirm or deny usage of each listed PD resource for purpose of enhancing leadership knowledge and skills. Further, survey participants were asked to differentiate responses reflective of a specific core competency. Core competencies presented to participants (supervision, grant administration, planning and organizational development)

were aligned with skills essential to an effective Head Start leader. Summary statistics were computed to determine the frequency and percentage of PD resource utilization (yes/no) responses within each core competency (Research Question 3).

Research Question 3: What is the descriptive summary of resource utilization within each core competency?

Results indicated all PD resources listed in the *PDRS* were utilized by Head Start directors. Further, results indicated all resources were utilized in each core competency area. The following tables illustrate breakdown of responses for each core competency and PD resource.

Supervision. Two-thirds of respondents (66.7%) shown in Table 10 utilized college coursework as a PD resource to gain knowledge and skills related to supervision of employees. However, Tables 11 and 13 indicate that nearly 95% of survey participants utilized seminars and workshops as well as various documents and publications to enhance supervisory knowledge and skills. A smaller percentage (85.7%) of respondents opted for face-to-face guidance as a PD resource in supervision.

More than half of respondents utilized college coursework to improve supervisory skills as indicated in Table 10.

Table 10
Supervision: Frequency and Percent of Respondents Using College Coursework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	62.2	66.7	66.7
	No	14	31.1	33.3	100.0
	Total	42	93.3	100.0	
Missing	System	3	6.7		
Total		45	100.0		

Seminars/workshops were utilized more often than college classes to gain

knowledge of supervision as shown in Table 11.

Table 11
Supervision: Frequency and Percent of Respondents Using Seminars/Workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	86.7	95.1	95.1
	No	2	4.4	4.9	100.0
	Total	41	91.1	100.0	
Missing	System	4	8.9		
Total		45	100.0		

Compared to seminars/workshops, fewer directors utilized face-to-face guidance

to enhance supervisory skills. However, directors still preferred face-to-face guidance to

college coursework.

Table 12
Supervision: Frequency and Percent of Respondents Using Face-to-Face Guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	80.0	85.7	85.7
	No	6	13.3	14.3	100.0
	Total	42	93.3	100.0	
Missing	System	3	6.7		
Total		45	100.0		

Illustrated by Table 13, most directors utilized documents/publications as

resources for PD growth in the supervision core competency.

Table 13
Supervision: Frequency and Percent of Respondents Using Documents/Publications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	88.9	95.2	95.2
	No	2	4.4	4.8	100.0
	Total	42	93.3	100.0	
Missing	System	3	6.7		
Total		45	100.0		

Grant administration. In Table 14, respondents indicated a lesser utilization frequency of college coursework when seeking knowledge of grant administration (15) as compared to supervision (28). However, data cited in Grant Administration Tables 15-17 closely resembled corresponding data in Supervision Tables 11- 13. Head Start directors utilized seminars/workshops (supervision: 39 respondents; grant administration: 40 respondents), face-to-face guidance (supervision: 36 respondents; grant administration: 36 respondents), and documents/publications (supervision: 40 respondents; grant administration: 41 respondents) similarly within each core competency.

Less than half of respondents utilized college coursework to learn more about grant administration as illustrated in Table 14.

Table 14
Grant Administration: Respondents Using College Coursework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	33.3	35.7	35.7
	No	27	60.0	64.3	100.0
	Total	42	93.3	100.0	
Missing	System	3	6.7		
Total		45	100.0		

However, nearly all respondents indicated utilization of seminars/workshops for increased knowledge of grant administration.

Table 15
Grant Administration: Respondents Using Seminars/Workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	88.9	95.2	95.2
	No	2	4.4	4.8	100.0
	Total	42	93.3	100.0	
Missing	System	3	6.7		
Total		45	100.0		

As shown in Table 16, face-to-face guidance served to inform 80% of respondents of grant administration-related responsibilities.

Table 16
Grant Administration: Respondents Using Face-to-Face Guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	80.0	87.8	87.8
	No	5	11.1	12.2	100.0
	Total	41	91.1	100.0	
Missing	System	4	8.9		
	Total	45	100.0		

Table 17 indicates only one respondent did not utilize documents/publications as resources for gaining grant administration knowledge.

Table 17
Grant Administration: Respondents Using Documents/Publications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	41	91.1	97.6	97.6
	No	1	2.2	2.4	100.0
	Total	42	93.3	100.0	
Missing	System	3	6.7		
Total		45	100.0		

Planning/organizational development. As shown in Table 18, only slightly more than half of respondents (22) indicated they utilized college coursework to increase knowledge of planning and organizational development. Tables 19- 21 further illustrate number and percent of Head Start directors utilizing PD resources for planning/organizational development competency-building. Similarly noted with fore-mentioned core competencies (supervision and grant administration), the majority of participating Head Start directors utilized seminars/workshops (41), face-to-face guidance (39), and documents/publications (39) to enhance knowledge and skills in planning/organizational development.

As noted in Table 18, nearly 54% of respondents utilized college coursework for planning/organizational development PD.

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Table 18

Planning/Organizational Development: Respondents Using College Coursework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	48.9	53.7	53.7
	No	19	42.2	46.3	100.0
	Total	41	91.1	100.0	
Missing	System	4	8.9		
Total		45	100.0		

Of the 41 respondents shown in Table 19, all directors expressed utilization of

seminars/workshops for gaining greater knowledge of planning/organizational

development.

Table 19

Planning/Organizational Development: Respondents Using Seminars/Workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	41	91.1	100.0	100.0
Missing	System	4	8.9		
Total		45	100.0		

Table 20 indicates only two directors responded negatively with regard to

utilization of face-to-face guidance for planning/organizational development PD.

Table 20
Planning/Organizational Development: Respondents Using Face-to-Face Guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	86.7	95.1	95.1
	No	2	4.4	4.9	100.0
	Total	41	91.1	100.0	
Missing	System	4	8.9		
Total		45	100.0		

Similarly, only two directors responded negatively with regard to utilization of documents/publications for planning/organizational development PD.

Table 21
Planning/Organizational Development: Respondents Using Documents/Publications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	86.7	95.1	95.1
	No	2	4.4	4.9	100.0
	Total	41	91.1	100.0	
Missing	System	4	8.9		
Total		45	100.0		

To summarize results, all PD resources listed in the *PDRS* were utilized by Head Start directors. Further, results indicated that all resources were utilized in each core competency area. One PD resource, documents/publications, was consistently mentioned more frequently as utilized within supervision and grant administration competencies. Adversely, college coursework was consistently reported less frequently as utilized among all competency areas, although respondents utilized college coursework most often for supervisory knowledge enhancement. Only one PD resource,

seminars/workshops in the planning/organizational development competency, was reported as utilized by all respondents.

<center>Utilization Between Variables</center>

Chi square analysis was applied to test null hypotheses of Research Question 4 (a, b, c, d). The nominal nature of study data and presence of two or more categories were well suited for a two-way Chi Square method of treatment. As discussed in Chapter three, limited sample size (N=43) predisposed significance level for this study to the .10 level.

