

Documentation List

PROGRAM ADMINISTRATION SCALE

Dear Director,

This documentation list was compiled to help you prepare for your upcoming *Program Administration Scale* (PAS) visit. The list includes each of the 25 items in the PAS and the indicator strands/rows (e.g., 1.1, 3.1, 5.1, and 7.1) 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.

Read through the list of documentation noted on each page and compile the documentation that you have on hand that will provide evidence that the criteria for each indicator strand is met. Don't feel limited by the suggestions on this list. You may have other kinds of documentation that would be suitable. Put a ✓ in the corresponding box if you feel you have evidence that the criteria are met. Don't worry if you have many boxes without check marks. The purpose of the PAS is to help inform administrators of the different criteria associated with high-quality administrative practices. Many good programs still have boxes unchecked.

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

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2. Supervision and Performance Appraisal

Indicator Strand	Theme	Criteria	Possible Documentation
1	Performance appraisal procedures	Evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> supervisor conducts a written annual performance appraisal for all teaching staff <input type="checkbox"/> all teaching staff participate in annual performance appraisal process <input type="checkbox"/> written performance appraisal includes goals and professional development activities for the next year 	<ul style="list-style-type: none"> - completed annual performance appraisal forms - completed annual self-appraisals - staff handbook - personnel policies
2	Performance evaluation criteria	Evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> criteria used for performance appraisal are mostly objective and behavior based <input type="checkbox"/> criteria differ by role <input type="checkbox"/> criteria are tied to specific responsibilities detailed in each job description <input type="checkbox"/> performance appraisal includes multiple sources of evidence 	<ul style="list-style-type: none"> - completed performance appraisal forms - teaching staff job descriptions - artifacts (i.e., portfolio, observations) - parent evaluations of teaching staff members - co-worker evaluations of teaching staff
3	Supervision of teaching staff	Evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> supervisors provide teaching staff with written or oral feedback based on formal observation of performance <input type="checkbox"/> a system is implemented to provide ongoing feedback and support to teaching staff 	<ul style="list-style-type: none"> - written feedback/supervisor notes regarding oral feedback - regularly scheduled meetings to provide feedback and support

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3. Staff Development

Indicator Strand	Theme	Criteria	Possible Documentation
1	Provisions for staff development	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> staff development for all teaching staff is provided on-site or paid for off-site <input type="checkbox"/> staff development for all teaching staff is provided on-site or paid for off-site <input type="checkbox"/> staff development for all teaching, support, and administrative staff is provided on-site or paid for off-site <input type="checkbox"/> job-specific staff development is provided 	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - individual and center-wide professional development plans - announcements of paid staff development opportunities - individual staff training logs
2	Staff development policies	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a program policy stating the minimum number of hours required of annual staff development for all teaching and administrative staff <input type="checkbox"/> the use of an individualized model of staff development for teaching and administrative staff 	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - staff training logs - individualized professional development plans
3	Publicly funded professional development opportunities	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> information regarding publicly funded professional development opportunities is posted and/or communicated to staff on an ongoing basis <input type="checkbox"/> there is a systematic process for supporting the career development of teaching and administrative staff 	<ul style="list-style-type: none"> - posted and/or routed announcements about publicly funded professional development opportunities (e.g., workshops, scholarships, wage enhancement initiatives) - dated minutes of staff meetings or memos describing publicly funded professional development options - individualized career development plans - mentor program to support career development

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4. Compensation

Indicator Strand	Theme	Criteria	Possible Documentation
1	Written salary scale	Evidence of: <input type="checkbox"/> written salary scale <input type="checkbox"/> who has access to the written salary scale <input type="checkbox"/> review of the written salary scale for internal and external equity	<ul style="list-style-type: none"> - salary scale - employee handbook - policies and procedures - meeting minutes - market analysis - salary wage analysis
2	Salary scale criteria	Evidence that the salary scale: <input type="checkbox"/> is based on different roles <input type="checkbox"/> is based on different levels of general education <input type="checkbox"/> is based on different levels of specialized training <input type="checkbox"/> is based on years of relevant experience <input type="checkbox"/> is based on professional credentials	<ul style="list-style-type: none"> - salary scale
3	Salary/merit increases	Evidence of: <input type="checkbox"/> staff salary increases <input type="checkbox"/> frequency of salary increases <input type="checkbox"/> provision of merit increases	<ul style="list-style-type: none"> - employee handbook - policies and procedures - compensation policy/plan - dated minutes, memos, or emails describing salary/wage increases - grid/record of salary history

