Program Administration Scale Additional Notes

2ND EDITION, 1ST PRINTING THROUGH CURRENT PRINTING | MAY 9, 2022

Item 1 Staff Orientation
- Staff orientation refers to a process that occurs after a new employee is hired with a focus on supporting the new employee to effectively transition into the child care program and assume the responsibilities of the position.
- 3.2 The note (*) "Specific employment forms required" refers to federal/state/county/municipal forms (i.e., I-9, W-2, Background Check Authorization Form).
- 5.2 and 7.2 must be rated negatively if 3.2 is rated no.

Item 2 Supervision and Performance Appraisal
- 1.1-3.1 The word annual should be deleted from each of these indicators.
- 5.1 Another example of staff participation in the performance appraisal process is "providing written or verbal input before the appraisal is finalized."
- 5.3-7.3 Credit can be received if feedback is given individually or to a teaching team.
- 7.3 In order to receive credit for this indicator feedback and support needs to happen at least monthly.

Item 3 Staff Development
- 1.2, 3.2, and 5.2 The training log can be maintained by the individual, by the program administration, or by a Professional Development Registry. Assessors do not need to calculate individual training hours.
- 7.2 * An action plan must identify at least three of the following: person responsible, specific activities to be completed, resources needed, timeline, evaluation checkpoints.
- 7.3 Career development involves an intentional focus on supporting individual teaching and administrative staff to identify and achieve their career goals.

Item 4 Compensation
- 1.1-7.1 and 1.2-7.2 The salary scale must include all teaching roles at the center.
- 1.2 This indicator should read, "There is no written salary scale, or a written salary scale is based only on role."
- 7.3 A merit increase refers to an increase to the base salary. A bonus, unless it is an increase to the base salary, is not considered a merit increase.

Item 5 Benefits
- 1.1-7.1 and 1.4-7.4 Because administrators are employees, it is necessary to ask about the full-time status of the administrator(s) before rating these strands N/A.
- 1.4-3.4 Credit can be received if the retirement policy has a minimum age stipulation (e.g., employee must be 26 years of age).
- 1.3-7.3 (when a center separates sick/personal days from vacation days) There is a prerequisite of 6 paid holidays to receive credit in this strand. If a center offers more than 6 paid holidays, any additional paid holidays over the required six can be counted as extra vacation days.
- If a center combines sick, personal, vacation and/or holidays days, often referred to as Paid Time Off (PTO), use the Alternative Item 5 Scale page at the end of the Additional Notes to rate the indicators and score the item.

- 5.5-7.5 Documentation needs to be a policy, meeting minutes, or memo that indicates the benefit amount ($100 at 5.5 or $200 at 7.5) is available to all employees.

Item 6 Staffing Patterns and Scheduling

- 5.1 "Floating teacher" is defined as an employee who meets the minimum requirements for a teacher in licensing/regulations and whose job description includes an assigned duty of substituting in classrooms as needed.
- 1.2-3.2 "Regularly scheduled" refers to paid planning time that occurs at least once a week.
- 1.4-7.4 A rating of N/A is allowed for programs with a **licensed capacity of** less than 60 children.

Item 7 Facilities Management

- 1.1 This indicator should read, "The facility and/or outdoor environment appear unsafe."
- 3.1 This indicator should read, "The facility and outdoor environment appear safe."
- 5.3 This indicator should read, "Separate administrative office space is available on-site providing the Administrator with space for private conversations and meetings."
- 5.3 This indicator is not met if the only space available for private conversations and meetings requires an employee to be displaced from his or her space.

Item 8 Risk Management

- 1.1-7.1 A risk management plan can be a part of another document (e.g., operational handbook), but must be clearly labeled risk management plan.
- 5.1 and 7.1 must be rated negatively if 3.1 is rated no.
- 1.2-7.2 Credit can be received when information on children's allergies and chronic medical conditions is posted in a confidential manner.
- 7.2 This indicator should read, "A system is in place to ensure that all teaching staff (including substitute teachers) are made aware of necessary medical information."**
- 5.3 To receive credit for this indicator, the form for recording emergency drills must provide a designated space for noting improvements needed and there must be at least two improvements noted during the past 12 months. Improvements may be related to fire drills or indoor emergency drills or a combination of both.

Item 9 Internal Communications

- 1.2 This indicator should read, "There are not at least two scheduled, centerwide staff meetings per year."
- 3.2 This indicator should read, "There are at least two scheduled, centerwide staff meetings per year."
- 1.2-3.2 "Centerwide staff meetings" refers to meetings that occur at a time when all staff are together. Meetings may involve a training component, but training is not the main purpose of the meeting.
- 5.4-7.4 An action plan must identify at least three of the following: person responsible, specific activities to be completed, resources needed, timeline, evaluation checkpoints.