Research Question 4a: For each PD resource, what is the difference of utilization between program location and core competency?

Program location. Cross tabulation of frequencies for responses within all competency areas and between all PD resources and program location was performed. At significance level *p*<.10, four areas of significance were identified. These areas are as follows.

As can be seen by frequencies cross tabulated in Table 22, two directors from Nebraska responded negatively to the use of seminars/workshops for supervision information; directors from the other three states all responded affirmatively. Chi square analysis of data (Table 23) indicated a significant difference between seminars/workshops used to gain supervisory skills and program location $X^2(3, N=41)=7.48$, *p*=.058. The null hypothesis was rejected for Research Question 4a; there was a difference of utilization of seminars/workshops between program location and core competency.

Table 22
Supervision: Cross Tabulation of Seminars/Workshops and State

Supervision: Seminars/Workshops		State of Origin				
		Iowa	Kansas	Missouri	Nebraska	Total
Yes	Count	9	8	15	7	39
	% within State of Origin	100.0%	100.0%	100.0%	77.8%	95.1%
No	Count	0	0	0	2	2
	% within State of Origin	.0%	.0%	.0%	22.2%	4.9%
Total	Count	9	8	15	9	41
	% within State of Origin	100.0%	100.0%	100.0%	100.0%	100.0%

Table 23
Supervision: Chi-Square Analysis of Seminars/Workshops and State

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.476[a]	3	.058
Likelihood Ratio	6.448	3	.092
Linear-by-Linear Association	3.663	1	.056
N of Valid Cases	41		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .39.

As illustrated by Chi square analysis summary in Table 25, significant differences existed between face-to-face guidance used to gain supervisory skills and program location X^2(3, N=42)=8.97, *p*=.030. Table 24 denoted four Nebraska directors did not utilize face-to-face guidance when seeking supervisory knowledge. On the other hand, the majority of responding directors from Iowa, Kansas, and Missouri utilized face-to-face guidance. In fact, 100% of Iowa directors indicated utilization of face-to-face guidance for supervision information. The null hypothesis was rejected for Research Question 4a; there was a difference of utilization of face-to-face guidance between program location and core competency.

Table 24
Supervision: Cross Tabulation of Face-to-Face Guidance and State

Supervision: Face-to-Face Guidance		State of Origin				
		Iowa	Kansas	Missouri	Nebraska	Total
Yes	Count	9	8	14	5	36
	% within State of Origin	100.0%	88.9%	93.3%	55.6%	85.7%
No	Count	0	1	1	4	6
	% within State of Origin	.0%	11.1%	6.7%	44.4%	14.3%
Total	Count	9	9	15	9	42
	% within State of Origin	100.0%	100.0%	100.0%	100.0%	100.0%

Table 25
Supervision: Chi-Square Analysis of Face-to-Face Guidance and State

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.970[a]	3	.030
Likelihood Ratio	8.458	3	.037
Linear-by-Linear Association	5.346	1	.021
N of Valid Cases	42		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.29.

As can be seen by frequencies cross tabulated in Table 26, two directors from Nebraska responded negatively to use of documents/publications for supervision information; directors from all other states responded affirmatively. At significance level $p<.10$, chi square analysis (Table 27) revealed a significant difference between documents/publications used to gain supervisory skills and program location $X^2(3, N=42)=7.70$, $p=.053$. The null hypothesis was rejected for Research Question 4a; there was a difference of utilization of documents/publications between program location and core competency.

Table 26

Supervision: Cross Tabulation of Documents/Publications and State

Supervision: Documents/Publications		State of Origin				
		Iowa	Kansas	Missouri	Nebraska	Total
Yes	Count	9	9	15	7	40
	% within State of Origin	100.0%	100.0%	100.0%	77.8%	95.2%
No	Count	0	0	0	2	2
	% within State of Origin	.0%	.0%	.0%	22.2%	4.8%
Total	Count	9	9	15	9	42
	% within State of Origin	100.0%	100.0%	100.0%	100.0%	100.0%

Table 27

Supervision: Chi-Square Analysis of Documents/Publications and State

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.700[a]	3	.053
Likelihood Ratio	6.547	3	.088
Linear-by-Linear Association	3.796	1	.051
N of Valid Cases	42		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .43.

Similarly, cross tabulation of frequency data indicated two directors from Nebraska responded negatively to use of seminars/workshops for grant administration information. Table 28 indicated directors from other three states all responded affirmatively. At significance level $p<.10$, chi square analysis (Table 29) revealed a significant difference between seminars/workshops used to gain knowledge for grant administration and program location $X^2(3, N=42)=7.70$, $p=.053$. The null hypothesis was rejected for Research Question 4a; there was a difference of utilization of seminars/workshops between program location and core competency.

Table 28

Grant Administration: Cross Tabulation of Seminars/Workshops and State

Grant Administration: Seminars/Workshops		State of Origin				
		Iowa	Kansas	Missouri	Nebraska	Total
Yes	Count	9	9	15	7	40
	% within State of Origin	100.0%	100.0%	100.0%	77.8%	95.2%
No	Count	0	0	0	2	2
	% within State of Origin	.0%	.0%	.0%	22.2%	4.8%
Total	Count	9	9	15	9	42
	% within State of Origin	100.0%	100.0%	100.0%	100.0%	100.0%

Table 29

Grant Administration: Chi-Square Analysis of Seminars/Workshops and State

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.700[a]	3	.053
Likelihood Ratio	6.547	3	.088
Linear-by-Linear Association	3.796	1	.051
N of Valid Cases	42		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .43.

Following cross tabulation of responses of face-to-face guidance for grant administrative competencies by program location, results were not significant. However, referencing Table 30, two Missouri directors and three Nebraska directors responded negatively to utilization of face-to-face guidance in grant administration; all directors from Iowa and Kansas responded affirmatively. Although not statistically significant at the .10 level (p=.105), results were noted.

Table 30

Grant Administration: Cross Tabulation of Face-to-Face Guidance and State

Grant Administration: Face-to-Face Guidance		State of Origin				
		Iowa	Kansas	Missouri	Nebraska	Total
Yes	Count	8	9	13	6	36
	% within State of Origin	100.0%	100.0%	86.7%	66.7%	87.8%
No	Count	0	0	2	3	5
	% within State of Origin	.0%	.0%	13.3%	33.3%	12.2%
Total	Count	8	9	15	9	41
	% within State of Origin	100.0%	100.0%	100.0%	100.0%	100.0%

Table 31

Grant Administration: Chi-Square Analysis of Face-to-Face Guidance and State

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.135[a]	3	.105
Likelihood Ratio	7.168	3	.067
Linear-by-Linear Association	5.105	1	.024
N of Valid Cases	41		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .98.

Research Question 4b: For each PD resource, what is the difference of utilization

between funded enrollment and core competency?

Funded enrollment. Cross tabulation of frequencies for responses within all

competency areas and between all PD resources and program funded enrollment was

performed. At the significance level $p<.10$, no areas of significance were identified.

