



Dear Palo Alto College Community,

Over the past two years, I have been fortunate to serve as the Vice President of Student Success at this College. During my time, the Division of Student Success has developed many innovative, research based, and best practices in relation to student programming and student services.

There are three areas in particular that have either grown tremendously or been developed for the first time at Palo Alto College. These three areas are the Ray Ellison Family Center, Counseling Services, and the Office of Student Conduct.

The Ray Ellison Family Center has begun its journey to become a premiere childcare Center for our students and community. At the Center, teachers are hosting parent-teacher conferences, developmental milestone achievement is being assessed, and innovative practices such as the Children's Garden have been developed.

The following Research Brief provides an overview, research based practices used, and how the Division of Student Success assesses services and learning so that we can ensure students and families are receiving the best education possible.

Sincerely,

Gilberto Becerra, Jr.

Vice President of Student Success

**Research Brief:**  
**Ray Ellison Family Center**  
**2016-2017**

**BACKGROUND**

Early childhood education is the foundation for each child’s lifelong journey and love of learning. Early Childhood Centers that provide access to educational programs help develop young children so that they are prepared to enter primary education. “School readiness involves more than just children. School readiness, in the broadest sense, is about children, families, early environments, schools, and communities. Children are not innately ‘ready’ or ‘not ready’ for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school” (Maxwell & Clifford, 2004).

Early childhood centers that are considered premiere and providing the best education are recognized and accredited by the National Association for the Education of Young Children (NAEYC). NAEYC is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research.

Palo Alto College, as an institution of higher education, recognized the need for an early childhood education center in 2001 when it opened the Ray Ellison Family Center (REFC). The College also recognized that if students who have young children have access to childcare, then those students can enroll in the College and complete their degree or certificate.

**RAY ELLISON FAMILY CENTER MISSION**

***The mission of the Ray Ellison Family Center is to provide an early childhood program that promotes the social/emotional, cognitive, language, and physical development of each child.***

The REFC mission and goals are directly aligned with the Palo Alto College Strategic Plan and Institutional Learning Outcomes. Specifically, REFC aligns with Strategic Direction 1: Empowering Students for Success and Institutional Learning Outcomes of Communication, Teamwork, Critical Thinking, Social Responsibility, and Personal Responsibility.

REFC has been nationally accredited since 2010 by the National Association for the Education of Young Children. The children of Palo Alto College students are given priority for enrollment; members of the community may enroll their children as space permits. The center offers flexible schedules and fees, and limited financial assistance such as parent scholarships, are available to eligible Palo Alto College students.

**GOALS**

At REFC, children will learn through the play as play is the most fundamental and valuable task that can be given to a child. When children play, they are developing their social-emotional,

language, physical, and cognitive skills. Each lesson that is available to the children is developed with the intent of enhancing their developmental domains.

For 2017-2018, REFC has set goals to increase and maintain enrollment to a minimum of 45 children as well as to increase children's development and learning outcomes utilizing the GOLD assessment as outlined within the assessment section.

## **PROGRAMMING**

### **Quarterly Peer Review**

REFC works to enhance the quality of services provided for children, families, and staff. Therefore, teachers conduct quarterly peer reviews for one another. Each quarter, the teachers observe how their fellow teachers are teaching and managing the classroom. The teachers use the Texas Rising Star (TRS) observation tool that captures Caregiver-Child Interactions and Nutrition and Indoor/Outdoor Environments. The observation tools provide detailed items to look for while observing a classroom, and the observer (teacher) compiles an executive summary of the results of the observation. This tool is virtually based and can be used throughout the Center.

### **Monthly Article**

Beginning in the Fall of 2017, REFC staff has implemented the Monthly Article initiative, which helps increase staff knowledge in the field of Early Childhood, Education, and Professional Development. Each month, one staff member is designated to choose an article related to the fields mentioned above. The article is then sent to the teachers along with three critical questions. During monthly meetings, the staff who chose the article will lead a discussion regarding the article and facilitate responses to the posed questions.

### **Parent Engagement**

Open Houses are conducted before each semester for parents to meet with their child's teacher and speak with the Coordinator. At this time, parents begin to learn about the structure of the Center, what their child will be learning, and teaching strategies that will be used.

At the beginning of each school year, each parent meets with the Coordinator to complete a Parent Orientation. During the orientation, an overview of early childhood education is provided as well as a review of the Parent Handbook.

Additionally, monthly Parent meetings are held to provide updates to the parents regarding the Center activities, College resources, and events on campus.

Finally, each teacher conducts two parent-teacher conferences each semester to review the developmental progress of their child and discuss any questions or concerns. Parents are also provided with campus and community resources at this time to assist with supporting the education of the child.

### **REFC Garden**

In the Spring of 2017, REFC began the process of composting food that children have not eaten. The purpose of composting is that once the soil is ready children will be able to work with the teachers and cook to plant a fruit and vegetable garden which they will maintain by watering. Once the fruit and vegetables are ready to be picked, then a cooking activity will be done in the classroom.

### **Child Care Access Means Parents in School (CCAMPIS)**

In June 2017, Palo Alto College on behalf of REFC submitted a proposal for the Child Care Access Means Parents in School (CCAMPIS) grant program through the Department of Education. In order to meet the goal of increasing low-income student success by providing access to high-quality childcare, the project will help subsidize the majority of the cost of on-and-off campus child care for low-income Palo Alto College students to ensure they realize their full potential by earning a college degree. The College was awarded \$137,820 annually to serve approximately 20 student parents each project year.

### **CURRICULUM AND ASSESSMENT**

The National Association for the Education of Young Children (NAEYC) Position Statement on Assessment outlines the need to assess learning and to utilize assessment methods that are developmentally appropriate and utilize assessment tools for their intended purpose (NAEYC, 2009).

#### **Curriculum**

REFC strives to support and enhance children’s developmental skills by following the Creative Curriculum for Infants, Toddlers, & Twos, Creative Curriculum for Preschool, and GOLD assessment. The Creative Curriculum, a comprehensive, research-based curriculum helps support teachers by creating daily routines and meaningful learning experiences for all children. Each teacher develops a lesson plan for the week, and that plan is shared with parents.

