



## Connecting the Dots: Exploring the intersection between NAEYC Accreditation and Child Care Licensing & Regulation

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## Presenters

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## Agenda


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- NAEYC Accreditation – Brief overview
  - Current Intersections
  - Small Group Scenario Activity
  - Transparency
  - On the “Horizon”
  - Small Group Discussion Activity
  - Closing Remarks
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## Resources provided for this Session

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- Strength and Momentum brochure
  - Lessons Learned report
  - 2011 Mid-Year Review
  - Trend Brief
  - Can We Talk flyer
  - Why NAEYC Accreditation? (DVD)
  - Attendee Information Card (blue)
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# NAEYC Accreditation

## Four Steps of NAEYC Accreditation

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- 1 Enrollment in **Self-Study**
- 2 Becoming an **Applicant**
- 3 Becoming a **Candidate**
- 4 **Meet and Maintain** Standards



## How the Standards are Organized

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### Standard 9: *Physical Environment*

**Topic Area 9.C.**  
*Building and Physical Design*

9.C.01

**Criterion 9.C.01**  
*There is a minimum of 35 square feet of usable space per child in each of primary indoor activity areas.*



Current intersections  
with other systems

## Current QRIS Work at NAEYC

- QRIS Initiative (started in 2005)

Includes:

- Resources available online at <http://www.naeyc.org/policy/statetrends#gris>
- Technical Assistance
- Presentations and workshops at conferences and meetings
- Pathways to Cultural Competence Project (2009)




## Levels of Standards



Adapted by S. LeMoine, NCCIC, from *New Approaches to Regulation* (1996), by Gwen Morgan, The Center for Career Development in Early Care and Education at Wheelock College.

## Licensing, QRIS and Accreditation: Shared Processes

| <u>Standards</u>  | <u>Monitoring</u>   | <u>Enforcement</u>   |
|---|---|--|
| <p><i>Accreditation:</i><br/>National best practice standards set by the profession</p> <p><i>QRIS:</i><br/>Incremental steps built upon licensing rules to increase quality; generally authority in state law or policy</p> <p><i>Licensing:</i><br/>Minimum standards established through public consensus; authority to set standards in state law</p> | <p><i>Accreditation:</i><br/>Program self evaluation with onsite verification every 5 years</p> <p><i>QRIS:</i><br/>Annual program reports and periodic compliance visits</p> <p><i>Licensing:</i><br/>Generally annual compliance visits</p> | <p><i>Accreditation:</i><br/>Ability to remove accreditation status; may impact public funding</p> <p><i>QRIS:</i><br/>Ability to remove QRIS rating; may impact public funding</p> <p><i>Licensing:</i><br/>Complaint investigation procedure; authority to close program</p> |





# Required Criteria

## Scenario 1

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### 1.B.09

Teaching staff never use physical punishment, such as shaking or hitting and do not engage in psychological abuse or coercion



## Scenario 2

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### 3.C.02

Teaching staff supervise infants and toddlers/twos by sight and sound at all times.



## Scenario 3

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### 3.C.04

Teaching staff supervise children primarily by sight; supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight



## Scenario 4

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### 5.A.12

Infants placed on their backs to sleep on a firm surface that meets the standards of the United States Consumer Product Safety Commission, unless otherwise ordered by a physician



## Small Group Activity

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1. How would licensing/regulatory body in your state respond to the following scenario?
2. How do you think NAEYC would respond to the following scenario?
3. What are the points of intersection between licensing & NAEYC?



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## Reporting out on Scenario Activity



## Affirmation of Key Principles

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- NAEYC Early childhood Program Standards and Accreditation Criteria are recognized as the gold standard
- NAEYC Accreditation is a meaningful tool for program quality improvement
- NAEYC Early Childhood Program Standards capture the core elements of high quality programs



## Affirmation of Key Principles

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- NAEYC Standards are relevant to the diverse populations of families served in the various types of center- or school-based early childhood programs—child care, Head Start, and preschool.
- Site visit assessments are conducted reliably, and accreditation decisions are valid.