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5. Benefits

Indicator Strand	Theme	Criteria	Possible Documentation
1	Health benefits	Evidence that: <input type="checkbox"/> all full-time employees have the option to purchase health insurance with the employer paying a portion of the cost	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - human resources forms - employee contract
2	Sick/personal benefits	Evidence of: <input type="checkbox"/> sick/personal days for all employees	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - employee contract
3	Vacation benefits	Evidence of: <input type="checkbox"/> vacation days for all employees	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - employee contract
4	Retirement benefits	Evidence that: <input type="checkbox"/> all full-time staff have the option to contribute to a retirement plan <input type="checkbox"/> employer matches/contributes a percentage of the employee's salary contributed to a retirement plan	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - employee contract
5	Professional development or tuition reimbursement benefits	Evidence of: <input type="checkbox"/> some provision for professional development expenses	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - budget - employee contract

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6. Staffing Patterns and Scheduling

Indicator Strand	Theme	Criteria	Possible Documentation
1	Promoting consistency for children and families	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> staffing plan anticipates planned and unplanned absences of teaching staff by providing staffing “over ratio” or a “floating teacher” <input type="checkbox"/> staffing pattern provides for coverage so children are not regrouped at the beginning or the end of the day 	<ul style="list-style-type: none"> - staffing plan - employee handbook
2	Planning and preparation time	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> regularly scheduled paid planning or preparation time for teaching staff <input type="checkbox"/> scheduled paid curriculum planning time for all teaching staff working with the same group of children <input type="checkbox"/> the amount of paid planning or preparation time available to teaching staff per day 	<ul style="list-style-type: none"> - staffing plan - schedule - employee handbook - job description - meeting minutes
3	Staff scheduling	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two or more staff members are scheduled in the center whenever children are present <input type="checkbox"/> there are two or more assigned teaching staff scheduled in each classroom at all times children are present 	<ul style="list-style-type: none"> - staffing plan - employee handbook - parent handbook

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7. Facilities Management

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

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8. Risk Management

Indicator Strand	Theme	Criteria	Possible Documentation
1	Risk management plan	Evidence that: <input type="checkbox"/> there is a written risk management plan <input type="checkbox"/> the risk management plan is reviewed	- risk management plan - meeting minutes - risk management plan with evidence of review
2	Allergies and medical conditions	Evidence of: <input type="checkbox"/> information regarding children’s allergies and chronic medical conditions <input type="checkbox"/> a method for informing staff about children’s allergies and chronic medical conditions	- intake form - posted allergy information - risk management plan - employee handbook
3	Emergency drills	Evidence that: <input type="checkbox"/> emergency drills occur <input type="checkbox"/> records are kept of emergency drills and evaluations/improvements needed <input type="checkbox"/> there is a system to ensure emergency drills occur as planned	- risk management plan - employee handbook - record of emergency drills - calendar with drill dates - committee meeting minutes
4	CPR and First Aid	Evidence that: <input type="checkbox"/> staff members are certified in CPR and First Aid <input type="checkbox"/> the center provides for CPR and First Aid training	- risk management plan - employee handbook - policies and procedures - annual training plan - meeting minutes - training announcements - CPR and First Aid certifications