Therefore, the null hypotheses for Research Question 4b must be accepted. The analysis

indicated that there was no difference of PD resource utilization between program funded

enrollment and core competency.

Research Question 4c: For each PD resource, what is the difference of utilization

between position tenure and core competency?

   Position tenure. Cross tabulation of frequencies for responses within all

competency areas and between all PD resources and position tenure was performed. At

the significance level $p<.10$, two areas of significance were identified. Each instance is

described below.

   As evidenced by Chi square summary analysis in Table 33, significant differences

existed between college coursework used to gain supervisory skills and program tenure

X^2(2, N=42)=7.67, $p=.022$. Table 32 illustrates frequency response which indicated

directors with 11 or more years of experience were less likely to utilize college

coursework to enhance supervisory skills (Yes=43.8%, No=56.3%). This compared to the

response rate of less-experienced directors who indicated college coursework was

utilized (Yes=69.2% [5 years or less], Yes=92.3% [6-10 years]. The null hypothesis was

therefore rejected for Research Question 4c; there was a difference of utilization of

college coursework between position tenure and core competency.

Table 32
Supervision: Cross Tabulation of College Coursework and Position Tenure

Supervision: College Coursework		Position Tenure			
		5 years or less	6-10 years	11 years or more	Total
Yes	Count	9	12	7	28
	% within Position Tenure	69.2%	92.3%	43.8%	66.7%
No	Count	4	1	9	14
	% within Position Tenure	30.8%	7.7%	56.3%	33.3%
Total	Count	13	13	16	42
	% within Position Tenure	100.0%	100.0%	100.0%	100.0%

Table 33
Supervision: Chi-Square Analysis of College Coursework and Position Tenure

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.666[a]	2	.022
Likelihood Ratio	8.438	2	.015
Linear-by-Linear Association	2.442	1	.118
N of Valid Cases	42		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 4.33.

A significant difference was noted in Table 35 between college coursework used to gain knowledge in grant administration and program tenure $X^2(2, N=42)=5.48$, *p*=.065. Further illustrated in Table 34, directors with position tenure of 6-10 years (61.5%) were more likely to utilize college coursework to gain knowledge in grant administration, while newer directors (23%) and directors with 11 or more years (25%) were least likely to opt for college coursework in the same competency area. Therefore, the null hypothesis was rejected for Research Question 4c; there was a difference of utilization of college coursework between position tenure and core competency.

Table 34
Grant Administration: Cross Tabulation of College Coursework and Position Tenure

Grant Administration: College Coursework	Position Tenure			
	5 years or less	6-10 years	11 years or more	Total
Yes Count	3	8	4	15
% within Position Tenure	23.1%	61.5%	25.0%	35.7%
No Count	10	5	12	27
% within Position Tenure	76.9%	38.5%	75.0%	64.3%
Total Count	13	13	16	42
% within Position Tenure	100.0%	100.0%	100.0%	100.0%

Table 35

Grant Administration: Chi-Square Analysis of College Coursework and Position Tenure

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.480[a]	2	.065
Likelihood Ratio	5.384	2	.068
Linear-by-Linear Association	.001	1	.978
N of Valid Cases	42		

a. 2 cells (33.3%) have expected count less than 5. The minimum
expected count is 4.64.

Research Question 4d: For each PD resource, what is the difference of utilization

between education level and core competency?

Education level. Cross tabulation of frequencies for responses within all

competency areas and between all PD resources and director education level was

performed. At the significance level $p<.10$, no areas of significance were identified.

Therefore, the null hypotheses for Research Question 4d must be accepted. The analysis

indicated that there was no difference of PD resource utilization between education level

and core competency. However, following cross tabulation of responses of

documents/publications for supervision competencies by director education level, results

approach significance. Referencing Table 36, one director with less than a Bachelor's

degree and one director with an advanced degree responded negatively to utilization of

documents/publications in supervision; all directors with Bachelor's degrees responded

affirmatively. Although not statistically significant at the .10 level ($p=.102$), the results

were noted.

Table 36

Supervision: Cross Tabulation of Documents/Publications and Education Level

Supervision: Documents/Publications		Education Level			
		<Bachelor's	Bachelor's	>Master's	Total
Yes	Count	3	19	18	40
	% within Education Level	75.0%	100.0%	94.7%	95.2%
No	Count	1	0	1	2
	% within Education Level	25.0%	.0%	5.3%	4.8%
Total	Count	4	19	19	42
	% within Education Level	100.0%	100.0%	100.0%	100.0%

Table 37

Supervision: Chi-Square Analysis of Documents/Publications and Education Level

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.573[a]	2	.102
Likelihood Ratio	3.747	2	.154
Linear-by-Linear Association	.622	1	.430
N of Valid Cases	42		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .19.

In summary, six fields were identified with significant differences resulting from cross tabulation of frequencies between variables. Specifically, chi square analysis proved program location was a significant variable in supervision for utilization of seminars/workshops, documents/publications, and face-to-face guidance. Also, program location was a significant variable in grant administration for utilization of seminars/workshops. In cross tabulations, two Nebraska directors responded negatively to using seminars/workshops and documents/publications for supervision; Nebraska directors also responded negatively to use of seminars/workshops for grant administration. Referencing face-to-face guidance for supervision, Iowa directors

unanimously affirmed utilization of this particular PD resource; yes/no responses were split for all other directors from other states.

Program tenure proved to be another significant variable. Results indicated Head Start directors with 11 or more years of experience were least likely to utilize college coursework for gaining knowledge of supervision. On the other hand, directors with 6-10 years of experience were more likely to utilize college coursework for enhancing grant administration skills. All other cross tabulations of core competency areas and independent variables for utilization of PD resources were not found to be significant.

Degree of Utilization

During administration of the *PDRS*, study participants were initially asked to affirm or deny usage of each listed PD resource (college coursework, seminars/workshops, face-to-face guidance, documents/publications, and other resource) for the purpose of enhancing leadership knowledge and skills in each core competency area (supervision, grant administration, planning and organizational development). Upon responding positively for usage of a particular PD resource, the participant was then directed to quantify utilization using the same PD resource list within each core competency category. Measure of utilization was defined by three degrees: (a) highly utilized, (b) utilized, and (c) rarely utilized. For purpose of analysis, utilization degree was redefined as (a) highly utilized and (b) utilized. Data results were then treated to determine frequency and percentage of utilization degree responses within each core competency (Research Question 5).

Research Question 5: What is the descriptive summary for utilization degree of PD resources within each core competency?

Survey results indicated that Head Start directors quantified all PD resource usage as 'utilized' with greater frequency over 'highly utilized' across all core competency areas. College coursework maintained a lower percentage of 'highly utilized' responses in all competency categories. Seminars/workshops, on the other hand, were cited with greater frequency as 'highly utilized'. The following tables illustrate frequency and percent of utilization degree responses by core competency.