#### **Assessment**

REFC has an agreement with the Child Care Program of the Texas Workforce Commission Assessment Pilot and the Texas Association for the Education of Young Children (TAEYC) to implement the GOLD Assessment. With GOLD Assessment, teachers utilize the comprehensive, valid, and reliable tool to track children’s developmental progress. The following report shows the results of implementing the GOLD Assessment in the Spring 2017. Overall, the majority of children are either meeting or exceeding the seven developmental areas.

<b>Area</b>	<b>Below</b>			<b>Meeting</b>			<b>Exceeding</b>		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
<b>Social-Emotional</b>	4	10%	27.8	29	71%	39	8	20%	51.1
<b>Physical-Gross Motor</b>	3	7%	9.3	29	71%	16.3	9	22%	19.2

<b>Physical-Fine Motor</b>	3	7%	9.3	32	78%	9.3	6	15%	11.3
<b>Language</b>	7	17%	22.7	28	68%	36.9	6	15%	48.8
<b>Cognitive</b>	5	12%	30.8	30	73%	38.2	6	15%	53.0
<b>Literacy</b>	8	20%	16.6	27	68%	28.2	5	13%	23.8
<b>Mathematics</b>	15	37%	10.9	24	59%	22.4	2	5%	35.0

As a NAEYC accredited center since 2010, REFC ensures the quality for every child’s daily experience and promoting positive child outcomes by following the 10 NAEYC Standards;

- Standard 1: Relationships
- Standard 2: Curriculum
- Standard 3: Teaching
- Standard 4: Assessment of Child Progress
- Standard 5: Health
- Standard 6: Teachers
- Standard 7: Families
- Standard 8: Community Relationships
- Standard 9: Physical Environment
- Standard 10: Leadership and Management

Finally, each year REFC conducts a self-assessment that involves families and staff to help evaluate how REFC operates throughout the year. The self-assessment includes a parent survey, explanation of program assessment, and explanation of assessment within the classroom. The results of the self-assessment are shared with staff, families, college leadership team, and submitted to NAEYC by April 1 of each year.

## **NEXT STEPS**

With the development of the garden at the Center, a cooking and healthy eating program will be developed. Within this program, both children and parents, will learn how to grow fresh fruits and vegetables. Using the vegetables and fruits from the Center’s garden, the cook will then prepare meals for the children and parents and the teachers will facilitate discussion and learning regarding healthy eating and fresh produce.

Additionally, the Center is researching natural playscapes, which serve as an outdoor classroom focused on natural and sustainable playground elements. These playscapes will allow the children to learn through play and continue to advance on developmental milestones.

## References

Association for Student Conduct Administration. (2017, November 2). Retrieved from <http://www.theasca.org/>

Eisenberg, D., Goldrick-Rab, S., Ketchen Lipson, S., & Broton, K. (2016). *Too Distressed to Learn? Mental Health Among Community College Students*. Madison: Wisconsin Hope Lab.

Goldblum, A. (2009). Restorative Justice from Theory to Practice. In J. M. Schrage, & N. G. Giacomini, *Reframing Campus Conflict: Student Conduct Practice Through a Social Justice Lens* (pp. 140-154).

Maxwell, K., & Clifford, R. (2004). Research in review: School readiness assessment. *Young Children* 59, 42-46.

NAEYC. (2009). *Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs Birth through Age 8*. Washington, D.C.: National Association for the Education of Young Children.

## on curriculum, assessment, and program evaluation

**W**hat should children be taught in the years from birth through age 8? How would we know if they are developing well and learning what we want them to learn? And how could we decide whether programs for children from infancy through the primary grades are doing a good job?

Answers to these questions—questions about *early childhood curriculum, child assessment, and program evaluation*—are the foundation of a joint position statement from the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE).

### The position statement's recommendations

#### Curriculum

Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

#### Indicators of effective curriculum

- Children are active and engaged.
- Goals are clear and shared by all.
- Curriculum is evidence-based.
- Valued content is learned through investigation and focused, intentional teaching.
- Curriculum builds on prior learning and experiences.
- Curriculum is comprehensive.
- Professional standards validate the curriculum's subject-matter content.
- The curriculum is likely to benefit children.

#### Assessment

Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To best assess young children's strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional

#### Beyond Curriculum, Assessment, and Program Evaluation: What Else Matters?

Without other essential components of high-quality early childhood education, these recommendations will be of limited value. *Learn more about . . .*

- early learning standards, as described in NAEYC and NAECS/SDE's 2002 position statement, online at [www.naeyc.org/positionstatements/learning\\_standards](http://www.naeyc.org/positionstatements/learning_standards).
- teaching strategies and other elements of developmentally appropriate practice. See C. Copple & S. Bredekamp (eds.), *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, 3d ed., Washington, DC: NAEYC, 2009. Access the position statement online at [www.naeyc.org/positionstatements/dap](http://www.naeyc.org/positionstatements/dap).
- standards for early childhood programs and accreditation performance criteria, online at [www.naeyc.org/academy/primary/standardsintro](http://www.naeyc.org/academy/primary/standardsintro).
- standards for early childhood professional preparation programs as updated by NAEYC in 2009, online at [www.naeyc.org/positionstatements/ppp](http://www.naeyc.org/positionstatements/ppp).
- implementation of professional standards. See M. Hyson (ed.), *Preparing Early Childhood Professionals: NAEYC's Standards for Programs*, Washington, DC: NAEYC, 2003.

development, inclusive of families, and connected to specific, beneficial purposes. The purposes of doing assessment are: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions.

### ***Indicators of effective assessment practices***

- Ethical principles guide assessment practices.
- Assessment instruments are used for their intended purposes.
- Assessments are appropriate for ages and other characteristics of children being assessed.
- Assessment instruments are in compliance with professional criteria for quality.
- What is assessed is developmentally and educationally significant.
- Assessment evidence is used to understand and improve learning.
- Assessment evidence is gathered from realistic settings and situations that reflect children's actual performance.
- Assessments use multiple sources of evidence gathered over time.
- Screening is always linked to follow-up.
- Use of individually administered, norm-referenced tests is limited.
- Staff and families are knowledgeable about assessment.