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9. Internal Communications

Indicator Strand	Theme	Criteria	Possible Documentation
1	Modes of communication	Evidence that: <input type="checkbox"/> information is communicated in various ways to staff	<ul style="list-style-type: none"> - in-house newsletters - internal memos - e-mail - staff bulletin board - voicemail - message book - routing slips
2	Staff meetings	Evidence of: <input type="checkbox"/> regularly scheduled center-wide staff meetings <input type="checkbox"/> frequency of staff meetings <input type="checkbox"/> regularly scheduled team meetings	<ul style="list-style-type: none"> - centerwide staff meeting agendas and minutes - team meeting agendas and minutes
3	Staff involvement in meetings	Evidence that: <input type="checkbox"/> staff are involved in planning centerwide staff meetings <input type="checkbox"/> teaching staff lead the discussion of agenda items during center-wide staff meetings	<ul style="list-style-type: none"> - centerwide staff meeting agendas - center-wide staff meeting minutes - memo - message book
4	Meeting records	Evidence that: <input type="checkbox"/> minutes are kept of meetings <input type="checkbox"/> minutes reflect an action plan <input type="checkbox"/> minutes are distributed <input type="checkbox"/> action steps are revisited at subsequent meetings	<ul style="list-style-type: none"> - staff meeting agendas and minutes - employee handbook - email distributing minutes
5	Conflict resolution	Evidence of: <input type="checkbox"/> a written policy regarding the handling of staff disputes <input type="checkbox"/> training in conflict resolution is provided for staff <input type="checkbox"/> written procedures to guide staff efforts at conflict resolution	<ul style="list-style-type: none"> - conflict resolution policy and procedures - employee handbook - training logs - guidelines for conflict resolution - memo/announcement of training on conflict resolution

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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"> - developmental screening instrument - parent handbook - letter/memo to parents/guardian - qualifications for screening - observation/anecdotal notes - parent feedback - screenings written in languages other than English
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"> - signed parent consent forms - meeting minutes - screening reports - letters to parents - plans resulting from screening - children's files
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"> - employee handbook - parent handbook - interagency agreements - IEP/IFSP - collaboration meeting minutes - message book - calendar - lesson plans

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11. Assessment in Support of Learning

Indicator Strand	Theme	Criteria	Possible Documentation
1	Assessment of children's learning and development	Evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> teachers assess children's learning and development <input type="checkbox"/> teachers assess children's learning and development based on research-based assessment tools <input type="checkbox"/> teachers assess children's learning and development using additional measures 	<ul style="list-style-type: none"> - child assessment form - developmental checklist - assessment tools - children's portfolio - teacher observational notes
2	Assessment and curriculum planning	Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> of standards-based curriculum <input type="checkbox"/> that children's individual assessment results are utilized in lesson or activity planning <input type="checkbox"/> that aggregated assessment results are utilized by administrative staff in long-range curriculum planning and/or program evaluation 	<ul style="list-style-type: none"> - standards based curriculum - employee handbook - parent handbook - orientation manual/training materials - lesson plans - record of the use of aggregated assessment data for program evaluation and planning

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12. Budget Planning

Indicator Strand	Theme	Criteria	Possible Documentation
1	Budget planning	Evidence that: <input type="checkbox"/> needs assessment and goal setting are an integral part of the program's budget-planning process <input type="checkbox"/> the operating budget includes sufficient resources to achieve the program's written goals	- current operating budget - written program goals - needs assessment - meeting agenda/minutes
2	Elements of the operating budget	Evidence of: <input type="checkbox"/> operating budget (including revenue and expenditures) for current fiscal year <input type="checkbox"/> line-item breakdowns on the budget <input type="checkbox"/> projected operating budget for the next fiscal year	- current operating budget - projected operating budget - dated meeting minutes approving budget
3	Procedures for adequate cash flow	Evidence that: <input type="checkbox"/> there are quarterly cash-flow projections <input type="checkbox"/> there are accepted practices to ensure adequate cash flow <input type="checkbox"/> the budget reflects deferred maintenance, equipment replacement, and/or capital improvements	- current operating budget - quarterly cash flow projections - written policies and procedures regarding collection of tuition and fees - parent handbook

