

# Program Administration Scale (PAS)

Measuring Early Childhood Leadership and  
Management

# Program Administration Scale

## Authors



**Dr. Teri N. Talan and Dr. Paula Jorde Bloom**

**National Louis University**

**Wheeling, Illinois**

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# PAS, 2<sup>nd</sup> Edition

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# PAS, 2<sup>nd</sup> Edition

## **Purpose:**

**Valid and reliable instrument designed to measure the leadership and management practices of early childhood programs**

**Information on level of quality of administrative practices and can be used as a springboard for program improvement efforts**

<http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/>

<https://youtu.be/gakd2RH0yNQ?t=6m53s>

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**Scoring: Measures Quality on a 7 point scale in 25 items clustered in 10 subscales**

**Human Resources  
Development**

**Personnel Cost and Allocation**

**Center Operations**

**Child Assessment**

**Fiscal Management**

**Program Planning and  
Evaluation**

**Family Partnerships**

**Marketing and Public  
Relations**

**Technology**

**Staff Qualifications**

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**The PAS is appropriate for the full range of center-based programs—nonprofit and for-profit, part-day and full-day, Head Start, faith-based, and corporate-sponsored. The PAS can help you if you are a:**

**Center director or manager needing a framework to structure their own program improvement efforts**

**Technical assistance specialist, consultant, or mentor working with directors to measure and benchmark quality improvements**

**College instructor looking for a broad overview of effective organizational practices**

**Researcher or program evaluator measuring and monitoring program quality**

**Policymaker promoting accountability in early care and education programs**

# PAS, 2<sup>nd</sup> Edition

## **Visit Protocol**

Tour of Center

2-3 Hour Interview with Administrator (*leadership and management practices; build rapport*)

Documentation Review

Final Wrap-Up

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## Center Descriptive Information PROGRAM ADMINISTRATION SCALE

Assessor Name (please print): \_\_\_\_\_

Director:	_____				
Center:	_____				
Street:	_____				
City:	_____	State:	_____	Zip:	_____
Phone:	_____	Email:	_____		

What is the licensed capacity of the center? \_\_\_\_\_ children

How many children are currently enrolled?

\_\_\_\_\_ part-day  
\_\_\_\_\_ full-day

Ages served

- infants (birth through 11 mos.)
- toddlers (12 mos. through 30 mos.)
- preschoolers (2½ through 5 yrs.)
- school-age (5 through 12 yrs.)

Program options

- part-day (2-4 hrs)
- school-day (4-8 hrs)
- full-day (≥ 8 hrs)
- before/after school

Number of children whose primary language is not the language spoken at the center: \_\_\_\_\_

Hours center is open \_\_\_\_\_ to \_\_\_\_\_

Number of paid employees who work at the center

	full-time (35 hrs/wk or more)	part-time (10-34 hrs/wk)
administrative staff (director, ed coord)	_____	_____
teaching staff	_____	_____
support staff (cook, clerical)	_____	_____



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## 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

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## 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.

### Sample of Items

#### 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.

#### 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.

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## 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.			
<b>Total</b>		<b>Total</b>	<b>Total</b>

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.			
<b>Total of Scores</b>	<input type="text"/>	<b>Total of Scores</b>	<input type="text"/>
	$\div$		$\div$
<b>Number of Lead Teachers</b>	<input type="text"/>	<b>Number of Teachers</b>	<input type="text"/>
	$=$		$=$
<b>Average Lead Teacher Score</b>	<input type="text"/>	<b>Average Teacher Score</b>	<input type="text"/>
			$=$
			<input type="text"/>

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## 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).

