Program Administration Scale Additional Notes

2ND EDITION, 1ST - 2ND PRINTING (UPDATED 11.16.2015)

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.
- 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 This indicator should read, "A system is implemented to provide ongoing feedback and support to *all* teaching staff." 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.

Item 4 Compensation
- 1.1 There should be one asterisk (*) after the indicator.
- 1.1-7.1 and 1.2-7.2 The salary scale must include all teaching roles at the center.
- 7.3 A merit increase refers to an increase to the base salary.

Item 5 Benefits
- 1.1-7.1 and 1.4-7.4 Administrators are employees; specifically ask about the full-time status of the administrator(s) before rating these strands N/A.
- 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.

Item 7 Facilities Management

- 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.
- 7.3 This indicator should read, "Administrative office space is equipped with computer, printer, Internet access, fax/scanner and photocopying capacity, and answering machine or telephone with voicemail."

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.
- 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.**"

Item 9 Internal Communications

- 3.1-7.1 * Note on Notes page, first example should read "face-to-face conversation" instead of "verbal communication."
- 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.
- 7.5 should have *** following the indicator language.

Item 10 Screening and Identification of Special Needs

- Item 10 may be rated 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 add an * to the indicator.
- 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 this 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 if the results are positive or negative.

Item 12 Budget Planning

- 5.1 To receive credit, the Administrator must be able to articulate how needs assessment and goals 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 goals setting are key components of the budget planning process.)

- 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.

Item 15 Strategic Planning
- 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 parent, 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.
- 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.
- 5.2 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).
- 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.

Item 17 Family Support and Involvement
- 7.3 An advisory board is defined as a group of three or more people (e.g., current parent, 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
- 5.2 Indicator should read, "Public relations tools are reviewed to ensure that content is not outdated."
- 7.2 Multiple stakeholders refers to at least one person from at least two stakeholder groups (e.g., families, staff, 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."
- 3.1 Should not have a D for documentation verification.

Item 21 Use of Technology
- 1.1-7.1 Administrative staff refers to center administrative staff only.
- 5.3 This indicator should read, "The written technology policy includes the acceptable *or* unacceptable use of computer, e-mail, and cell phone or other mobile device."

Item 22 Administrator Qualifications
- 5.5 Should have a D for documentation verification.
- 7.5 Should have a D for documentation verification.

Item 25
- 3.1 Should not have a D for documentation verification.

Items 22 – 25   (Staff Qualifications)
- 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 teaching 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.

PAS Documentation Verification Guidelines
NOVEMBER 16, 2015

- Documentation must be verified for any indicator with a "D" that received credit during the interview.

- Interview ratings are tentative until documentation is verified.

- 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.

- 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.

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

- 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 "No" due to documentation not being verified, the rating at the 1 level must be changed to a "Yes."

- 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.

- 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.

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