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13. Accounting Practices

Indicator Strand	Theme	Criteria	Possible Documentation
1	Income and expense statements	Evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> an income and expense statement is generated quarterly <input type="checkbox"/> the Administrator has access to or generates quarterly income and expense statements <input type="checkbox"/> the Administrator compares quarterly income and expense statements to quarterly projections 	<ul style="list-style-type: none"> - quarterly financial statements
2	Checks and balances	Evidence of: <ul style="list-style-type: none"> <input type="checkbox"/> accounting checks and balances 	<ul style="list-style-type: none"> - employee handbook - cancelled checks with multiple signatures - policy regarding separation of financial duties - quarterly financial statements
3	Independent review of accounting records	Evidence of: <ul style="list-style-type: none"> <input type="checkbox"/> a quarterly review of the accounting records by an independent third party who has accounting or bookkeeping expertise. <input type="checkbox"/> an annual outside audit by a certified public accountant 	<ul style="list-style-type: none"> - documentation of an audit by a CPA for the last three years

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14. Program Evaluation

Indicator Strand	Theme	Criteria	Possible Documentation
1	Staff evaluation of the program	Evidence: <input type="checkbox"/> that staff evaluate the program <input type="checkbox"/> of frequency of staff evaluation of the program	<ul style="list-style-type: none"> - message book - staff questionnaires - organizational climate assessment - solicited feedback - self-assessments - meeting agendas and minutes - completed assessment tools/summarized assessment results for the last three years - exit interview forms/notes
2	Parent evaluation of the program	Evidence: <input type="checkbox"/> that parents evaluate the program <input type="checkbox"/> of frequency of parent evaluation of the program	<ul style="list-style-type: none"> - message book - parent questionnaires - solicited feedback - self-assessments - meeting agendas and minutes - completed assessment tools/summarized assessment results for the last three years - exit interview forms/notes
3	Use of evaluation information	Evidence that: <input type="checkbox"/> data from parent and staff evaluations are used to develop a written plan for program improvement <input type="checkbox"/> the center's evaluation process includes a feedback loop to staff and parents	<ul style="list-style-type: none"> - written program improvement plan - staff newsletter - parent newsletter - announcements to parents - meeting agendas and minutes

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15. Strategic Planning

Indicator Strand	Theme	Criteria	Possible Documentation
1	Mission and vision statement	Evidence of: <input type="checkbox"/> the center’s written mission or vision statement <input type="checkbox"/> who was involved in developing or reviewing the mission or vision statement <input type="checkbox"/> frequency of review of the mission or vision statement	<ul style="list-style-type: none"> - employee handbook - parent handbook - center brochure - plaque - public relations materials - meeting agenda and minutes - mission statement - vision statement - philosophy statement - mission or vision statement with evidence of review
2	Business and strategic plan	Evidence of: <input type="checkbox"/> the center’s written business or strategic plan <input type="checkbox"/> who was involved in developing the business or strategic plan <input type="checkbox"/> frequency of review of the business or strategic plan	<ul style="list-style-type: none"> - employee handbook - business plan - strategic plan - meeting agenda and minutes - business or strategic plan with evidence of review