Supervision. To achieve greater competency in the area of supervision, more responding Head Start directors defined their utilization degree of college coursework, seminars/workshops, face-to-face guidance, and documents/publications as 'utilized' rather than 'highly utilized'. However, as outlined in Tables 38- 41, more respondents cited seminars/workshops as 'highly utilized' in comparison to other 'highly utilized' supervision PD resources.

As illustrated by Table 38, 71% (20 directors) responded they 'utilized' versus 'highly utilized' college coursework for enhancement of supervision skills.

Table 38
Supervision: Degree of Utilization of College Coursework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Utilized	8	17.8	28.6	28.6
	Utilized	20	44.4	71.4	100.0
	Total	28	62.2	100.0	
Missing	System	17	37.8		
Total		45	100.0		

Of the 40 respondents shown in Table 39, 42% 'highly utilized'

seminars/workshops for supervision knowledge as compared to the 57% respondents who

'utilized' seminars/workshops.

Table 39
Supervision: Degree of Utilization of Seminars/Workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Utilized	17	37.8	42.5	42.5
	Utilized	23	51.1	57.5	100.0
	Total	40	88.9	100.0	
Missing	System	5	11.1		
Total		45	100.0		

Table 40 indicates 22 of 36 respondents 'utilized' face-to-face guidance; a lesser

number (14) 'highly utilized face-to-face as a resource for supervision information.

Table 40
Supervision: Degree of Utilization of Face-to-Face Guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Utilized	14	31.1	38.9	38.9
	Utilized	22	48.9	61.1	100.0
	Total	36	80.0	100.0	
Missing	System	9	20.0		
Total		45	100.0		

Again, more respondents 'utilized' the PD resource (76.9%) contrasted to 'highly

utilized' the resource (23%). Table 41 highlights degree of utilization for

documents/publications as resources for supervision skills and knowledge.

Table 41
Supervision: Degree of Utilization of Documents/Publications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Utilized	9	20.0	23.1	23.1
	Utilized	30	66.7	76.9	100.0
	Total	39	86.7	100.0	
Missing	System	6	13.3		
Total		45	100.0		

Grant administration. Similar to the supervision category, more Head Start directors characterized their utilization degree of grant administration PD resources as 'utilized' rather than 'highly utilized'. One exception was noted for utilization degree of seminars/workshops. As Table 43 illustrates, half of respondents quantified usage as 'highly utilized' and half respondents indicated seminars/workshops were 'utilized'.

College coursework was the least quoted 'highly utilized' PD resource used for gaining grant administration knowledge according to results presented in Table 42. Only three respondents indicated college coursework was 'highly utilized'.

Table 42
Grant Administration: Degree of Utilization of College Coursework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Utilized	3	6.7	21.4	21.4
	Utilized	11	24.4	78.6	100.0
	Total	14	31.1	100.0	
Missing	System	31	68.9		
Total		45	100.0		

As previously mentioned, Table 43 displays equal responses between 'utilized' and 'highly utilized' degrees of utilization of seminars/workshops.

Table 43
Grant Administration: Degree of Utilization of Seminars/Workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Utilized	20	44.4	50.0	50.0
	Utilized	20	44.4	50.0	100.0
	Total	40	88.9	100.0	
Missing	System	5	11.1		
Total		45	100.0		

Table 44 illustrates degree of utilization of face-to-face guidance described as

'utilized' by more than 70% of respondents needing information about grant

administration.

Table 44
Grant Administration: Degree of Utilization of Face-to-Face Guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Utilized	11	24.4	29.7	29.7
	Utilized	26	57.8	70.3	100.0
	Total	37	82.2	100.0	
Missing	System	8	17.8		
Total		45	100.0		

In contrast, few more than half of respondents (56%) defined degree of utilization

of documents/publications as 'utilized' for grant administration knowledge as shown in

Table 45.

Table 45

Grant Administration: Degree of Utilization of Documents/Publications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Utilized	18	40.0	43.9	43.9
	Utilized	23	51.1	56.1	100.0
	Total	41	91.1	100.0	
Missing	System	4	8.9		
Total		45	100.0		

Planning/organizational development. In the competency area of planning/organizational development, a greater percentage of Head Start directors continued to define degree of utilization of all PD resources as 'utilized' versus 'highly utilized'. The greatest percentage of 'highly utilized' response was found for seminars/workshops as illustrated in Table 47.

College coursework was again the least quoted 'highly utilized' PD resource. Table 46 indicates only five directors described college coursework as 'highly utilized'.

Table 46

Planning/Organizational Development: Degree of Utilization of College Coursework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Utilized	5	11.1	22.7	22.7
	Utilized	17	37.8	77.3	100.0
	Total	22	48.9	100.0	
Missing	System	23	51.1		
Total		45	100.0		

Conversely, 18 directors (43.9%) described degree of utilization of seminars/workshops for planning/organizational development PD as 'highly utilized'. Table 47 outlines the frequency breakdown.

Table 47
Planning/Organizational Development: Degree of Utilization of Seminars/Workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Utilized	18	40.0	43.9	43.9
	Utilized	23	51.1	56.1	100.0
	Total	41	91.1	100.0	
Missing	System	4	8.9		
Total		45	100.0		

As shown in Table 48, face-to-face guidance was described as 'highly utilized' by nearly 32% of respondents for planning/organizational development PD. However, the majority of respondents continued to quantify PD resource utilization as 'utilized'.

Table 48
Planning/Organizational Development: Degree of Utilization of Face-to-Face Guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Utilized	12	26.7	31.6	31.6
	Utilized	26	57.8	68.4	100.0
	Total	38	84.4	100.0	
Missing	System	7	15.6		
Total		45	100.0		

Similarly, more than half of respondents shown in Table 49 defined degree of utilization of documents/publications as 'utilized'.

Table 49

Planning/Organizational Development: Degree of Utilization of Documents/Publications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Utilized	13	28.9	35.1	35.1
	Utilized	21	46.7	56.8	91.9
	3	3	6.7	8.1	100.0
	Total	37	82.2	100.0	
Missing	System	8	17.8		
Total		45	100.0		

In summary, resulting data indicated that Head Start directors quantified all PD resource usage as 'utilized' with greater frequency over 'highly utilized' across all core competency areas. College coursework maintained a lower percentage of 'highly utilized' responses in all competency categories. Seminars/workshops, on the other hand, were cited with greater frequency as 'highly utilized' across all three competency areas. Directors reported with greater frequency they 'utilized' face-to-face guidance to gain grant administration and planning/organizational development knowledge. However, for enhancement of supervision skills, documents/publications were categorized as 'utilized' by more respondents.

<div align="center">Degree of Utilization Between Variables</div>

Chi square analysis was applied to test the null hypotheses of Research Question 6 (a, b, c, d). The nominal nature of study data and presence of two or more categories were well suited for a two-way Chi Square method of treatment. As discussed in Chapter three, the limited number of respondents (N=43) predisposed the significance level for this study to the .10 level.

Research Question 6a: What is the difference of utilization degree between program location and core competency?