### **Program evaluation and accountability**

Regularly evaluate early childhood programs in light of program goals, using varied, appropriate, and conceptually and technically sound evidence to determine the extent to which programs meet the expected standards of quality and to examine intended as well as unintended results.

### ***Indicators of effective program evaluation and accountability***

- Evaluation is used for continuous improvement.
- Goals become guide for evaluation.
- Comprehensive goals are used.

- Evaluations use valid designs.
- Multiple sources of data are available.
- Sampling is used when assessing individual children as part of large-scale program evaluation.
- Safeguards are in place if standardized tests are used as part of evaluations.
- Children's gains over time are emphasized.
- Well-trained individuals conduct evaluations.
- Evaluation results are publicly shared.

### **Creating change through support for programs**

Implementing the preceding recommendations for curriculum, child assessment, and program evaluation requires a solid foundation. Calls for better results and greater accountability from programs for children in preschool, kindergarten, and the primary grades have not been backed up by essential supports for teacher recruitment and compensation, professional preparation and ongoing professional development, and other ingredients of quality early education.

The overarching need is to create an *integrated, well-financed system of early care and education* that has the capacity to support learning and development in all children, including children living in poverty, children whose home language is not English, and children with disabilities. Unlike many other countries, the United States continues to have a fragmented system for educating children from birth through age 8, under multiple auspices, with greatly varying levels of support, and with inadequate communication and collaboration.

Many challenges face efforts to provide all young children with high-quality curriculum, assessment, and evaluation of their programs. *Public commitment*, along with *investments* in a well-financed system of early childhood education and in other components of services for young children and their families, will make it possible to implement these recommendations fully and effectively.

The full NAEYC and NAECS/SDE 2003 position statement "Early Childhood Curriculum, Assessment, and Program Evaluation—Building an Effective, Accountable System in Programs for Children Birth Through Age 8" is available online at [www.naeyc.org/positionstatements/cape](http://www.naeyc.org/positionstatements/cape).

where we STAND  
naeyc and naecs/sde





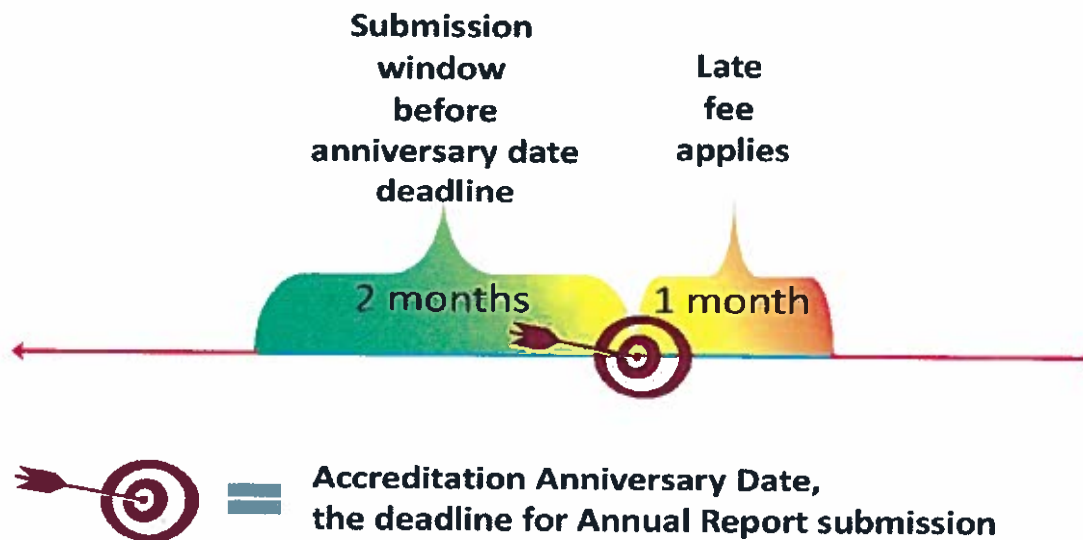
# NAEYC First through Third Anniversary Annual Report

NAEYC no longer accepts the Annual Report up to two (2) calendar months past a program's accreditation anniversary date. The Annual Report will be accepted up to two (2) calendar months before the accreditation anniversary date, but the postmark date of the Annual Report submission must be on or before the accreditation anniversary date. A program that needs additional time is permitted to submit the Annual Report up to one (1) calendar month after its anniversary date if it pays a late fee of \$150.

The following graphic further explains the Annual Report Submission Window that all programs must follow at this time.

## Annual Report Submission Window

Effective as of January 1, 2011



## PURPOSE

The purpose of the Annual Report is to:

- Ensure that accredited programs are continuing to meet the NAEYC Early Childhood Program Standards and Accreditation Criteria.
- Increase the accountability of the NAEYC Accreditation system for children, families, and all customers of NAEYC Accreditation.
- Provide NAEYC with the most up-to-date information related to the program's current daily operations and overall characteristics.

## INSTRUCTIONS

The Annual Report is due on the first, second, third, and fourth anniversary of a program's accreditation (refer to the program's accreditation certificate for this anniversary date). **Failure to submit an Annual Report within the established submission window will result in the revocation of the program's accreditation.** In order to complete this report programs will need to refer to the criteria, which are available on [The Online Resource Center Headquarters \(TORCH\)](#) to support program quality improvement, in the publication *NAEYC Early Childhood Program Standards and Accreditation Criteria (NAEYC # 9900)*, and in the NAEYC Self-Study Kit.

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**Section 1: PROGRAM INFORMATION**

**Program Identification**

Program Name: Ray Ellison Family Center

*Legal name to appear on all correspondence and official documents from NAEYC, including the NAEYC Accreditation Certificate.*

Program ID#: 509910

**Designated Program Administrator**

*The Designated Program Administrator is responsible for receiving written correspondence regarding the program's accreditation and can update NAEYC with changes to program information. See [Clarification on Program Administrator](#) for more information.*

Name: Jennifer Flores

Title: Coordinator

Phone: 210-486-3505

Fax: 210-486-9161

Email: [jguerrero119@alamo.edu](mailto:jguerrero119@alamo.edu)

**Secondary Contact**

*The Secondary Contact will be copied on all correspondence regarding the program's accreditation and can update NAEYC with changes to program information.*

Name: Katherine Doss

Title: Dean of Student Success

Phone: 210-486-3338

Fax:

Email: [kbeaumont@alamo.edu](mailto:kbeaumont@alamo.edu)

**Additional Contacts**

*Additional Contacts are authorized to receive confidential programmatic information from NAEYC. Programs may name up to three (3) additional contacts.*

Name: Gilbert Becerra Jr.