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16. Family Communication

Indicator Strand	Theme	Criteria	Possible Documentation
1	Family orientation	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> center has an orientation procedure for new families <input type="checkbox"/> center checks in with new families <input type="checkbox"/> families are asked for information about the child's developmental history, strengths, likes, and dislikes <p>Evidence that during orientation families are given:</p> <ul style="list-style-type: none"> <input type="checkbox"/> written information about center operations, schedule, fees, calendar, health requirements, and discipline policy <input type="checkbox"/> a guided tour of the center <input type="checkbox"/> an introduction to teaching staff <input type="checkbox"/> an opportunity to ask questions of the Administrator <input type="checkbox"/> information about the center's family-friendly supports 	<ul style="list-style-type: none"> - intake form - parent handbook - family orientation procedures - family orientation checklist - contact logs
2	Consistency between center and child's home	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> staff ask families about their beliefs, culture, and childrearing practices during intake <input type="checkbox"/> the family's perspective about childrearing and cultural practices is solicited during parent meetings or conferences <input type="checkbox"/> the center implements procedures to achieve consistency between home and center whenever possible 	<ul style="list-style-type: none"> - intake form - parent conference forms - agenda/minutes of parent meetings - message log - family newsletter
3	Communication with families	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The center communicates with families in their primary language or utilizes resources as needed to communicate with families <input type="checkbox"/> information is communicated in various ways to families 	<ul style="list-style-type: none"> - parent handbook - newsletter - Web site information - sample items from parent bulletin board - message log - agenda/minutes of parent meetings - contracts with translators - notes home with children - mailed letters - e-mail records - phone logs
4	Parent conferences and daily communication	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formal conferencing with families <input type="checkbox"/> conference times that are convenient for working families <input type="checkbox"/> daily communication between teaching staff and families 	<ul style="list-style-type: none"> - parent handbook - newsletter - Web site information - flyers, letters - e-mail messages - message log - sign-up sheets

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17. Family Support and Involvement

Indicator Strand	Theme	Criteria	Possible Documentation
1	Family supports	Evidence that: <input type="checkbox"/> the center offers support for families	<ul style="list-style-type: none"> - parent handbook - letters to families - newsletter - bulletin board information - flyers/brochures - resource library - meeting agendas/minutes - e-mails - Web site
2	Visiting policies	Evidence of: <input type="checkbox"/> classroom visiting policy	<ul style="list-style-type: none"> - parent handbook - Web site - center policy and procedures - parent letters - flyers - newsletter
3	Parent involvement in center activities	Evidence of: <input type="checkbox"/> parent involvement in center and classroom activities	<ul style="list-style-type: none"> - parent handbook - Web site - center policy and procedures - parent letters - flyers - newsletter - e-mails - meeting agendas/minutes - advisory or governing board by-laws

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18. External Communications

Indicator Strand	Theme	Criteria	Possible Documentation
1	Public relations tools	Evidence that: <input type="checkbox"/> the center utilizes different public relations tools	<ul style="list-style-type: none"> - stationery - brochure - logo - business cards - signage - advertising copy - newsletter - website - social networking page - advertising copy - phonebook advertisement - promotional items
2	Professional image of public relations tools	Evidence of: <input type="checkbox"/> consistent logo <input type="checkbox"/> neat and grammatically correct information <input type="checkbox"/> updated information <input type="checkbox"/> review of public relations tools	<ul style="list-style-type: none"> - stationery - brochure - logo - business cards - signage - advertising copy - phonebook advertisement - promotional items - newsletter - Web site - public relations tools with evidence of review
3	Responding to prospective parents	Evidence that: <input type="checkbox"/> records are kept of all prospective parents who inquire about the center and follow-up action taken <input type="checkbox"/> center has a written guide to train staff in providing information to prospective parents who call or visit	<ul style="list-style-type: none"> - dated log of enrollment inquiries and follow-up action - follow-up inquiry packet - e-mail records - written guide for training staff to provide information to prospective parents

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19. Community Outreach

Indicator Strand	Theme	Criteria	Possible Documentation
1	Involvement in local community organizations	Evidence of: <input type="checkbox"/> attendance at local community organization events <input type="checkbox"/> membership in community organizations <input type="checkbox"/> leadership role in community organization	- memos - letters - newsletters - certificates of attendance, membership - leadership role assignments - membership card - meeting minutes
2	Promoting positive relations with the immediate neighborhood and community	Evidence of: <input type="checkbox"/> established opportunities to build good relations within the immediate neighborhood <input type="checkbox"/> support from the immediate neighborhood or local community	- memos - letters - newsletters - flyers - coupons for discounted services - gifts
3	Involvement in early childhood professional organizations	Evidence of: <input type="checkbox"/> attendance at events in and/or membership in early childhood organizations <input type="checkbox"/> leadership role in an early childhood organization	- memos - letters - newsletters - certificates of attendance, membership, leadership role - membership card

