Program Administration Scale Report

PAS ID _____   Report date _____

Program Administrator's name _____

Program name _____

Address _____

_____

City _____ State _____ Zip _____ E-mail _____

Telephone _____ Fax _____

Assessment date _____ Assessor's name _____

DR. TERI TALAN
Director of Research and Public Policy
800.443.5522, ext. 5060
teri.talan@nl.edu

MS. JILL BELLA
Director of Special Projects
800.443.5522, ext. 5059
jill.bella@nl.edu

PART A | Description of Items

The *Program Administration Scale* (PAS) measures quality on a 7-point scale in 25 items grouped in 10 subscales. The following description of the 25 items provides an explanation of how to interpret the scores for each area of administrative practice.

HUMAN RESOURCES DEVELOPMENT

Staff Orientation assesses whether a program has a formal or informal orientation for new staff, whether there are written orientation procedures, and whether staff orientation is consistently implemented. A high score indicates that a system exists to ensure that orientation is consistently implemented and that written orientation procedures are periodically reviewed.

Supervision and Performance Appraisal considers how teaching staff are supervised and how their performance is evaluated at the center. This item looks at who participates in the process, what criteria are used to evaluate performance, and whether or not teachers are given feedback based on formal observation. A high score indicates that a system exists to ensure ongoing feedback and support based on classroom observations and that effective procedures are in place for performance appraisal.

Staff Development assesses whether professional development opportunities are provided for all teaching, support, and administrative staff; whether the center has a policy requiring a minimum number of staff development hours each year; and whether staff are advised about publicly funded professional development opportunities. A high score indicates an organizational commitment to systematic and ongoing professional development.

PERSONNEL COST AND ALLOCATION

Compensation addresses whether there is a written salary scale guiding decision making about employee compensation and to whom it is available. This item also assesses criteria the salary scale is based on and whether staff receives regular salary increases. A high score indicates that a salary scale is available to all staff and is differentiated by role, education, specialized training, years of experience, and professional credentials. A high score also indicates that the center provides salary increases on a regular basis.

Benefits considers the type and availability of different fringe benefits for personnel employed by the center. The benefits assessed by this item include health insurance, sick and personal days, vacation leave, retirement plan, and reimbursement for professional development expenses. A high score indicates a greater investment by the center in the provision of a variety of benefits.

Staffing Patterns and Scheduling assesses whether children are regrouped during the day, the availability of paid teacher planning time, whether staff are ever alone with children, and whether the Administrator spends time in the classroom to maintain required ratios. A high score indicates that the center has a staffing plan in place that supports teachers' professional preparation time and ensures consistent and adequate classroom coverage at all times with minimum reliance on the Administrator to maintain required ratios.

CENTER OPERATIONS

Facilities Management refers to standard operating procedures for routine maintenance of the health and safety of the facility, whether the space meets the needs of adults working at the center, and whether the space supports effective program administration. A high score indicates evidence of compliance with routine maintenance and well-equipped space that meet the needs of teaching, support, and administrative staff.

Risk Management assesses the components of the center's risk management plan, how information about children's medical conditions is documented, how emergency drills are implemented, and whether the staff is trained in CPR and First Aid. A high score means that the center has systematic procedures in place to anticipate and respond to different types of emergencies.

Internal Communications addresses the methods used to communicate information to employees, the type and frequency of staff meetings, teachers' involvement in planning and facilitating meetings, whether records are maintained documenting staff meeting proceedings, and whether the center has a written policy and procedures in place for resolving staff disputes. A high score indicates administrative practices that promote distributed leadership and frequent, inclusive, and productive staff meetings.

CHILD ASSESSMENT

Screening and Identification of Special Needs assesses whether children are screened for the purpose of identifying special needs, whether the screening includes appropriate safeguards to protect against misidentification, and if parents and specialists are appropriately involved. A high score means that the center has effective procedures in place to ensure screening for all children, birth-to-five years of age, referrals for those needing further evaluation, and a system to support collaboration with specialists working with children with special needs.

Assessment in Support of Learning considers how the teachers assess children's learning and development, whether curriculum planning is aligned with standards for best practices, and how the results of child assessments are used. A high score indicates that comprehensive procedures exist to support the integration of curriculum and assessment.

FISCAL MANAGEMENT

Budget Planning focuses on the center's budget planning process, the components of the operating budget, and whether procedures are in place to ensure adequate cash flow. A high score means that needs assessment and goal setting are an integral part of the annual budget planning process and that administrative practices ensure effective monitoring of revenue and expenditures.

