

Frequently Asked Questions

Am I required to participate in CQI training?

No. Participation is voluntary.

Will I receive Core of Knowledge clock hours for taking PAS training?

Yes. Anne Arundel Community College issues certificates for each training session.

How will participation in the CQI project help my business?

By implementing PAS best practices, you will develop strategies to improve performance in administrative areas.

I am a director, am I qualified to attend the PAS training?

In order to participate, your center must:

- Hold a current child care license that has not been suspended or revoked
- Have been in operation for at least two years
- Hold MSDE or national accreditation or 60% of lead staff must be credentialed

I am not a director, but I would like to attend the training.

At this time, administrator training sessions are offered to supervisors, owners, and administrative staff in participating centers.

Can someone else on staff attend the training for me or with me?

No. Only the center director or owner may attend the 2-day PAS training.

Will this training help me to get my center accredited?

Yes. The PAS will help you meet the administrative portion of national or state accreditation. The PAS was developed in collaboration with the National Association for the Education of Young Children (NAEYC).

How much does the training cost and where is it held?

There is a small training fee which includes the training, assessment and one year of technical assistance. Trainings are offered regionally.

How will I know what to do first?

Because CQI is a voluntary project, you determine what to do and when to do it. Technical assistance is available.

Is additional training available?

Yes. Directors and owners may elect to continue to participate in the project through attending additional training, work groups, and discussion groups.

Is PAS related to Maryland EXCELS, the Quality Rating and Improvement System?

Yes. The PAS is one of the criteria used to determine a center's Maryland EXCEL's level.



The Continuous Quality Improvement Project

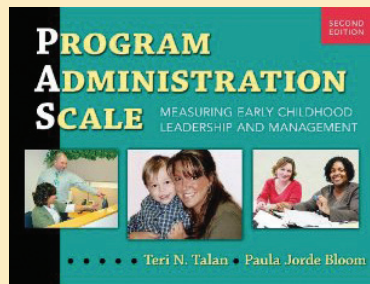
Promoting Excellence in Child Care Center Management

Using the Program Administration Scale

The Continuous Quality Improvement Project (CQI) is a key component in Maryland's efforts to create high quality early learning environments for young children. The project links continuous quality improvement with the Maryland Child Care Credential program, the Early Childhood Accreditation Project and Maryland EXCELS, the Quality Rating and Improvement System (QRIS), with a focus on improving administrative support for the program.

What is the Program Administration Scale?

Measuring Early Childhood Leadership and Management



While there are a variety of tools available to assess and improve the quality of the classroom learning environment, there has been little available to assess and improve the quality of organizational practices in early childhood programs. The McCormick Center for Early Childhood Leadership scholars, Teri Talan and Paula Jorde Bloom, developed the *Program Administration Scale (PAS)* to provide a reliable and easy-to-administer tool for

measuring the overall quality of administrative practices of early care and education programs. For more information on the PAS, visit the website at <http://cecl.nl.edu/evaluation/pas.htm>.

The PAS assesses quality in ten areas: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology and staff qualifications.

CQI Project Objectives

There is a growing recognition that leadership and management skills are critical in operating a successful child care center. Maryland's CQI project objectives are for directors to know and adopt best practices in child care administration, to understand use of the PAS to measure performance and to apply the tool independently.



PAS assessment results provide a continuous, systematic approach to measure, monitor and improve administrative operations at child care centers.

How Does a Child Care Director Participate?

The CQI is a voluntary program for child care directors who want to perform at a higher level than the minimum established by licensing regulations. Participation is required for Maryland EXCELS (QRIS) Levels 4 and 5.

There are three phases to the project. After completing the initial training and assessment in Phase 1, directors may choose to participate in Phases 2 and 3 of the project. Trainings are offered regionally throughout the State.



Phase 1

The director attends the two-day training, after which, a certified PAS assessor will visit the center to complete an initial assessment. The assessor will review the assessment results and share samples of needed tools and processes with the director. The director selects areas for improvement and develops and implements an improvement plan. At the end of the year, the assessor returns to the center to complete a follow-up PAS assessment to measure improvement.

Phase 2

In partnership with Anne Arundel Community College, six 6-hour training sessions are offered in risk management, financial management, human resource management, program planning and evaluation and center operations. Participants who complete the initial training, the six 6-hour training sessions and achieve a PAS assessment score of 4.5 or higher may take the challenge exam to receive 3 credits. Ongoing technical assistance and re-assessment by certified assessors are available every three years.

Phase 3

Regional and Statewide opportunities are provided for participating directors to share best practices and offer mutual support in implementing improvement strategies.

A recent study reported in Research Notes, published by the McCormick Center for Early Childhood Leadership, Nation-Louis University, Winter 2010, concluded that administrative quality accounts for 26% of the variance in Head Start classroom quality as measured on the PAS. To read the entire article, follow this link <http://cecl.nl.edu/research/issues/rnw10.pdf>. The finding underscores the need for centers to establish strong administrative leadership practices to provide a stable foundation and structure for the early care and education program.

Contact Us!

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http://www.marylandpublicschools.org/MSDE/divisions/child_care/