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20. Technological Resources

Indicator Strand	Theme	Criteria	Possible Documentation
1	Available technological resources	Evidence that: <input type="checkbox"/> center has a functional computer <input type="checkbox"/> center has functional computers available for teaching and administrative staff	- technology policies - employee handbook
2	Available technological resources	Evidence that: <input type="checkbox"/> center has Internet access for teaching and administrative staff <input type="checkbox"/> Internet access is available to teaching staff during planning and preparation time	- technology policies - employee handbook

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21. Use of Technology

Indicator Strand	Theme	Criteria	Possible Documentation
1	Recordkeeping and communication usage	Evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> administrative staff use technology for recordkeeping <input type="checkbox"/> administrative staff use technology for communication <input type="checkbox"/> job specific technology training is provided for administrative staff 	<ul style="list-style-type: none"> - enrollment - accounts receivable, accounts payable - budget - cash-flow projections - employee benefits - inventory monitoring - database - letters - memos - email - website - presentation - newsletter - marketing material - training logs - training certificates
2	Utilization of technology in the classroom and with families	Evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> teaching staff use technology in their work with children and families (e.g., cameras, recorders, computers) <input type="checkbox"/> job specific technology training was provided to teaching staff 	<ul style="list-style-type: none"> - photo displays of children - newsletters developed by children with computers or other technology - computer-generated children's work - documentation of children's work with cameras and computers - training logs - training certificates
3	Technology policy	Evidence of: <ul style="list-style-type: none"> <input type="checkbox"/> written policy regarding staff use of technology 	<ul style="list-style-type: none"> - technology policy

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22. Administrator

Indicator Strand	Theme	Criteria	Possible Documentation
1	Educational level	Evidence of: <input type="checkbox"/> highest level of education	- transcripts - diplomas
2	Specialized ECE/CD coursework	Evidence of: <input type="checkbox"/> early childhood education and/or child development coursework	- transcripts
3	Specialized management coursework	Evidence of: <input type="checkbox"/> management coursework	- transcripts
4	Experience	Evidence of: <input type="checkbox"/> experience in management	- portfolio - position application - HR employment records
5	Professional contributions	Evidence of: <input type="checkbox"/> activities, roles, committee memberships, etc. in early childhood organizations and/or events	- portfolio - certificate - memberships - brochures - announcements - newsletters - newspaper articles

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23. Lead Teacher

Indicator Strand	Theme	Criteria	Possible Documentation
1	Educational level	Evidence of: <input type="checkbox"/> highest level of education <input type="checkbox"/> enrollment in a BA degree program	- transcripts - diplomas - enrollment forms
2	Specialized ECE/CD coursework	Evidence of: <input type="checkbox"/> early childhood education/child development coursework <input type="checkbox"/> certification	- transcripts - certification
3	Experience	Evidence of: <input type="checkbox"/> experience teaching young children	- portfolio - position application - HR employment records

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Documentation List
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24. Teacher

Indicator Strand	Theme	Criteria	Possible Documentation
1	Educational level	Evidence of: <input type="checkbox"/> highest level of education <input type="checkbox"/> enrollment in a baccalaureate degree program	- transcripts - diplomas - enrollment forms
2	Specialized ECE/CD coursework	Evidence of: <input type="checkbox"/> early childhood education/child development coursework <input type="checkbox"/> CDA or CCP credential	- Transcripts - CDA credential
3	Experience	Evidence of: <input type="checkbox"/> experience teaching young children	- portfolio - position application - HR employment records

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25. Apprentice Teacher/Aide

Indicator Strand	Theme	Criteria	Possible Documentation
1	Educational level	Evidence of: <input type="checkbox"/> highest level of education	- transcripts - diplomas
2	Specialized ECE/CD coursework	Evidence of: <input type="checkbox"/> early childhood education/child development coursework <input type="checkbox"/> enrollment in early childhood education/child development coursework	- transcripts - enrollment forms
3	Experience	Evidence of: <input type="checkbox"/> experience teaching young children	- portfolio - position application - HR employment records

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