Program location. Cross tabulation of frequencies for degree of utilization responses within the all competency areas and between all PD resources and program location was performed. At the significance level $p<.10$, no areas of significance were identified. Therefore, the null hypotheses for Research Question 6a must be accepted. Analysis evidenced that there was no difference of utilization degree of PD resources between program location and core competency.

Research Question 6b: What is the difference of utilization degree between funded enrollment and core competency?

Funded enrollment. Cross tabulation of frequencies for degree of utilization responses within the all competency areas and between all PD resources and program funded enrollment was performed. At the significance level $p<.10$, no areas of significance were identified. Therefore, the null hypotheses for Research Question 6b must be accepted. Data analysis indicated that there was no difference of utilization degree of PD resources between program funded enrollment and core competency.

Research Question 6c: What is the difference of utilization degree between position tenure and core competency?

Position tenure. Cross tabulation of frequencies for degree of utilization responses within the all competency areas and between all PD resources and position tenure was performed. At the significance level $p<.10$, no areas of significance were identified. Therefore, the null hypotheses for Research Question 6c must be accepted. Chi square

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analysis evidenced that there was no difference of utilization degree of PD resources between position tenure and core competency.

Research Question 6d: What is the difference of utilization degree between education level and core competency?

Education level. Cross tabulation of frequencies for degree of utilization responses within the all competency areas and between all PD resources and education level was performed. At the significance level $p<.10$, no areas of significance were identified. Therefore, the null hypotheses for Research Question 6d must be accepted. Analysis indicated that there was no difference of utilization degree of PD resources between education level and core competency.

Summary

Chapter four presented survey results and data summary analysis applicable to all six research questions. Frequency and percentage data provided an overview of the study sample. Additionally, frequency and percentage data indicated utilization and degree of utilization of college coursework, seminars/workshops, face-to-face guidance, and documents/publications across supervision, grant administration, and planning/organizational development core competencies. Finally, Chi square analysis of cross tabulated frequency response data determined significance in six fields of study. These six areas of significance are as follows:

- Program location was a significant variable for utilization of seminars/workshops to enhance supervision knowledge and skills. Specifically, Nebraska directors were less likely to utilize seminars/workshops as a PD resource for supervision.

- Program location was also a significant variable for utilization of face-to-face guidance to enhance supervision knowledge and skills. Data determined Iowa directors were most likely to utilize face-to-face guidance as a PD resource for supervision.

- Further, program location was a significant variable for utilization of documents/publications to enhance supervision knowledge and skills. Results indicated Nebraska directors were less likely to utilize documents/publications as a PD resource for supervision.

- Program location was again a significant variable for utilization of seminars/workshops to increase leadership knowledge and skills. In this instance, Nebraska directors were less likely to utilize seminars/workshops to gain knowledge in grant administration.

- Position tenure proved to be a significant variable for utilization of college coursework to increase supervision knowledge and skills. Directors with 11 or more years of experience were less likely to utilize college coursework as a PD resource for supervision. However, directors with 6-10 years of experience were most likely to utilize college coursework as a PD resource.

- Finally, position tenure was again noted as a significant variable for utilization of college coursework. Directors with 6-10 years of experience were most likely to utilize college coursework as a PD resource for grant administration information. Overall, newer directors and those with 11 or more years of experience reported less utilization of college coursework.

Further discussion and conclusions will be presented in Chapter five.

CHAPTER FIVE

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Lack of knowledge surrounding PD choices of Head Start directors served as the catalyst for proposing this study. Inability to identify a Head Start-specific survey instrument designed to query directors about PD further validated the need for this study. The *PDRS* was designed expressly for Head Start directors in an effort to glean PD information helpful to individual directors and staff members as well as policymakers and training providers. Chapter four presented survey data indicative of PD resource utilization by Head Start directors. Chapter five continues discussion of findings, states conclusions, and offers suggestions for further research.

Study Overview

From the start, this study had two objectives. First, by developing a survey specific to Head Start directors, the researcher proposed to identify PD resources actually utilized by directors to enhance management knowledge and skills. Secondly, the researcher proposed to quantify the utilization degree of PD resources. Resulting data would then serve to inform federal and regional decision-makers of local needs as measured by utilization of available PD resources.

Further, two assumptions guided survey development and subsequent data analysis. First, Head Start directors seek PD opportunities in areas of study that are important and relevant to their professional needs. Secondly, directors control specifics of their own learning. These two assumptions were grounded in adult learning theory as defined by Speck (1999).

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Finally, survey questions presented by the *PDRS* were developed with reference to each research question and designed to generate quantitative data pertinent to purpose of this study. Analysis of data was appropriate to each question and reflective of study purpose.

Distributed electronically, the *PDRS* utilized SurveyMonkey (2011), an online survey resource, to administer the survey and gather responses. In December 2011, 87 Head Start directors working in Iowa, Kansas, Missouri, and Nebraska received electronic mail invitations to participate in the study. Of 45 directors who responded to the invitation, 43 respondents completed all or portions of the survey. Acknowledging researcher bias associated with pre-existing tacit knowledge of the Head Start program, the following discussion summarizes results of director survey responses by research question.

Discussion of the Findings

Six research questions guided the study. Discussion based upon data analysis presented in Chapter four will follow each question.

Research Question 1: Does the PDRS have face and content validity?

An expert panel confirmed validity. Feedback from the panel reinforced face and content validity of the *PDRS*. Resulting data from the survey reaffirmed survey validity. Director responses were consistent to research questions and purpose of study, providing appropriate data for statistical analysis. The *PDRS* successfully collected usable data that served to inform federal and local Head Start leaders what PD resources directors actually utilized. Further, study results provided policymakers information about which PD resources directors utilized to address knowledge gaps in specific leadership competency areas. Continued study and dissemination of the *PDRS* to more Head Start

directors would provide further opportunity for policymakers to receive input from directors regarding PD needs and preferred PD resources. Additional information would not only bridge existing gap in literature specific to Head Start leadership training but also serve to support fiscal decisions about T/TA funding for PD resources. A clear understanding of PD resource utilization is imperative to sound fiscal decision-making.

Research Question 2: What are descriptive summary statistics of participant demographic responses?

Survey respondents represented Head Start programs from each of the targeted states as well as programs of varying sizes as indicated by funded enrollment. Thus, results were indicative of a broad spectrum of Head Start programs in terms of program location and size. Furthermore, respondents embodied diverse groupings of program tenure, suggesting various levels of leadership experience and divergent PD requirements. Moreover, most survey participants were college-educated professionals, many of which had advanced degrees. In view of the lack of federal regulations applicable to minimum education requirements for Head Start directors (Office of Head Start, 2006), this finding was particularly notable. Further study would be needed to determine trends in educational disciplines and utilization of PD resources.

The final demographic measured, full time/part-time employees, was not defined in the *PDRS*. Therefore, results could have reflected varied program-specific definitions as well as individual director definitions. Further exploration of program employee demographic data might prove insightful to director PD choices within the supervision core competency.