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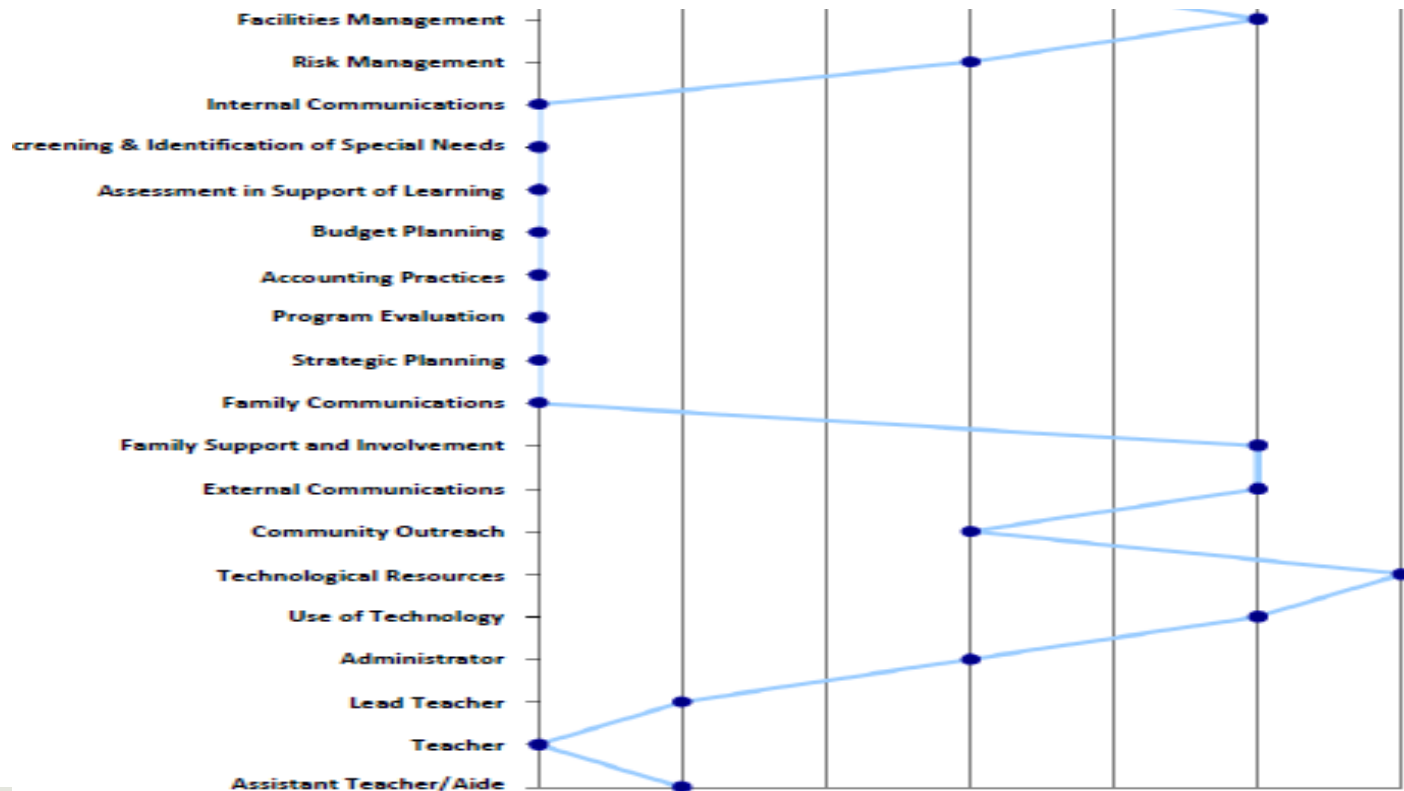
## PAS Report- Part C: Item Summaries

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

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## 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.



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## Data Summary

guide improvement efforts

5+(strength); 3>(area to target)

Program Strengths <i>Items with scores 5 or above</i>		Target Areas for Improvement <i>Items with scores of 3 or lower</i>	
Item	Score	Item	Score

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## 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



# PAS Documentation List, Visit

**Used by directors to help prepare for PAS visit**

25 items in the PAS and the indicator strands/rows that comprise each item and require documentation

The corresponding criteria associated with each indicator strand describe the evidence that is needed to demonstrate that the criteria are met

# PAS Documentation List

## Subscale: Human Resources Development

Documentation List  
PROGRAM ADMINISTRATION SCALE

### 1. Staff Orientation

Indicator Strand	Theme	Criteria	Possible Documentation
1	Orientation policy	<p>Evidence that during orientation the employee receives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> job description</li> <li><input type="checkbox"/> employee handbook</li> <li><input type="checkbox"/> parent handbook</li> <li><input type="checkbox"/> personnel policies</li> </ul> <p>Evidence of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> supervisor feedback during the introductory or probationary period</li> </ul> <p>Evidence that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> prior to assuming responsibilities teaching, staff observe in their assigned classroom and meet children and coworkers</li> </ul>	<ul style="list-style-type: none"> <li>- orientation checklist</li> <li>- orientation policy and procedures</li> <li>- job descriptions</li> <li>- employee handbook</li> <li>- parent handbook</li> <li>- personnel policy</li> <li>- feedback form/notebook, orientation checklist, memo, supervisor notes</li> </ul>
2	Orientation procedures	<p>Evidence of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> written orientation procedures</li> <li><input type="checkbox"/> timeframe for the orientation process</li> <li><input type="checkbox"/> activities to occur during orientation</li> <li><input type="checkbox"/> personnel involved in the orientation process</li> <li><input type="checkbox"/> specific employment forms required during orientation</li> <li><input type="checkbox"/> specific written policies and procedures to be provided to new staff</li> <li><input type="checkbox"/> review of written orientation procedures</li> </ul>	<ul style="list-style-type: none"> <li>- orientation policies and procedures</li> <li>- orientation checklist</li> <li>- employee handbook</li> <li>- meeting minutes</li> <li>- orientation procedures with evidence of review</li> </ul>
3	Orientation process	<p>Evidence that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> orientation is consistently implemented</li> <li><input type="checkbox"/> written feedback about the orientation process is obtained from the newly hired staff at the conclusion of the introductory or probationary period</li> </ul>	<ul style="list-style-type: none"> <li>- orientation policy and procedures</li> <li>- orientation checklist</li> <li>- employee handbook</li> <li>- orientation evaluation</li> </ul>