Item 10 Screening and Identification of Special Needs

- Item 10 may be scored N/A for a program serving only school-age children.
- 3.1, 5.1 "All children are screened" means that the center makes developmental screening available to all children.
- 5.1 This indicator is referring to a tool that is used to screen children across multiple developmental domains. "Valid and reliable" means research-based. If not sure an instrument meets these criteria, ask the administrator for the technical manual that accompanies the instrument. If there is not a technical manual available, check online to see if a search of the assessment tool indicates it is valid and reliable.
- 7.1 "Children are screened in their primary language" means, all children are screened in their primary language or the program demonstrates effort to screen children in their primary language. When a

substantial number (20% or more) of the children in a program speak the same language, screening must be available in that language.

- 5.2 "Parents are informed of the results of screenings" means parents are informed of results regardless of the findings.
- 7.3 Collaboration, at a minimum, requires two-way communication between a staff member(s) and a specialist(s). To meet the requirements of this indicator, the system must support communication that is initiated from staff-to-specialist(s) and from specialist(s)-to-staff.

Item 11 Assessment in Support of Learning
- Item 11 may be scored N/A if the program has served only school-age children for the past 12 months.

Item 12 Budget Planning
- 5.1 To receive credit, the Administrator must be able to articulate how needs assessment and goal setting are integral to the program's budget-planning process. (The Administrator needs to address the linkages between conducting a needs assessment, setting goals based on the needs assessment, and reviewing these goals when engaged in budget planning to make the case that needs assessment and goal setting are key components of the budget planning process.)
- 7.2 This indicator should read, "A draft operating budget for the next fiscal year is available for review by the beginning of the fourth quarter of the current fiscal year."**
- 5.3 Credit can be received if there is a line item on the budget for **deferred** maintenance, equipment replacement, and/or capital improvements or if there is other evidence of a fiscal plan to pay for any **unexpected** maintenance, equipment replacement, or capital expenses.

Item 13 Accounting Practices
- 1.1-5.1 Credit is given if income and expense statements are generated quarterly or more frequently (i.e., monthly).
- 7.1 Income and expense statements as well as cash-flow projections must be generated quarterly.
- 5.3 "*Independent third party*" means that the reviewer is not an employee of the child care program. A board member, parent, or administrator of the organization with oversight of the child care program can conduct an independent third-party review."
- 5.3 Credit is given if the review happens quarterly or more frequently (i.e., monthly).

Item 15 Strategic Planning
- 1.2-7.2 A written business or strategic plan differs from an annual program improvement plan because its depth and/or scope require multiple years to achieve long-term goals.
- 5.1-7.1 and 5.2-7.2 An advisory board is defined as a group of three or more people (e.g., current/past family member, corporate representative, community representative) who provide strategic advice to the management of the early childhood organization. This provides the benefit of multiple perspectives without the formality of a governing board.
- 5.2 and 7.2 must be rated negatively if 3.2 is rated negatively.

Item 16 Family Communications
- 3.1* for "❏ fees" listed under the *, N/A is allowed only for a center/site at which no tuition or fees are charged.
- 3.1* "Calendar" is defined minimally as a list of holidays and/or other days the program is closed each year.
- 1.2 This indicator should read, "A staff member does not ask families about their beliefs, culture, and childrearing practices."
- 3.2 This indicator should read, "A staff member asks families about their beliefs, culture, and childrearing practices during the intake process."

- 1.2–7.2 This strand is concerned with program staff learning about a family's childrearing practices and preferences (e.g., eating, toileting, sleeping, discipline, celebrations) in order to achieve consistency in practices between the center and home whenever possible. "Ask" includes soliciting information through written communication (e.g., enrollment form).
- 5.3 This indicator should read, "The center communicates with families by using six or more modes of communication."
- 7.3 This indicator should read, "The center communicates with families by using eight or more modes of communication."
- 1.4-7.4 These indicators apply to all age ranges served by the program. However, N/A is allowed for a program serving only school-age children.
- 7.4 To meet the requirements for this indicator, a system for two-way, daily communication between each child's teaching team and his or her family must be in place. The system supports daily communication that is initiated from teaching team-to-families and from families-to-teaching team.

Item 17 Family Support and Involvement

- 1.1-7.1 The note (*) "child care during parent conferences or meetings" should read, "child care during parent conferences or meetings that take place after program hours."
- 7.3 An advisory board is defined as a group of three or more people (e.g., current/past parent, corporate representative, community representative) who provide strategic advice to the management of the early childhood organization. This provides the benefit of multiple perspectives without the formality of a governing board.

Item 18 External Communications

- 7.2 *Multiple stakeholders* refers to at least one person from at least two stakeholder groups (e.g., families, center staff, staff of the organization with oversight of the child care center, board). Representatives do not need to be on-site.