Name:

Name:

Title: Vice President of Student Success

Title:

Title:

**Multiple Programs within the Same Facility**

*NAEYC Accreditation is granted to the overall program, and will not be granted to individual classrooms within a program. Throughout the NAEYC Accreditation process, all eligible groups a program serves must be reported and may be observed during a site visit. This includes groups within the program that operate during the summer and after-school care groups.*

*A group can only be excluded from a program's NAEYC Accreditation if it is part of a separate program that has a separate public identity. A program pursuing NAEYC Accreditation must notify NAEYC of all separate programs that operate within its facility and be able to demonstrate a separate budget, administration, license and/or other criteria.*

*Complete the information below to inform NAEYC of other programs that operate within your program's facility.*

My program is the only program that operates within its facility.  Yes  No

*NOTE: If "yes" is checked above, and your program offers a summer camp option or after-school care groups, these groups must be reported and may be observed during a site visit.*

In addition to my program, one or more programs operate within the same facility.  Yes  No

If yes, use the space below to list other programs that operate within your program's facility and describe how other existing programs are separate from your program. Include relevant information about how all other existing programs have a separate name, budget, administration, and/or license from your program.

*If necessary, you may attach an additional page to continue your description of separate programs that operate within your program's facility.*

**Security Clearance**

Is a security clearance required upon entry to the program?

No  Yes – If yes, provide the name and phone number for the proper authority outside of your program below.

*If yes, a security clearance must be given prior to an announced or unannounced site visit, please provide the name and phone number for the proper authority outside of your program.*

Name:

Email:

Relationship to program:

Phone:

**Section 1: PROGRAM INFORMATION Continued**

**Program Address**

Contact information will be posted on the NAEYC website when a program achieves NAEYC Accreditation.

Street Address: 1400 W. Villaret Blvd.		Suite/dept/floor:
City: San Antonio	State: Texas	Zip: 78224
County: Bexar	Country: United States of America	
Phone: 210-486-3500	Fax: 210-486-9161	
Email: pac-refc@alamo.edu	Website: www.alamo.edu/pac/refc	

**Mailing Address**

To be used for written correspondence to the program.

Same as program address

Street Address:		Suite/dept/floor:
City:	State:	Zip:
County:	Country:	
Email:	Phone:	

**Billing Address**

To be used for invoices sent to the program.

Same as program address     Same as mailing address

Attention:

This individual must also be listed as the Designated Program Administrator, Secondary Contact, or an Additional Contact on page 1.

Organization Name (if different than program name):

Street Address:		Suite/dept/floor:
City:	State:	Zip:
County:	Country:	
Email:	Phone:	Fax:

**Shipping Address**

To be used for the shipment of all NAEYC Accreditation Materials.

Same as program address     Same as mailing address     Same as billing address

Street Address: <i>No P.O. Boxes accepted</i>		Suite/dept/floor:
City:	State:	Zip:
County:	Country:	
Email:	Phone:	

**Section 2: LICENSING/REGULATION**

**Licensing/Regulatory Status (Includes programs that are license exempt)**

Programs must be regulated by the appropriate licensing/regulatory body or in process of obtaining a license in order to become an Applicant for NAEYC Accreditation. Define the licensing/regulation status based on the four options below.

**Option 1: My program is licensed.**

Appropriate licensing bodies refer to state licensing agencies.

My program is licensed by: State: Texas Agency: Texas with a:  Full License  
 Department of  Temporary License  
 Family and  Provisional License  
 Protective  Other:  
 Services

My program is license-exempt, but voluntarily licensed.  No  Yes

My program's license expires.  No  Yes – if yes, indicate expiration date:

License Number: 810396

Specialist Name: Brittany Villarreal

Phone: 210-862-8909

OR

**Option 2: My program is regulated.**

Appropriate regulatory bodies refer to public agencies such as a board of education or the military.

My program is regulated by:

My program's regulation expires.  No  Yes – if yes, indicate expiration date:

OR

**Option 3: My program is license-exempt, eligible for licensure, and began the application process to become licensed.**

The application process for licensure was begun in: Month: Year:

With: State: Agency:

Until the program becomes licensed, I verify that:

- 1) The program administrator has reviewed the state's licensing requirements;
- 2) The Board chair/president or owner has reviewed the state's licensing requirements;
- 3) My program is voluntarily in compliance with the state's licensing requirements; and
- 4) Upon registration of children in the program, my program provides families with a copy of the state's licensing requirements, informs families that the program is license-exempt, and informs families that the program is voluntarily in compliance with the state's licensing requirements.

OR

**Option 4: My program is license-exempt, and legally prohibited from licensure.**

I verify that:

- 1) The program administrator has reviewed the state's licensing requirements;
- 2) The Board chair/president or owner has reviewed the state's licensing requirements;
- 3) My program is voluntarily in compliance with the state's licensing requirements;
- 4) Upon registration of children in the program, my program provides families with a copy of the state's licensing requirements, informs families that the program is license-exempt, and informs families that the program is voluntarily in compliance with the state's licensing requirements;
- 5) The program has documentation of fire and health inspections; and
- 6) The program will have completed a criminal background check on all staff and have complied with state and federal law concerning background checks. In addition, the program employs no individual convicted of a crime involving sexual abuse or child abuse or neglect.



**Section 2: LICENSING/REGULATION Continued**

**Reporting on Licensing/Regulatory Status**

NAEYC-Accredited programs and programs that have submitted an Application (Step 2) for NAEYC Accreditation are required to update NAEYC of critical incidents, suspension or revocation of license or regulatory status, and major changes according to the following timeframes. To meet upcoming Candidacy and site visit requirements for NAEYC Accreditation, a program must maintain good standing in its licensing or regulatory status by having no serious issues of noncompliance within the last year or since its last inspection.

