Author and Montana Additional Notes for the PAS

General Notes

- *The Montana Notes for all Items are additional notes only and are meant to clarify the indicators in the book.*
- *Current practices mean within the last 12 months.*

Items to be omitted from Montana scoring:

- 3. Staff Development
- 10. Screening and Identification of Special Needs
- 22. Administrator
- 23. Lead Teacher
- 24. Teacher
- 25. Assistant Teacher/Aide

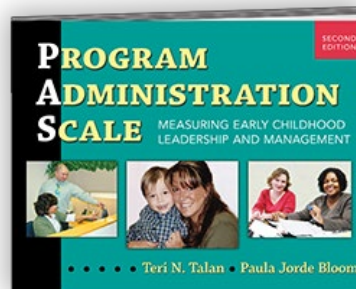## Review of Montana Notes

October 2018:
- No changes made

February 2019:
- Item 7, 1.1 note added
- Item 7, 3.1 note added
- Item 8, 5.3 note added

September 2019:
- No changes made

PAS Documentation Verification Guidelines

- 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 members 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.

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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.
	3.2	*Author Note:* The note (*) "Specific employment forms required" refers to federal/state/county/municipal forms (i.e., 1-9, W-2, Background Check Authorization Form).
	5.2, 7.2	*Author Note:* Must be rated negatively if 3.2 is rated no.
2. Supervision and Performance Appraisal	1.1, 3.1	*Author Note:* The word annual should be deleted from each of these indicators.
	5.1	*Author Note:* 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	*Author Note:* Credit can be received if feedback is given individually or to a teaching team.
	7.3	*Author Note:* In order to receive credit for this indicator feedback and support needs to happen at least monthly.
4. Compensation	1.1-7.1	*Author Note:* The salary scale must include all teaching roles at the center.
	3.1	Only starting ranges are required
	7.1	Written salary scale is aligned with the Early Care and Education practitioner levels, and they are reviewed every 3 years.
	12.-7.2	*Author Note:* The salary scale must include all teaching roles at the center.
	5.2	Written salary scale is aligned with the Early Care and Education practitioner levels.
	7.2	This should occur whether or not the staff is getting paid with a different funding stream i.e. program receives private pay versus public funds.
	7.3	*Author Note:* A merit increase refers to an increase to the base salary.
5. Benefits		For Full-time employees, refer to the authors definition in the scale book (Seasonal employees and work-study employees who work less than 20 hours per week are excluded). "All staff" refers to full-time staff who work 35 hours or more per week. If employees receive paid time off that is a combination of sick leave and vacation/personal leave, then the second and third strand are considered together when determining the ratings for 1.2-7.2 and 1.3-7.3. For programs that are not open 12 months/year, the requirements in the second and third strand can be prorated for the number of months they are open. *Author Note:* 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 to rate the indicators and score the item.
	1.1-7.1	*Author Note:* Administrators are employees; specifically ask about the full-time status of the administrator(s) before rating these strands N/A.
	1.4-7.4	*Author Note:* Administrators are employees; specifically ask about the full-time status of the administrator(s) before rating these strands N/A.

	5.5, 7.5	*Author Note: 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.*
6. Staffing Patterns and Scheduling	3.1	Does not count beginning or end of the day.
	5.1	*Author Note: "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.*
	1.2, 3.2	*Author Note: "Regularly scheduled" refers to paid planning time that occurs at least once a week.*
7. Facilities Management	1.1	*Author Note: This indicator should read, "The facility and/or outdoor environment appear unsafe." [Removed "Play"]*
	3.1	*Author Note: This indicator should read, "The facility and outdoor environment appear safe." [Removed "Play"]*
	5.2	The space needs to be reasonably convenient and accessible.
	5.3	*Author Note: This indicator should read, "Separate administrative office space is available on-site providing the Administrator with space for private conversations and meetings." 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	Cell-phone is allowed as long as the cell phone is a separate business phone that stays at the facility. It is permissible to take the cell phone off the premises (Ex. fieldtrip) if all the children and all the staff have also left the premises.
8. Risk Management	1.1-7.1	*Author Note: 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, 7.1	*Author Note: Must be rated negatively if 3.1 is rated no.*
	5.1	The entire Risk Management plan must be available in each classroom and labeled "Risk Management."
	1.2-7.2	*Author Note: Credit can be received when information on children's allergies and chronic medical conditions is posted in a confidential manner.*
	7.2	*Author Note: 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.**"*
	1.3, 3.3	To receive credit programs must have completed 8 fire drills within the past year.
	3.3	** Change wording from "severe storm" to "indoor emergency drills." Both fire drills and indoor emergency drills must be practiced. Programs must regularly practice and prepare for appropriate natural disasters or human generated events such as: fire, tornadoes, floods, earthquakes, hurricanes, threatening person outside or inside the facility, power outage, rabid animal, toxic chemical spill, or nuclear event. Depending on the type of disasters, there should be a plan to remain in the facility, as well as a plan to evacuate children and staff to another location. To receive credit, there must be at least 8 fire drills recorded and at least two indoor emergency drills recorded.
	5.3	*Author Note: The drill record form must provide a designated space for noting improvements needed. To receive credit for this indicator there need to be a minimum of two improvements noted during the past 12 months which may be related to fire drills or indoor emergency drills or a combination of both.*
9. Internal Communications	1.2	*Author Note: This indicator should read, "There are not at least two scheduled, centerwide staff meetings per year."*
	3.2	*Author Note: This indicator should read, "There are at least two scheduled, centerwide staff meetings per year."*
	1.2-3.2	*Author Note: "Centerwide staff meetings" refers to meetings that occur at a time when all staff are together. Meetings may involve a training component, but training is not the main purpose of the meeting.*