Item 19 Community Outreach

- 1.1-7.3 "Center staff" should be "a center staff member."
- 5.3 This indicator is about networking opportunities to communicate and collaborate with others in the early childhood field; meetings may involve a training component, but training is not the main purpose of the meeting.
- 5.3 "Regularly" means more than half.

Item 21 Use of Technology

- 1.1-7.1 Administrative staff refers to center administrative staff only.
- 1.2-5.2 Replace "technology" with "technology resources."

Item 22 Administrator Qualifications

- 5.5 Should have a D for documentation verification.
- 7.5 Should have a D for documentation verification.
- 5.5-7.5 The same contribution made in different years. Each contribution counts as an individual event (e.g., an Administrator who serves on an early childhood board two years in a row would count twice).

Item 24 Teacher

- 1.2 This indicator should read, "Teacher does not have a current CDA, Montessori Infant and Toddler or Early Childhood Credential, or a minimum of 6 sh of ECE/CD coursework."

- 3.2   Indicator language should read: "Teacher has a current CDA, Montessori Infant and Toddler or Early Childhood Credential, or a minimum of 12 sh of ECE/CD coursework."

Items 22 – 25 (Staff Qualifications) Documentation Verification

- Check transcripts for evidence of credit being awarded. Note: a college enrollment form does not satisfy the requirement of coursework being completed.
- Institutions of higher education must be accredited to receive credit for a college degree. http://ope.ed.gov/accreditation/GetDownloadFile.aspx is the website for accredited institutions of higher education that is maintained by the US Department of Education.
- Look for prefixes or course titles that indicate the coursework meets the specialized coursework required (ECE/CD coursework or management coursework). For example, a course titled Human Development would count as ECE/CD coursework *only* with an ECE/CD prefix. Credit for ECE/CD coursework can be received if the course title includes early childhood, child development, young children, infant/toddler, or early intervention.
- If a course does not have an ECE/CD prefix and the title does not include early childhood, child development, young children, infant/toddler, or early intervention the assessor should ask to see a course description/syllabus. If the course description/syllabus indicates that the majority of the course focuses on early childhood credit can be received for those course hours.
- If the staff are working with school-aged children, the elementary education and recreation coursework should be given credit in the second indicator strand concerned with specialized education.
- If documentation is a diploma for an associate, baccalaureate, or graduate degree in early childhood education/child development, credit can be given for 21 sh in ECE/CD. (This applies to the second strand of the staff qualifications items).
- College credit listed on transcripts in quarter hours can be translated into semester hours by applying the following formula: number of quarter hours ÷ 1.5 = semester hours.
- 1 California unit is equivalent to 1 semester hour.

Documentation Verification Guidelines
PROGRAM ADMINISTRATION SCALE

- Interview ratings are tentative until documentation is verified.

- Documentation must be verified for any indicator with a "D" that received credit during the interview. This level of verification includes verifying that the documentation exists.

- When indicators with a D have been rated "No" during the interview put a slash through the D. Once documentation for indicators that received credit during the interview is verified, put a slash through the D (a slash through the D indicates that the indicator has been finalized). At the completion of the assessment, all of the D's should have a slash through them.

- If the indicator language or the accompanying Notes require specific components to be present, documentation must be looked at more closely to verify these specific components are present.

- If you do not feel the rating is a clear "yes" or "no" during the interview, provide a rating that gives the benefit of the doubt and circle the "D". The circled "D" will indicate the interview response was *not* a solid "yes" and you need to follow-up on what was ambiguous to determine the final rating.

- If during an interview you indicate that documentation should be looked at more closely (e.g., you circled the "D" as a reminder to review this document with extra care because the answer given during the interview was ambiguous, the director was unresponsive to the question asked, the response conflicts with another answer given) greater scrutiny of the documentation is necessary to address the concern when verifying documentation.

- Ratings should be based on existing policies and procedures, not past practice or plans for the future (existing policies and procedures means they have been in effect within the past 12 months from the date of the assessment).

- In order to receive credit for an indicator that states "annual review" or otherwise refers to something happening annually, documentation must be verified from *each* of the last three years.

- "Current" is considered within the past 12 months.

- Plural means more than one (i.e., if an indicator reads "Family member*s* serve on the center's governing/advisory board" there needs to be evidence that more than one family member serves on the governing/advisory board).

- If the indicator at the 1 level is the parallel opposite of the indicator at the 3 level within the same strand and the indicator at the 3 level is rated a "N" (No) due to documentation not being verified, the rating at the 1 level must be changed to a "Y" (Yes).

- If you find documentation that contradicts what the Administrator reported in the interview, the rating should be based on the documentation.

- When rating indicators that include a system, you must get an answer from the director that addresses each of the *three* components of a system (concrete evidence, multiple individuals, and a process of accountability)

to give a positive rating. When reviewing the documentation to verify the answer given, you need documentation that supports at least two of the three components of a system to give a final positive rating.