**NOTIFY WITHIN 72 HOURS**

Program staff must submit the [72-Hour Notification form](#) if the program experiences any of the following critical incidents that may impact program quality status:

**Any suspension or revocation in program's license or regulatory status**

Any [incident](#) that did or could have compromised the essential health or safety of any child, such as but not limited to:

- The death of any child from any cause
- A [critical injury](#) to any child that results in the child being admitted to a hospital Emergency Room for treatment (whether transported by the Emergency Medical Response team, program, parent, or other individual)
- Any unusual incident involving a lack of supervision (such as but not limited to a child being left unattended or leaving the facility alone)
- Any suspected physical or psychological abuse of a child at the program or by an individual that the child met through the program.

**REPORT WITHIN 30 DAYS**

Program staff must inform NAEYC of all major programmatic changes using the [Self Report form](#).

**Examples of major changes include, but are not limited to:**

- Change in ownership or vendor
- New designated program administrator
- Change of location
- Change to the physical facility or ground (due to damage, renovations, etc.)
- Incorporation of a new age category that was not previously served
- Court order or legal action
- Change in general program information
- Change in the primary or secondary contact for the program or related contact information
- Merge with an existing program

List the date(s) in which your program submitted all applicable 72-Hour Notification and/or Self Reports to NAEYC within the past 12 months. If your program has experienced any of the incidents or changes noted above, appropriate notification must be submitted immediately.

**72-Hour Notification Form(s) Submitted**

Dates Submitted:

N/A - My program has not submitted any 72-Hour Notification forms in the past 12 months.

**Dates of Self Report Form(s) Submitted**

Dates Submitted: January 24, 2017

N/A - My program has not submitted any Self Report forms in the past 12 months.

**Required Criteria**

Program staff must submit the 72-Hour Notification form if the program is not meeting any of the following Required Criteria listed below.

1.B.09: No use of physical punishment or other forms of physical or psychological abuse or coercion.

3.C.02: Teaching staff supervise infants and toddlers/twos by sight and sound at all times.

3.C.04: Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as the teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in a library area, or who are napping; preschool and kindergartners).

5.A.03: At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When the program includes swimming and wading and when a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.

5.A.12: Infants placed to sleep on their backs unless otherwise ordered by a physician.

### Section 3: PROGRAM SCHEDULE

#### Program Closures

- My program operates 12 months/year. **OR**  My program operates less than 12 months/year.
- The program begins serving children on
  - The program ends on

Indicate the dates your program will be closed for the next 12 months. Begin with the current month and place an X over the dates in each month in which your program will be closed.

Month	Dates Closed																Year
April <i>Select the current month</i>	X	X	3	4	5	6	7	X	X	10	11	12	13	X	X	X	20 17
	17	18	19	20	21	X	X	24	25	26	27	X	X	X	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
May	1	2	3	4	5	X	X	8	9	10	11	12	X	X	15	16	20 17
	17	18	19	X	X	22	23	24	25	26	X	X	29	30	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
June	1	X	X	X	5	6	7	8	X	X	X	12	13	14	15	X	20 17
	X	X	19	20	21	22	X	X	X	26	27	28	29	X	X		
	<input type="checkbox"/> Check if program is closed for the entire month																
July	X	X	3	X	5	6	X	X	X	10	11	12	13	X	X	X	20 17
	17	18	19	20	X	X	X	24	25	26	27	X	X	X	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
August	1	2	3	4	X	X	7	8	9	10	11	X	X	X	X	X	20 17
	X	X	X	X	X	X	X	X	X	X	X	28	29	30	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
September	1	X	X	X	5	6	7	8	X	X	11	12	13	14	15	X	20 17
	X	18	19	20	21	22	X	X	25	26	27	28	29	X	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
October	X	2	3	4	5	6	X	X	9	10	11	12	13	X	X	16	20 18
	17	18	19	20	X	X	23	24	25	26	X	X	X	30	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
November	1	2	3	X	X	6	7	8	9	10	X	X	13	14	15	16	20 17
	17	X	X	20	21	22	X	X	X	X	27	28	29	30	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
December	1	X	X	4	5	6	7	8	X	X	11	12	13	14	15	X	20 17
	X	X	X	X	X	X	23	X	X	X	X	X	X	X	X		
	<input type="checkbox"/> Check if program is closed for the entire month																
January	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16	20 18
	17	18	19	X	X	22	23	24	25	26	X	X	29	30	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
February	1	2	X	X	5	6	7	8	9	X	X	12	13	14	15	16	20 18
	X	X	19	20	21	22	23	X	X	26	27	28	29	30	X		
	<input type="checkbox"/> Check if program is closed for the entire month																
March	1	2	X	X	5	6	7	8	9	X	X	X	X	X	X	X	20 18
	X	X	19	20	21	22	23	X	X	26	27	28	29	30	X		
	<input type="checkbox"/> Check if program is closed for the entire month																

Note that NAEYC will not conduct site visits on Federal Holidays, including New Year's Day, Birthday of Martin Luther King, Jr., Washington's Birthday, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day. For more information on Federal Holidays, refer to the [U.S. Office of Personnel Management](#).

**Section 3: PROGRAM SCHEDULE Continued**

**Hours of Operation**

Indicate the days of the week your program operates and time of day your program opens and closes each day.

Program is open 24 hours/day, 7 days a week

Days Open	<input checked="" type="checkbox"/> Monday	<input checked="" type="checkbox"/> Tuesday	<input checked="" type="checkbox"/> Wednesday	<input checked="" type="checkbox"/> Thursday	<input checked="" type="checkbox"/> Friday	<input type="checkbox"/> Saturday	<input type="checkbox"/> Sunday
Opening Time	7 :30 <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m.	7 :30 <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m.	7 :30 <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m.	7 :30 <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m.	7 :30 <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m.	: <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.	: <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.
Closing Time	5 :30 <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m.	5 :30 <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m.	5 :30 <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m.	5 :30 <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m.	5 :30 <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m.	: <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.	: <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.

