Program Administration Scale (PAS-3) Additional Notes

3RD EDITION, 2ND PRINTING (UPDATED NOVEMBER 13, 2026)

Item 3 Staff Development and Professional Growth

- 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.
- 7.3 Career development involves an intentional focus on supporting individual teaching and administrative staff to identify and achieve their career goals.

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.
- 1.2-3.2 If there are any employees that receive less than 11 days of PTO during their first year of employment, 1.2 is rated Y (Yes) and 3.2 is rated N (No).
- 1.4-3.4 Credit can be received if the retirement plan has a stipulation (e.g., employee must be 26 years of age; retirement plan does not begin until after the first year of employment).
- 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 substituting in classrooms as needed.
- 7.1 Credit is not received if a program regroups at either the beginning or the end of the day.
- 1.4-7.4 A member of a teaching team may function as the pedagogical leader when not responsible for the care of children or counted in teacher-child ratios.

Item 7 Facilities

- 7.2 c should read at the second check box: a minimum of 12 issues of an early childhood education journal/magazine or evidence of an annual online subscription to an early childhood education journal/magazine.

Item 8 Risk Management

- 5.3 e should read: "To receive credit for this indicator the form(s) used to record drill records must provide a designated space for areas in need of improvement and there must be at least two improvements noted during the past 12 months."

Item 10 Technology

- 1.1-7.1 Administrative staff refers to center administrative staff only.

Item 11 Screening and Identification

- 5.1 If not sure an instrument meets these criteria of research-based, 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.

Duplication permitted.

Item 15 Strategic Planning

- 7.3 This indicator should read, "Staff, families, and at least one external representative (e.g., affiliated agency, business, public school, subject matter expert) are involved in developing and/or reviewing the center's comprehensive strategic plan.[b,c]"

Item 16 Evaluation and Continuous Improvement

- 5.1 This indicator should read, "Teaching staff meet at least quarterly to participate in plan-do-study-act cycles to improve teaching and learning *based on use of an observation tool."*
- 7.1 This indicator should read, "Teaching staff meet at least once per month to participate in plan-do-study-act cycles to improve teaching and learning *based on use of an observation tool."*

Item 17 Family Communications

- 7.4 should read, "A system exists to support daily two-way communication between teaching staff and families of infants, toddlers, and preschoolers.[f]" (N/A allowed if center serves **only** school-age children.)

Item 24 Teacher

- 1.2 This indicator should read, "Teacher does not have a current CDA or Montessori Credential **or** Teacher has less than 6 sh of college credit for ECE/CD coursework.[a]"
- 3.2 This indicator should read: "Teacher has a current CDA or Montessori Credential plus 6 sh of college credit for ECE/CD coursework **or** Teacher has a minimum of 12 sh of college credit for 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 administration 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.