In summary, demographic data indicated responding Head Start directors embodied a wide range of environmental and personal circumstances. Although the total number of respondents was limited, survey data crossed all demographic variables. Consequently, this broad representation was notable for continuance of further research studies and policy discussions.

Research Question 3: What are the descriptive summary statistics of PD resource utilization within each core competency category?

One of the concerns prior to this study was existence of an informational disconnect between federal decision-makers and local programs regarding individual leadership training needs and PD resource utilization. As a matter of practice, Head Start directors were not queried as to what PD resources were utilized for leadership training or whether federally-funded PD resources were applicable to training needs. Through this study, directors were offered an opportunity to provide information applicable to leadership PD. From study results we now know that directors utilized a multitude of PD resources, some of which are federally-funded, to fulfill individual gaps of leadership knowledge and skills.

Study results also indicated directors accessed certain PD resources within a core competency category of supervision, grant administration, or planning/organizational development. These results served to support tenets of adult learning theory as presented by Speck (1996, 1999). Speck (1996) contended adult learners seek learning opportunities aligned with personal and professional goals and objectives. Thus, the researcher offers that PD resources utilized by a Head Start director serve an individualized need for leadership knowledge to address a specific job-related situation or

personal circumstance. Further study would offer delineation of director purpose and PD resource choice.

Research Question 4: What is the difference of PD resource utilization between variables and core competency?

Program location and director position tenure were identified as influential factors of PD resource utilization. Specifically, Nebraska directors responded negatively to utilization of seminars/workshops in core competency areas supervision and grant administration. Likewise, Nebraska directors responded negatively to utilization of documents/publications and face-to-face guidance in core competency area supervision. Further study could address the 'why' of these findings, particularly the reason for reluctance to utilize documents/publications which are easily accessed online. However, this researcher suggests the distance of some Nebraska programs from the Region VII administrative hub in Kansas City, Missouri promotes a sense of disconnect from some PD resources. Travel time and subsequent costs associated with attending conferences, cluster trainings, and face-to-face meetings can pose a challenge to Head Start programs, particularly if attendance requires extensive road or air travel. Many training conferences are located in Kansas City or sites inconvenient to some Nebraska programs. Therefore, seminars/workshops and face-to-face guidance may not be viable PD options for some Nebraska directors.

In contrast, all Iowa respondents utilized face-to-face guidance for supervision knowledge. This finding supports Speck's tenet (1996) that adult learners require feedback, support, and coaching to facilitate transfer of learning into daily practice. Therefore, this researcher suggests that Iowa directors have identified a PD resource that

provides necessary supports specific to supervisory information and skill enhancement. Further study would delineate the reason for 100% utilization of this PD method in Iowa and the identified source of face-to-face guidance for Iowa directors such as mentor-coaching, consulting, or peer advisement.

Program tenure was also identified as an influential variable for PD resource utilization. Directors with 6-10 years of experience were more likely to utilize college coursework to enhance knowledge and skills associated to Head Start leader core competencies. With knowledge that the majority of respondents had minimally a bachelor degree, the researcher offers the following:

- Pursuit of an advanced degree requires dedication of time and resources
- Transition to the director's role also requires dedication of time and resources
- Directors seeking an advanced degree may opt to wait until fully adjusted to the leadership role before increasing their realm of obligations to include college coursework.
- Long-tenured directors may not sense value of advanced degrees with the approach of retirement
- Further study could clarify director choices involving college coursework

Speck (1996) indicated that adult learners want control of their own learning activities. Referencing significant differences in data results, this study affirmed that Head Start directors were indeed managing their PD choices relative to personal or professional circumstances.

Research Question 5: What are the descriptive summary statistics for utilization degree of PD resources within each core competency category?

Of the listed PD resources, seminars/workshops were cited with greater frequency as 'highly utilized' across all competency areas. From this finding, Speck's theory of adult learning (Speck, 1996, 1999) is again supported. According to Speck (1996), adult learners need to participate in small group activities that facilitate understanding of new concepts and subsequent application. As a result of attending seminars/workshops, Head Start directors are given opportunities to learn, discuss, and network with peers thus satisfying the need for group participation.

Research Question 6: What is the difference of utilization degree between variables and core competency?

As a result of no identified areas of significance between degree of utilization and all variables, we have to conclude again that Head Start directors are the origin of their own learning and will choose PD resources based upon individualized professional goals. Further, we can conclude that Head Start directors have comparable professional needs that are similarly addressed through utilization of like PD resources. Continued research could identify additional PD needs associated with other leadership competency areas not defined within this study, from which degree of utilization could be significant.

Conclusions

The following conclusions are generated from knowledge gained from the literature review, analysis of survey data, and responses to research questions.

The *PDRS* instrument successfully collected usable data from Head Start directors as was intended. Continued distribution of the *PDRS* would glean information from a wider range of Head Start respondents, serving to enrich the study, contribute to existing literature, and provide much needed evaluative data to policymakers. Further, because of the gap in PD literature specific to public school superintendents, the *PDRS* instrument could be adapted for public school superintendents and core competencies specific to that group of leaders. Researchers seeking PD information specific to additional educational leaders could modify the *PDRS* to fit purpose of study. Resulting information would enhance existing knowledge and further identify similarities or differences between Head Start leaders and assorted educational administrators.

All listed PD resources were utilized by responding directors to some degree for purposes of enhancing leadership knowledge and skills. Continued study could identify specific PD resources utilized to address concerns and situations commonplace to Head Start leaders. Members of the expert panel suggested detailed, identifiable information of a particular PD resource would be invaluable to directors, especially new directors.

Results should also interest federal decision-makers. Utilization responses from survey participants appeared to support continued funding for PD resources listed in the *PDRS*. However, evaluative information from more Head Start directors is necessary before reaching exact conclusions. Additionally, continued study is necessary to identify other PD resources as well as core competency areas not defined in the *PDRS*. Most importantly, federal decision-makers need to have an understanding of local needs and PD resources utilized to meet those needs. Findings from this study serve to

only introduce decision-makers to local director PD requirements. Full understanding will emerge following further inquiry.

Head Start directors are college-educated professionals, many of which hold advanced degrees. However, there still remains a lack of information describing specific disciplines of study or types of degrees directors possess. Furthermore, the body of research does not identify preferred degrees as defined by directors or federal policy-makers. Continued research could result in knowing which degrees more fully prepare an individual for Head Start leadership.

Head Start directors are life-long learners seeking PD relevant to professional goals and objectives. In particular, directors across the tenure spectrum responded affirmatively to pursuit of knowledge and skill enhancement in all three core competency areas. Supervision, grant administration, and planning/organizational development encompass essential abilities required for Head Start leadership. Survey respondents affirmed the notion that director PD was aligned to Head Start leadership core competencies. Connectedly, survey results supported Speck's (1996) adult learning principles which state adult learners seek learning opportunities that are real, relevant, and applicable to needs of the learner.