**Age Categories Served**

Each age category served by the program must be represented in at least one group on the day of the site visit. For example, if a program serves infants and toddler/twos, the NAEYC Assessor must have the opportunity to observe at least one group containing infants and one group containing toddlers/twos on the day of the site visit.

Complete the following chart to identify the age categories served by your program and when each age category is in session.

NAEYC Defined Age Categories <i>(Age ranges for each of the age categories overlap for program flexibility. Programs can choose the age category that applies to children whose ages fall within the overlapping portion of the age ranges.)</i>	My program <b>NEVER</b> serves this age category.	My program <b>SOMETIMES</b> serves this age category.	My program <b>ALWAYS</b> serves this age category.
<i>Check ONE of the appropriate boxes for each age category:</i>			
Infant: birth - 15 months	<input checked="" type="checkbox"/>	<input type="checkbox"/> Indicate all timeframes during which infants are NOT served:	<input type="checkbox"/>
Toddler/Two: 12 - 36 months	<input type="checkbox"/>	<input type="checkbox"/> Indicate all timeframes during which toddlers/twos are NOT served:	<input checked="" type="checkbox"/>
Preschool: 30 months - 5 years	<input type="checkbox"/>	<input type="checkbox"/> Indicate all timeframes during which preschoolers are NOT served:	<input checked="" type="checkbox"/>
Kindergarten: enrolled in a public or private kindergarten	<input checked="" type="checkbox"/>	<input type="checkbox"/> Indicate all timeframes during which kindergartners are NOT served:	<input type="checkbox"/>

**NOTE:** Children within all eligible groups a program serves must be reported. This includes children from groups that operate during the summer and after-school care groups.

**Additional Information**

Note any special circumstances regarding your program's schedule that may affect the scheduling of a site visit.

Children are eating lunch and resting from the hours of 11:30 am -2:30 pm.

Do not exceed the space provided.



**Section 4: GROUP INFORMATION**

**Summary of Groups**

Please report on all eligible groups your program serves. Refer to [Clarification on Groups](#) to determine how many groups your program serves and the age categories that apply to each group. Direct questions about how to report on groups within your program to 1-800-424-2460, option 3, option 1.

Age Categories	# of Part Day Groups (meet for <5 hrs)	# of Full Day Groups (meet for ≥5 hrs)	Total # of Groups
Infant Group(s)			
Toddler/Two Group(s)		1	1
Preschool Group(s)		1	1
Kindergarten Group(s)			
Mixed Age Group(s)		1	1
<b>TOTAL of all groups:</b>			3

Do any children in this program speak languages other than English?  No  Yes – The children speak: Spanish

If yes, how much time do the children in this program typically speak a language other than English?

- all of the time
- most of the time
- sometimes
- never

**Satellite Locations**

Only complete this section if any of the groups are housed in a satellite location.

A program with satellite location must meet the following criteria:

1. Have no more than 2 satellite locations
2. Location is within 5 mile radius
3. The satellite location/s enroll 60 or fewer children
4. One Program Administration
5. One Budget
6. One Public Identity

**Satellite Site Address 1**

Street Address:		Suite/dept/floor:
City:	State:	Zip:

**Satellite Site Address 2**

Street Address:		Suite/dept/floor:
City:	State:	Zip:

**Section 5: MEETING NAEYC STANDARDS AND CRITERIA**

**Topic Area 10.F. Program Evaluation, Accountability and Continuous Improvement**

Please report on all four of the criteria listed below and provide comments on what your program has done in the past 12 months to continue to meet and maintain these criteria. You may refer your program's policies, systems, and procedures found in your Program Portfolio related to routine monitoring of program performance to ensure program accountability, continuous program improvement, and enhanced outcomes for children, but you are not required to do so. For guidance related to these criteria, refer to the [TORCH Criteria Search](#).

Criterion	Rating	Comments
<p><b>10.F.02:</b> The annual evaluation processes include gathering evidence on all areas of program functioning, including</p> <ul style="list-style-type: none"> <li>a. policies and procedures;</li> <li>b. program quality;</li> <li>c. children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction.</li> <li>d. A report of the <b>annual evaluation</b> findings is shared with families, staff, and appropriate advisory and governance boards, and the results are used as a basis for continuing successful activities and for changing those that need improvement.</li> </ul>	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	<ul style="list-style-type: none"> <li>a. REFC procedures and policies, in the form of college procedures, parent, and employee handbooks are reviewed every semester and adjusted as necessary.</li> <li>b. Administration evaluates annual goals for REFC using software program, Xitracs as well as completing an Annual Program Evaluation.</li> <li>c. Every semester, the children's development and progress is monitored by assessments and anecdotal notes. This information is shared with parents on an ongoing basis as well as in parent conferences.</li> <li>d. Program goals and evaluation are presented to governing parties through Xitracs system. The annual evaluation findings and additional information is provided to parents via monthly newsletters/post.</li> </ul>
<p><b>10.F.03:</b> The program establishes goals for continuous improvement and innovation using information from the <b>annual program evaluation</b>. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.</p>	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	<p>The program establishes program goals every year which are inputted and tracked in the college's Xitracs system. The goals are established based on results of the annual program evaluation program as well as the center's unit goals. The annual program evaluation will assist with planning professional development goals and opportunities.</p>
<p><b>10.F.04:</b> The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet <b>at least annually</b> to consult on program planning and ongoing program operations.</p>	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	<p>Staff have opportunities in making decisions to improve the program. Parent meetings were held to help make decisions regarding program improvement.</p>
<p><b>10.F.05:</b> The program has an ongoing monitoring system to ensure that all program goals and requirements are met. The program has a data system that is used to collect evidence that goals and objectives are met; this evidence is incorporated in the <b>annual program evaluation</b>. <b>(This criterion is an Emerging Practice.)</b></p>	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	<p>REFC utilizes the Xitracs system to develop and evaluate unit goals.</p>

**Section 5: MEETING NAEYC STANDARDS AND CRITERIA Continued**

**Most Improved NAEYC Accreditation Criteria**

*Please report on five current NAEYC Accreditation Criteria that the program has continued to improve upon. Programs are not required to address criteria from Topic Areas that were cited as areas for improvement in the Accreditation Decision Report, but may wish to do so. Please indicate the criterion number, rating and provide a brief comment for each criterion listed.*

Criterion	Rating	Comments
4.E.07	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Parents are well informed that all the information regarding the child are kept confidential.
7.B.02	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	All information that is given to families is given to them in a language they understand.
2.A.04	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	The curriculum utilized in the classrooms is responsive to home values, beliefs, experiences, and language of children's families.
4.D.08	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Teachers observe and document children's growth and development utilizing the GOLD assessment.
10.E.09	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Staff received bi-monthly one on one meetings from which provided opportunities for the supervisor and employee to discuss professional development and job duties.