Accounting Practices looks at how income and expense statements are generated, whether there is a check-and-balance system in place, and whether an independent review of accounting records is regularly conducted. A high score indicates that the center adheres to accepted bookkeeping practices that ensure fiscal accountability and safeguards.

PROGRAM PLANNING AND EVALUATION

Program Evaluation addresses the degree to which staff and parents are involved in evaluating the program and how center-wide decisions are influenced by these evaluations. A high score indicates that systematic procedures are in place for evaluating the program and that the data generated from these evaluations are used to develop a written plan for program improvement.

Strategic Planning looks at whether the center has a written mission or vision statement as well as a written business or strategic plan. A high score means that the center engages in systematic strategic planning and that the staff and governing board/advisory board are involved in developing these documents.

FAMILY PARTNERSHIPS

Family Communications assesses how families are oriented to the center, the variety of methods used to communicate with families, and the frequency of formal conferences. A high score means that the center has a system in place for open, frequent, and respectful communication with families that promote mutual understanding about values, beliefs, and expectations.

Family Support and Involvement looks at the various ways that staff support families enrolled in the program. A high score indicates that families are encouraged to visit in the classroom and that families participate in parent meetings, special events, field trips, and routine classroom activities.

MARKETING AND PUBLIC RELATIONS

External Communications assesses the variety and quality of marketing and public relations tools utilized by the center. A high score indicates that the center uses a number of different strategies to promote the center's programs and to ensure prompt response to prospective parents.

Community Outreach measures the level of involvement of the Administrator and/or staff in local community organizations as well as early childhood professional organizations. It also measures the extent to which the center maintains positive relationships with its immediate neighbors. A high score indicates that the Administrator and/or staff play an active role in community and early childhood professional organizations and seek out opportunities to build good relations within the immediate neighborhood.

TECHNOLOGY

Technological Resources assesses the center's technological resources, including Internet access, and whether teaching and administrative staff have access to the Internet. A high score means that the center has multiple computers with Internet access that are available for teaching and administrative staff.

Use of Technology assesses how administrative and teaching staff use technology in their work and whether they receive job specific technology training. It also addresses whether or not the program has a technology policy. A high score indicates that the administrative and teaching staff receive job specific technology training and the program has a comprehensive technology policy.

STAFF QUALIFICATIONS

Administrator qualifications assesses the level of general education, specialized early childhood training, specialized management training, administrative experience, and professional contributions of the individual designated as the Administrator.

Lead Teacher qualifications assesses the level of general education, specialized early childhood training, and teaching experience of the individual with the highest professional qualifications who is responsible for the care and education of an assigned group of children.

Teacher qualifications assesses the level of general education, specialized early childhood training, and teaching experience of each member of the teaching team who shares responsibility with the Lead Teacher for the care and education of an assigned group of children.

Assistant Teacher/Aide qualifications assesses the level of general education, specialized early childhood training, and teaching experience of each member of the teaching team who is assigned to a group of children and works under the direct supervision of the Lead Teacher and/or Teacher(s).

PART B | Staffing Pattern and Summary of Teaching Staff Qualifications

The information summarized in the program's Staffing Pattern details the name of each classroom in the center along with the number of assigned teaching staff (Lead Teacher, Teachers, Assistant Teachers/Aides). The Summary of Teaching Staff Qualifications reports the sum of the scores for each teaching role within each classroom as well as the Average Item Score for each teaching role for the center as a whole. The classroom is used as a focus of analysis because classroom teachers are at the core of the child's daily experience. Presenting summary data on teaching staff qualifications for each classroom allows for a comparison of the level of teaching expertise children experience in different classrooms.

STAFFING PATTERN

Classroom	Number of Lead Teachers	Number of Teachers	Number of Assistants/Aides
A.			
B.			
C.			
D.			
E.			
F.			
G.			
H.			
I.			
J.			
Total		**Total**	**Total**

SUMMARY OF TEACHING STAFF QUALIFICATIONS

Classroom	Lead Teacher Scores	Sum of Teacher Scores	Sum of Assistant/ Aide Scores
A.			
B.			
C.			
D.			
E.			
F.			
G.			
H.			
I.			
J.			