	5.4, 7.4	***Author Note:*** *An action plan must identify at least three of the following: person responsible, specific activities to be completed, resources needed, timeline, evaluation checkpoints.*
12. Budget Planning	5.1	***Author Note:*** *To receive credit, the Administrator must be able to articulate how needs assessment and goal 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 goal setting are key components of the budget planning process.)*
	7.1	Operating budget must show goals are addressed; documentation such as a quality improvement budget or minutes would suffice.
	7.2	***Author Note:*** *This indicator should read, "A draft operating budget for the next fiscal year is available for review by the beginning of the fourth quarter of the current fiscal year."***
	5.3	***Author Note:*** *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.*
13. Accounting Practices	1.1-5.1	***Author Note:*** *Credit is given if income and expense statements are generated quarterly or more frequently (i.e., monthly).*
	7.1	***Author Note:*** *Income and expense statements as well as cash-flow projections must be generated quarterly.*
	5.3	***Author Note:*** *"Independent third party" means that the reviewer is not an employee of the child care program. A board member, parent, or administrator of the organization with oversight of the child care program can conduct an independent third-party review." Credit is given if the review happens quarterly or more frequently (i.e., monthly).*
15. Strategic Planning	5.1, 7.1	***Author Note:*** *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	***Author Note:*** *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	Reference to staff can include the Director. However, more than one staff member is required.
	5.2, 7.2	***Author Note:*** *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. 5.2 and 7.2 must be rated negatively if 3.2 is rated negatively.*
16. Family Communications	3.1	***Author Note:*** **for "☐ fees" listed under the*, N/A is allowed only for a center/site at which no tuition or fees are charged. *"Calendar" is defined minimally as a list of holidays and/or other days the program is closed each year.*
	1.2	***Author Note:*** *This indicator should read, "A staff member does not ask families about their beliefs, culture, and childrearing practices."*
	1.2-7.2	***Author Note:*** *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).*
	3.2	***Author Note:*** *This indicator should read, "A staff member asks families about their beliefs, culture, and childrearing practices during the intake process."*

	7.2	Center makes changes to be more consistent with home. Must demonstrate how consistency between the center and home has been implemented. Must provide 2 examples.
	1.3-3.3	Communication does not have to be in family's primary language if the family also speaks English.
	1.4-7.4	*Author Note: These indicators apply to all age ranges served by the program. However, N/A is allowed for a program serving only school-age children.*
	5.3	*Author Note: This indicator should read, "The center communicates with families by using six or more modes of communication."*
	7.3	*Author Note: This indicator should read, "The center communicates with families by using eight or more modes of communication."*
	3.4	Rely on the Director's response regarding convenience.
	7.4	*Author Note: To meet the requirements for this indicator, a system for two-way, daily communication between each child's teaching team and his or her family must be in place. The system supports daily communication that is initiated from teaching team-to-families and from families-to-teaching team.*
17. Family Support and Involvement	7.1	*Author Note: The note (*) "child care during parent conferences or meetings" should read, "child care during parent conferences or meetings that take place after program hours".*
	7.3	*Author Note: 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.*
18. External Communications	7.2	*Author Note: "Multiple stakeholders" refers to at least one person from at least two stakeholder groups (e.g., families, center staff, staff of the organization with oversight of the child care center, board). Representatives do not need to be on-site.*
19. Community Outreach	1.1-7.3	*Author Note: For all indicators in this item, "Center staff" should be "a center staff member."*
	5.3	*Author Note: This indicator is about networking opportunities to communicate and collaborate with others in the early childhood field; meetings may involve a training component, but training is not the main purpose of the meeting.*
20. Technological Resources	1.2-7.2, 5.3-7.3	The internet access requirement can be omitted in rural locations. In these cases, score the item without the internet requirement.
21. Use of Technology	1.1-7.1	*Author Note: Administrative staff refers to center administrative staff only.*
	1.2-5.2	*Author Note: Replace "technology" with "technology resources."*