**Most Challenging NAEYC Accreditation Criteria**

*Please report on five current NAEYC Accreditation Criteria that are the most challenging for the program to meet. Please indicate the criterion number, rating and provide a comment for each criterion listed.*

Criterion	Rating	Comments
1.E.01	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	A professional is unavailable on site therefore access for teachers and families are limited. However Teachers still work with families and look for resources as needed.
3.A.01	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Co-teachers meet regularly but not as a group to discuss results. Program recently implemented GOLD Plus assessment and will provide time for planning
4.D.02	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Co-teachers meet regularly but not as a group to discuss results. Program recently implemented GOLD Plus assessment and will provide time for planning
8.C.05	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Due to staff shortage staff are unable to participate in community/statewide inter agency councils regularly but still have various opportunities throughout the year.
8.A.01	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	The community resource area located at the entrance is minimal and will be updated.

**Section 6: DESIGNATED PROGRAM ADMINISTRATOR QUALIFICATIONS**

*The Designated Program Administrator is responsible for receiving written correspondence regarding the program's accreditation and can update NAEYC with changes to program information. See [Clarification on Program Administrator](#) for more information.*

Name: Jennifer Flores

Select one of the following options as it best relates to the [administrators qualifications](#).

- A. Has at least a baccalaureate degree with 24 credits in ECE, CD, EIEd or EC Spec Ed **AND** 9 credits in administration, leadership, or management.
- B. Has plan in place to meet the qualifications outlined in Option A within 5 years.
- C. Meets the alternative pathway – must document a total of 100 points across all 3 categories: education, administrator experience and relevant training or credentials
- D. Does not meet the qualifications described in A, B, or C. Describe the plans if any, in place toward meeting A, B, or C listed above:



**Section 7: TEACHING STAFF QUALIFICATIONS OPTION GUIDE**

Use the guide below as a reference if your program has experienced staff changes to indicate the qualifications of the teaching staff members. Indicate the total number of Teachers and/or Assistant Teachers-Teacher Aides for each option as it relates to their qualifications. Be sure to choose one option per teaching staff member, using the highest level of education when reporting staff qualifications for the new age group. For example, if a teacher has a CDA Credential and is working on an Associate's degree in ECE, then choose option E.

- Option A.** (Meets Candidacy for Assistant Teachers-Teacher Aides only – Not for Teachers.) Working on the CDA Credential issued by the Council for Professional Recognition.
- Option B.** (Meets Candidacy for Assistant Teachers/Teacher Aides only – Not for Teachers.) Working on the NAEYC-defined equivalency of the CDA Credential issued by the Council for Professional Recognition (12 Credits in ECE, CD, EIEd, or EC Spec Ed.)
- Option C.** A current Child Development Associate (CDA) Credential issued by the Council for Professional Recognition.
- Option D.** A CDA Credential equivalent as defined by NAEYC as at least 12 college credits in ECE, CD, EIEd, or EC Spec Ed.
- Option E.** Working on an Associate's or higher degree in ECE, CD, EIEd, or EC Spec Ed.
- Option F.** An Associate's or higher degree in ECE, CD, EIEd, or EC Spec Ed.
- Option G.** Working on the NAEYC-defined equivalency of an Associate's or higher degree in ECE, CD, EIEd, or EC Spec Ed.
- Option H.** The equivalency to an Associate's degree in ECE, which is defined by NAEYC as at least 60 college/university credits with at least 30 college credits in ECE, CD, EIEd, or EC Spec Ed.
- Option I.** The equivalency to a Baccalaureate degree in ECE degree which is defined by NAEYC as a Baccalaureate degree in any discipline with at least 36 college credits in ECE, CD, EIEd, or EC Spec Ed.
- Option J.** An Associate's or higher degree in a non-ECE related field with at least 3 years experience in an NAEYC-Accredited program.
- Option K.** An Associate's or higher degree in non-ECE related field with at least 3 years experience in a non-accredited program, and at least 30 contact hours of relevant training during the past 3 years.

**EXAMPLE:** A program consisting of 5 Teachers and 5 Teacher Assistants-Teacher Aides with the following qualifications:

(For Teachers: 2 Baccalaureate in ECE; 1 Baccalaureate in EIEd; 1 Associate's in EC Spec Ed; and 1 CDA)

(For Teacher Assistants-Teacher Aides: 1 Associate's in ECE; 2 CDA's; 2 high school)

Use the charts below to indicate the teaching staff qualifications for the new group.

Teachers Qualifications												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #			1			4						

Assistant Teachers/Aides Qualifications												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #			2			1						2

**Section 7: TEACHING STAFF QUALIFICATIONS AND STAFF TURNOVER**

**Teacher Qualifications**

Total number of Teachers: 7

**Employed MORE THAN 12 Months**

How many Teachers have been employed at this program for 12 months or more? 7  
 Of these Teachers, list the total number of Teachers that meet each option below:

Teacher Qualifications												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #						2			5			

How many Teachers experienced a change in assignment and/or teaching role? 0  
 Describe the change(s) and how the change(s) have impacted the program:

**Employed LESS THAN 12 Months**

How many Teachers have joined the program within the last 12 months? 0  
 Of these Teachers, list the total number of Teachers that meet each option below:

Teacher Qualifications												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #												

**Former Teacher Qualifications**

How many Teachers have left the program within the last 12 months? 2  
 Of these Teachers, list the total number of Teachers that meet each option below:

Teacher Qualifications												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #						2						