Head Start directors are the origin of their own learning and control specifics of their PD. The directorship is a lonely job. Unlike their superintendent counterparts in public school, Head Start directors are often far removed from their peers, separated by several miles and several counties. It is therefore imperative that a director be self-sufficient and an independent learner. Directors often choose PD resources that require self-direction and individual engagement (documents/publications). Additionally,

directors select PD resources that are easily accessed or correspond with personal

availability (documents/publications). OHS offers frequent instructional information

through electronic mail and online documents. However, when opportunities to

network with peers arise, most directors seize those opportunities. Seminars/workshops

are appropriate venues for directors to receive support and validation from fellow

directors as well as federal staff members and training consultants. Thus, dependent

upon professional and personal goals, Head Start directors control their PD activities

and their choice of PD resources.

Recommendations

As previously mentioned, more studies are necessary to fully understand

utilization of PD resources by Head Start directors. In particular, expansion of this study

to a larger population would re-affirm instrument validity as well as enhance the

informational power of resulting data. Designed to inform policy, a nation-wide study

could provide federal officials with critical evaluative data basic to making appropriate

fiscal decisions.

Supplementing the *PDRS* with qualitative components could offer valuable

insight to director choices. Follow-up director interviews or addition of open-ended

questions to the *PDRS* would enrich study data. Questions as to reasons 'why' some PD

resources are 'highly utilized' as opposed to some that are not would add depth to study

findings. By ascertaining detailed information of 'highly utilized' PD resources, a 'go-to'

list could be developed for directors. Inquiries seeking additional core competency areas

specific to Head Start directors would augment elements of the *PDRS*. PD resources not

listed on the *PDRS* could be identified and evaluated. Further exploration of director

educational degrees could be analyzed for leadership preparedness and subsequent utilization of PD resources. The informational void within existing literature demands generation of any and all usable data.

Regardless of the instrument utilized to gather data, federal decision-makers must take steps to assess existing PD resources by connecting with program directors. Failure to understand PD needs of Head Start directors coupled with no measurement of PD resource utilization serves only to perpetuate assumptions that may result in poor fiscal decision-making. Local Head Start programs are required to base fiscal decisions upon reasonableness and allowability of expenditures (Health and Human Services, n.d.). Research and evaluation are necessary steps to determine reasonableness and allowability. Expectations for OHS should parallel local requirements. Resulting data from continued research and evaluation can only enhance current PD planning for the Head Start community.

Summary

The *Head Start Directors Professional Development Resource Survey (PDRS)* was developed to query directors of their PD choices in three areas of competence: (a) supervision, (b) grant administration, and (c) program planning and organizational development. These areas represented core competencies essential to a Head Start director as delineated by the federal Office of Head Start (Department of Health and Human Services, 1998). Directors representing Iowa, Kansas, Missouri, and Nebraska responded to the survey. Discussion of findings resulting from survey data and subsequent conclusions were presented in Chapter five. In an effort to fill the informational void specific to Head Start director PD, further research is suggested.

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Appendix A

Professional Development Resource Survey

Professional Development Resource Survey

I.   DEMOGRAPHIC INFORMATION

Circle the appropriate answer.

A. Identify the state in which your program is located.
    1. Iowa
    2. Kansas
    3. Missouri
    4. Nebraska
B. Indicate total funded enrollment for your program.
    1. 300 or less
    2. 301 – 600
    3. 601 – 1000
    4. More than 1000
C. Indicate the number of Head Start employees within your program.
    1. Fulltime:_____
    2. Part-time:_____
D. You have served as a Head Start or Early Head Start Director for:
    1. 5 years or less
    2. 6-10 years
    3. 11-15 years
    4. More than 15 years
E. What is your current level of formal education?
    1. AA/AAS
    2. BA/BS
    3. MA/MS
    4. EdD/PhD
    5. Other
        (describe)_____

Directions: Please describe and evaluate the professional development resources utilized to enhance your management knowledge and skills in the following areas of leadership: Supervision; Grant Administration; Planning and Organizational Development. For the purpose of this survey, definitions for each area of leadership are provided.

II.   SUPERVISION

Supervision Duties: Minimally includes the use of performance evaluations to identify strengths and weaknesses of subordinates, performance goal-setting, clear communication of expectations, regular and consistent monitoring, and providing professional development opportunities.

A. For each professional development resource listed below, indicate whether you utilized the resource to enhance management knowledge and skills necessary to the area of SUPERVISION (*Yes/No*).

B. If you utilized a professional development resource to enhance your SUPERVISION knowledge and skills, then select the number that best describes the degree of use of that particular resource (1 = Highly Utilized; 2 = Utilized; 3 = Rarely Utilized).

Professional Development Resource	Utilized? Y/N (If No, proceed to next resource.)	Highly Utilized 1	Utilized 2	Rarely Utilized 3
College Coursework				
Seminars/Workshops (Includes federal, state, local, non-profit, for-profit)				
Face-to-Face Guidance (Includes mentor, peer, federal staff, T/TA system provider, consultant)				
Documents/Publications				
Other (Describe)				

III. GRANT ADMINISTRATION

Grant Administration Duties: Minimally includes the awareness of funding sources, grant-writing, development and management of a budget, knowledge of federal, state, and local regulations particular to each grant and adherence to such regulations, and submission of specific reports as required by funding sources.

A. For each professional development resource listed below, indicate whether you utilized the resource to enhance management knowledge and skills necessary to the area of
GRANT ADMINISTRATION (*Yes/No*).

B. If you utilized a professional development resource to enhance your GRANT ADMINISTRATION knowledge and skills, then select the number that best describes the degree of use of that particular resource (1 = Highly Used; 2 = Used; 3 = Rarely Used).

Professional Development Resource	Utilized? Y/N (If No, proceed to next resource.)	Highly Utilized 1	Utilized 2	Rarely Utilized 3
College Coursework				
Seminars/Workshops (Includes federal, state, local, non-profit, for-profit)				
Face-to-Face Guidance (Includes mentor, peer, federal staff, T/TA system provider, consultant)				
Documents/Publications				
Other (Describe)				

IV. **PLANNING & ORGANIZATIONAL DEVELOPMENT**

<u>Planning & Organizational Development Duties:</u> Minimally includes the ability to translate vision into practice, facilitate strategic planning, set long and short-term goals, and develop policies and procedures that enable and maintain the achievement of specific goals.

A. For each professional development resource listed below, indicate whether you utilized the resource to enhance management knowledge and skills necessary to the area of
PLANNING AND ORGANIZATIONAL DEVELOPMENT (*Yes/No*).

B. If you utilized a professional development resource to enhance your PLANNING AND ORGANIZATIONAL DEVELOPMENT knowledge and skills, then select the number that best describes the degree of use of that particular resource (1 = Highly Used; 2 = Used; 3 = Rarely Used).