## Major areas for consideration

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- Reach out to other quality improvement initiatives; “connect the dots” for programs
- Strengthen the notion of self-study and provide tools for ongoing reflection
- Maintain emerging practice criteria in this designation
- Recognize that educational qualifications continues to be a struggle for programs
- Clarify Accreditation Decision Report (ADR) to support program improvement



## Streamlining

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***Continue to enter into national and state level agreements to eliminate redundancies in the submission of teacher and administrator qualifications***

– Examples:

- The Registry Alliance
- Connecticut Charts A Course (Pilot completed)
- North Carolina
- Illinois (preliminary work)



## Streamlining

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- **System Users Collaborations (examples)**
  - Idaho – QRIS crosswalk
  - Cooperative Preschools – assistance with navigating the system
  - Iowa - support for using NAEYC standards & criteria as statewide framework
  - Florida – WELS – provided use of the NAEYC self assessment tools to track quality improvement initiatives



## Transparency

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### ***Increase the Transparency of NAEYC Accreditation***

- Released the public version of the ***Self Assessment Tools***
- Provided modified ***Accreditation Decision Reports (ADR)*** to all programs that are deferred or denied
- Developed Listen and Learn Webinar that explains modified ADR for Deferred and Denied programs (go to Get Help and Resources, then Accreditation Training Center)



## Transparency

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- Published article “*The Good News – Continued Quality Improvement in Deferred and Denied Programs for Young Children Leads to Accreditation*” in May issue of Young Children.
- Developed professional development opportunity for organizations providing TA to multiple programs on NAEYC accreditation



## Support

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- Created a review process to support programs with unique contexts
- Increased communication vehicles for Affiliate accreditation leadership - expanded accreditation committee models
- Released promotional videos DVD for NAEYC Accreditation and Improving Program Quality



# Small Group Discussions

## Discussion Question

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- Should NAEYC pursue formal agreements with State regulatory/licensing agencies and /or State quality rating system agencies for the exchange of information pertaining to early childhood programs known to each agency?

If so:

- What would the benefits be for each agency involved including the programs?
- What would the barriers be for each agency?
- How would the programs involved with each system be impacted?
- How can NAEYC support your system?

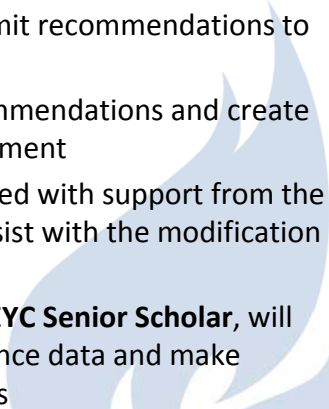
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## Reporting out on Discussion Question



## Next Steps

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- **Council on Accreditation** will submit recommendations to Governing Board
  - **Governing Board** will affirm recommendations and create a period of public review and comment
  - **Assessment Experts** will be engaged with support from the Center for Applied Research to assist with the modification of the assessment process & tools
  - **Academy staff, supported by NAEYC Senior Scholar**, will continue the analysis of performance data and make incremental system improvements
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## On the Horizon

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- **Academy will**

- Develop crosswalk of NAEYC criteria with identified Rating Scales (To be posted on NAEYC website)
- Continue outreach to States to inform and support the development and enhancement of QRIS systems
- Continue dialogue with Head Start/NHSA to consider formal collaborative opportunities
- Interface with P-3 efforts to support the continuum of best practices from birth to 8



## How Can You Help

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- Identify key leaders in your community that the Academy could contact regarding
  - Professional Development
  - QRIS
  - Data to inform decision making
- Share “Can We Talk” flyer  
<http://www.naeyc.org/accreditation/collaborations>



**THANK YOU!**

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