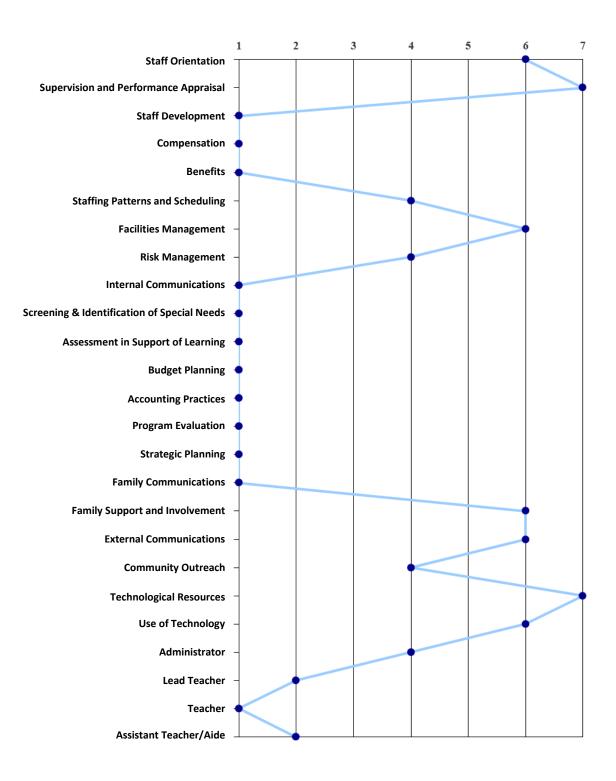|					
Total of Scores		Total of Scores		Total of Scores	
÷		÷		÷	
Number of Lead Teachers		Number of Teachers		Number of Assistants/ Aides	
=		=		=	
Average Lead Teacher Score		Average Teacher Score		Average Assistant/ Aide Score	

PART C | Item Summary

The data summarized in this section details the individual item scores. The item scores for Lead Teacher, Teacher, and Assistant Teacher/Aide have been rounded to the closest whole number. The Average PAS Item Score noted in this section is derived by dividing the sum of the item scores by the total number of items assessed (a minimum of 23 for all programs; 24 or 25 for programs that have a staffing pattern that includes Teachers and/or Assistant Teachers/Aides).

Subscales	Items		Scores
Human Resources Development	1.	Staff Orientation	6
	2.	Supervision and Performance Appraisal	7
	3.	Staff Development	1
Personnel Cost and Allocation	4.	Compensation	1
	5.	Benefits	1
	6.	Staffing Patterns and Scheduling	4
Center Operations	7.	Facilities Management	6
	8.	Risk Management	4
	9.	Internal Communications	1
Child Assessment	10.	Screening & Identification of Special Needs	1
	11.	Assessment in Support of Learning	1
Fiscal Management	12.	Budget Planning	1
	13.	Accounting Practices	1
Program Planning and Evaluation	14.	Program Evaluation	1
	15.	Strategic Planning	1
Family Partnerships	16.	Family Communications	1
	17.	Family Support and Involvement	6
Marketing and Public Relations	18.	External Communications	6
	19.	Community Outreach	4
Technology	20.	Technological Resources	7
	21.	Use of Technology	6
Staff Qualifications	22.	Administrator	4
	23.	Lead Teacher	2
	24.	Teacher	1
	25.	Assistant Teacher/Aide	2

Sum of Item Scores	76
÷	
Number of Items	25
=	
Average PAS Item Score	**3.04**

PART D | PAS Profile

This section of the report provides a graphic representation of the Item Summary data presented in Part C. Because this profile provides a snapshot of the quality of program administration practices at a given moment in time, it can be used to benchmark quality improvements over time in subsequent administrations of the PAS.

The data summarized in this section can be used to guide your centers' program improvement efforts. An item score of 5 or higher on the PAS indicates an area of strength and represents the level of administrative quality that supports qualified staff, high-quality learning environments, and effective partnerships with families and the community. An item score of 3 or lower indicates an area to target for program improvement.

Program administrators will achieve greater impact in their program improvement efforts if they focus on the areas of administrative practice detailed in the section titled Target Areas of Improvement. The certified PAS assessor or the technical assistance specialist working with your program can help review the indicator ratings that contributed to low scores in each of the specific items listed below in the section titled Target Areas for Improvement.

In your program improvement efforts there will a tendency to want to tackle everything at once. You will experience greater success, however, if you identify three or four items to work on. Select those that will have high impact on the quality of your program and those that can be addressed easily. Remember change is a process. Identifying strengths and areas to target for improvement is the first step to developing norms of continuous improvement in your center.

Program Strengths *Items with scores 5 or above*		Target Areas for Improvement *Items with scores of 3 or lower*	
Item	**Score**	**Item**	**Score**

PART F | Resources

The following resources relate to the items identified in this report as Target Areas for Improvement. You may find these resources useful as you consider ways to improve the administrative practices in your organization.

Item	Resource