Professional Development Resource	Utilized? Y/N (If No, proceed to next resource.)	Highly Utilized 1	Utilized 2	Rarely Utilized 3
College Coursework				
Seminars/Workshops (Includes federal, state, local, non-profit, for-profit)				
Face-to-Face Guidance (Includes mentor, peer, federal staff, T/TA system provider, consultant)				
Documents/Publications				
Other (Describe)				

Appendix B

Introductory Letter to Participant

Dear Director,

You have received this letter because of your position as a Head Start or Early Head Start Director. My name is Beverly Hooker and I am your colleague as well as a doctoral candidate in the Educational Leadership and Policy Analysis department at the University of Missouri - Columbia. The title of my dissertation is, "Utilization Assessment of Head Start Leadership Professional Development Resources."

The goals of my study are to (a) identify professional development resources utilized by directors to maintain or enhance management knowledge and skills necessary to the director position and (b) identify the degree to which professional development resources are utilized.

A survey has been developed specifically for Head Start directors. The *Professional Development Resource Survey (PDRS)* will ask participants:

1. To provide demographic information (location, position tenure, educational level).
2. To indicate usage of professional development resources.
3. To quantify the degree of resource usage.

The survey will further ask participants to respond with regard to three core competencies necessary to the director position. The three competencies include (a) supervision, (b) grant administration, and (3) planning and organizational development. Definitions and survey instructions will accompany the actual survey.

Please note that your participation is voluntary; you may refuse to wholly or partially complete the survey without penalty. Your responses will not be interpreted as representative of your particular program or agency, but rather as information provided by a professional expert in the field of educational administration. No individual identifiable information is collected or shared; all responses remain anonymous and confidential. Further, only aggregated summary data will be reported in the study, which has received University of Missouri Institutional Review Board (IRB) approval.

You will soon receive another letter with a SurveyMonkey link that will connect you to the survey instrument. The survey should take approximately 15 minutes to complete. The survey link will be active for one week after the second letter is sent.

Your contribution is vital to the success of this study. I want to thank you in advance for your support.

Sincerely,

Beverly Hooker

Appendix C

Second Participant Letter with Survey Link

Dear Director,

You have received this letter because of your position as a Head Start or Early Head Start Director. You previously received the initial letter outlining my purpose for contacting you. In short, I am a doctoral candidate in the Educational Leadership and Policy Analysis department at the University of Missouri - Columbia. The title of my dissertation is, "Utilization Assessment of Head Start Leadership Professional Development Resources."

The goals of my study are to (a) identify professional development resources utilized by directors to maintain or enhance management knowledge and skills necessary to the director position and (b) identify the degree to which professional development resources are utilized. A survey, *Professional Development Resource Survey (PDRS)* has been developed specifically for Head Start directors.

The survey will ask participants to respond with regard to three core competencies necessary to the director position. The three competencies include (a) supervision, (b) grant administration, and (3) planning and organizational development. Definitions and survey instructions will accompany the actual survey.

Please note that your participation is voluntary; you may refuse to wholly or partially complete the survey without penalty. Your responses will not be interpreted as representative of your particular program or agency, but rather as information provided by a professional expert in the field of educational administration. No individual identifiable information is collected or shared; all responses remain anonymous and confidential. Further, only aggregated summary data will be reported in the study.

The survey should take approximately 15 minutes to complete. The survey link will be active for one week from the date of this letter.

To participate, please click here to access the Informed Consent and Survey:

https://www.surveymonkey.com/s/CSSK56G

Your contribution is vital to the success of this study. I want to thank you in advance for your support.

Sincerely,

Beverly Hooker

Informed Consent (Electronic Version)

Informed Consent
Study #: 1199679
Survey Title: *Professional Development Resource Survey*
Student Investigator: Beverly Hooker, 660-359-7316,
bnhnq2@mizzou.edu
Faculty Advisor: Dr. Phillip Messner, pemday@nwmissouri.edu

What is this study about?

You are invited to participate in a regional survey about your utilization of professional development resources to enhance knowledge and skills necessary to a Head Start director. Particular emphasis will be placed upon professional development resources applicable to three core competencies of a Head Start director: supervision; grant administration; planning and organizational development. By identifying the resources utilized by directors, program administrators and training professionals can enhance leadership development opportunities for new and current Head Start directors.

Why are you asking me?

Head Start and Early Head Start directors within the Region VII area (Iowa, Kansas, Missouri, and Nebraska) were selected to participate in this study.

What will you ask me to do if I agreed to participate in this study?

You will be asked to complete a survey that contains four sections and will take approximately **15** minutes to complete. The questions will first include demographic queries (location, position tenure, education level). Secondly, from a predetermined list, you will be asked to indicate professional development resources you have utilized. Finally, you will be asked to rate the degree of utilization, ie. How often do you utilize a specific professional development resource?

Are there any benefits or risks for me for taking part in this research study?

While there may not be any direct benefit to you by participating, you will be contributing to a body of research that seeks to educate those involved with succession planning and leadership development for Head Start and Early Head Start programs. Also, there are no anticipated risks associated with participating in this research. Questions about this project or your benefits or risks associated with participation in this study should be directed to Beverly Hooker by calling (660) 359-7316 or emailing bnhnq2@mizzou.edu

How will you keep my information confidential?

All information obtained in this study will be kept confidential by the researcher. Data will be stored in a secure data base using case numbers instead of personal identifiers. All data presented in the study will be aggregated to safeguard program and personal identification.
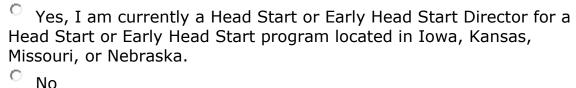
What if I want to leave the study?

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, all data collected up to withdrawal will be deleted.

Voluntary consent by participant

By answering the question below, you are agreeing that you have read and fully understand the contents of this document and signifying that you are willing to take part in this study. All of your questions concerning this study have been answered in this Informed Consent information. You may print this form for your records.

1. Are you currently a Head Start or Early Head Start Director for Head Start or Early Head Start program located in Iowa, Kansas, Missouri or Nebraska?

○ Yes, I am currently a Head Start or Early Head Start Director for a Head Start or Early Head Start program located in Iowa, Kansas, Missouri, or Nebraska.

○ No

If you answered NO to question #1, STOP. You do not need to continue with the remainder of the survey. Thank you for your time.

VITA

Beverly Nanette Wade Hooker was born in 1955, the daughter of Dr. Leland and Nancy Wade. Living most of her childhood in Trenton, Missouri, she graduated from Trenton High School in 1973. Following graduation she attended William Woods College in Fulton, Missouri, majoring in sociology with a minor in early childhood education and graduating summa cum laude in 1977. Several years and three daughters later, she returned to the college campus to complete a Master of Arts degree in counseling from Truman State University (1993). In 2003, she entered the educational leadership doctoral program at the University of Missouri, graduating in May, 2012.

Ms. Hooker has been employed by North Central Missouri College/Green Hills Head Start since 1987. Beginning her tenure as the Social Services/Parent Involvement Coordinator, she assumed the program directorship on April Fool's Day, 1998. Serving in that capacity still, Ms. Hooker divides her time among work responsibilities, various board memberships, and family activities. Now a grandmother of two grandboys, she travels the highways of Missouri and occasionally the western skies to spend quality time with her loved ones.