# PAS Documentation List

## Subscale: Center Operations

Documentation List  
PROGRAM ADMINISTRATION SCALE

### 7. Facilities Management

Indicator Strand	Theme	Criteria	Possible Documentation
1	Environment and maintenance	<p>Evidence that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> routine maintenance for the facility is conducted</li> <li><input type="checkbox"/> a system is in place that assures routine maintenance for the facility is done</li> </ul>	<ul style="list-style-type: none"> <li>- maintenance checklists</li> <li>- maintenance contracts (e.g., for cleaning service, heating or cooling system, playground equipment, fire extinguisher, or emergency alarm system)</li> <li>- record of daily sanitation procedures</li> <li>- record of daily safety checks</li> <li>- work orders</li> <li>- maintenance committee minutes</li> </ul>

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# PAS Documentation List

## Subscale: Child Assessment

### 10. Screening and Identification of Special Needs

Indicator Strand	Theme	Criteria	Possible Documentation
1	Developmental screening	Evidence that: <input type="checkbox"/> all children, birth to age five, are screened <input type="checkbox"/> safeguards are built into the screening process	<ul style="list-style-type: none"> <li>- developmental screening instrument</li> <li>- parent handbook</li> <li>- letter/memo to parents/guardian</li> <li>- qualifications for screening</li> <li>- observation/anecdotal notes</li> <li>- parent feedback</li> <li>- screenings written in languages other than English</li> </ul>
2	Parent involvement in developmental screening	Evidence of: <input type="checkbox"/> parental consent obtained prior to screening <input type="checkbox"/> informing parents of screening results <input type="checkbox"/> involving parents in developing special plans for their children based on screening results	<ul style="list-style-type: none"> <li>- signed parent consent forms</li> <li>- meeting minutes</li> <li>- screening reports</li> <li>- letters to parents</li> <li>- plans resulting from screening</li> <li>- children's files</li> </ul>
3	Collaborations with specialists	Evidence that: <input type="checkbox"/> children identified in the screening process as having possible special needs are referred to specialists <input type="checkbox"/> a system is in place to support collaboration with specialists working with children with special needs	<ul style="list-style-type: none"> <li>- employee handbook</li> <li>- parent handbook</li> <li>- interagency agreements</li> <li>- IEP/IFSP</li> <li>- collaboration meeting minutes</li> <li>- message book</li> <li>- calendar</li> <li>- lesson plans</li> </ul>

# PAS Documentation List

## Subscale: Fiscal Management

### 12. Budget Planning

Indicator Strand	Theme	Criteria	Possible Documentation
1	Budget planning	Evidence that: <ul style="list-style-type: none"> <li><input type="checkbox"/> needs assessment and goal setting are an integral part of the program's budget-planning process</li> <li><input type="checkbox"/> the operating budget includes sufficient resources to achieve the program's written goals</li> </ul>	<ul style="list-style-type: none"> <li>- current operating budget</li> <li>- written program goals</li> <li>- needs assessment</li> <li>- meeting agenda/minutes</li> </ul>
2	Elements of the operating budget	Evidence of: <ul style="list-style-type: none"> <li><input type="checkbox"/> operating budget (including revenue and expenditures) for current fiscal year</li> <li><input type="checkbox"/> line-item breakdowns on the budget</li> <li><input type="checkbox"/> projected operating budget for the next fiscal year</li> </ul>	<ul style="list-style-type: none"> <li>- current operating budget</li> <li>- projected operating budget</li> <li>- dated meeting minutes approving budget</li> </ul>
3	Procedures for adequate cash flow	Evidence that: <ul style="list-style-type: none"> <li><input type="checkbox"/> there are quarterly cash-flow projections</li> <li><input type="checkbox"/> there are accepted practices to ensure adequate cash flow</li> <li><input type="checkbox"/> the budget reflects deferred maintenance, equipment replacement, and/or capital improvements</li> </ul>	<ul style="list-style-type: none"> <li>- current operating budget</li> <li>- quarterly cash flow projections</li> <li>- written policies and procedures regarding collection of tuition and fees</li> <li>- parent handbook</li> </ul>

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## Subscale: Fiscal Management

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# Program Administration Scale

## **Additional Resources**

### **Assessor Resources**

**Additional Notes – Defines Terms**

**Assessment Feedback Form-Director/Assessor**

**PAS Assessor Certification**

**PAS Assessor Recertification**