**Contributions To Staff Changes**

Does the mission, community context, or type of early childhood program contribute to consistent trends in changes of teaching staff, such as a higher rate of staff turnover (e.g., lab school, migrant program, parent co-op, serving military personnel)?  Yes  No  
 If yes, please explain

**Section 7: TEACHING STAFF QUALIFICATIONS AND STAFF TURNOVER Continued**

**Assistant Teacher-Teacher Aide Qualifications**

Total number of Assistant Teacher-Teacher Aides: 1

**Employed MORE THAN 12 Months**

How many Assistant Teachers-Teacher Aides have been employed at this program for 12 months or more? 1

Of these Assistant Teachers-Teacher Aides, list the total number Assistant Teachers-Teacher Aides that meet each option below:

Teacher Assistant-Teacher Aide Qualifications (refer to page 12 for option descriptions)												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #						1						

How many Assistant Teachers-Teacher Aides experienced a change in assignment and/or teaching role? 0

Describe the change(s) and how the change(s) have impacted the program:

**Employed LESS THAN 12 Months**

How many Assistant Teachers-Teacher Aides have joined the program within the last 12 months? 0

Of these Assistant Teachers-Teacher Aides, list the total number Assistant Teachers-Teacher Aides that meet each option below:

Teacher Assistants/Aides Qualifications (refer to page 17 for option descriptions)												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #												

**Former Assistant Teacher-Teacher Aide Qualifications**

How many Assistant Teacher /Aides have left the program within the last 12 months? 1

Of these Assistant Teachers-Teacher Aides, list the total number Teacher Assistants-Teacher Aides that meet each option below:

Teacher Assistants/Aides Qualifications (refer to page 17 for option descriptions)												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #						1						

**Description Of Staff Changes**

Does the mission, community context, or type of early childhood program contribute to consistent trends in changes of teaching staff (e.g. lab school, migrant program, parent co-op, serving military personnel)?  Yes  No

If yes, please explain:

**Section 7: TEACHING STAFF QUALIFICATIONS Continued**

**Description of Professional Development Plan**

*Check all relevant types of professional development for teaching staff that is supported by the program and describe the overall plan in one or two sentences.*

- Education programs
- Training programs
- Tuition reimbursement
- In-service training
- Mentoring
- Attendance at conferences
- Other

Describe Plan:

All staff receive an annual performance appraisal that measure performance and provide information to contribute to their professional growth and development. Staff received bi-monthly one on one meetings from April 2016 to December 2016 which provided opportunities for the supervisor and employee to discuss professional development and job duties.

*Do not exceed the space provided and do not attach additional information.*



**Section 8: RIGHTS AND RESPONSIBILITIES**

**Program Rights**


- Right:** To receive professional and timely support from NAEYC.
- Phone - (800) 424-2460, option 3, option 1. Monday - Friday, 9:00 AM to 5:00 PM ET
  - Email - [accreditation.information@naeyc.org](mailto:accreditation.information@naeyc.org)
  - [Accreditation Program Support Resources](#)
- Right:** To receive information from the NAEYC Academy regarding updates on the NAEYC Accreditation system, policies, and procedures.
- Monthly [Accreditation e-Updates](#) emailed to primary and secondary contacts provided to NAEYC.
  - Bi-Annual [Accreditation Updates](#) mailed to program mailing address provided to NAEYC.
- Right:** To access current, accurate information about the NAEYC Accreditation process and the NAEYC Early Childhood Program Standards and Accreditation Criteria, including related assessment tools and resources.
- [NAEYC Academy Website](#)
  - [TORCH](#)
- Right:** To provide feedback to the NAEYC regarding the NAEYC Accreditation process and the NAEYC Early Childhood Program Standards and Accreditation Criteria.
- Submit [Feedback on the Accreditation System](#)
  - Submit feedback on the accreditation criteria via [TORCH](#) Criteria Feedback and [TORCH](#) Discussions
- Right:** To [withdraw from the NAEYC Accreditation process](#) at any time.

**Program Responsibilities**

- Responsibility:** To understand the NAEYC Accreditation process and access the most current versions of the NAEYC Early Childhood Program Standards and Accreditation Criteria and related assessment tools and resources.
- For information about the NAEYC Accreditation process, visit the [NAEYC Academy Website](#) frequently and read monthly [Accreditation e-Updates](#) and bi-annual [Accreditation Updates](#).
  - For current versions of the NAEYC Early Childhood Program Standards and Accreditation Criteria and related assessment tools and resources, visit [TORCH](#).
- Responsibility:** To [Update NAEYC](#) of programmatic changes and critical incidents according to the appropriate timeframes.
- Report major programmatic changes within 30 days using the [Self Report form](#).
  - Notify NAEYC of critical incidents that may impact program quality status within 72 hours using the [72 Hour Notification form](#).
  - Inform NAEYC of updates to contact information for the primary and secondary contact of your program to ensure open communication between the program and NAEYC. Changes to contact information should be reported as soon as possible with the [Self Report form](#).
- Responsibility:** To notify NAEYC immediately if [Candidacy Requirements](#) are no longer met. Failure to meet Candidacy Requirements may affect a program's maintain status as a currently NAEYC-Accredited program.
- Responsibility:** To retain a copy of all forms submitted to NAEYC and retain documentation verifying the date of all submissions. Postmark documentation is acceptable for submissions by mail and a copy of sent e-mail with date and time stamp information is acceptable for e-mail submissions.

**Signature**

- I have read and understand my program's rights and responsibilities.
- I verify that the information submitted in this form is accurate. If false or misleading information is ever provided to the NAEYC Academy, I understand that my program's pursuit of NAEYC Accreditation will cease and/or my program's current accreditation may be revoked.
- I verify that my program continues to meet all of the [eligibility requirements](#) for NAEYC Accreditation, as reported in the Application for NAEYC Accreditation (Step 2).

Signature  Coordinator  
Title

**Section 9: FEES FOR NAEYC ACCREDITATION**

NAEYC is phasing in an improved fee structure that will better assist programs in long-term budgeting for accreditation costs. Refer to your program's Valid Until date printed on the NAEYC Accreditation Certificate to determine the fee to include along with the Annual Report. For more information, refer to [www.naeyc.org/academy](http://www.naeyc.org/academy) and click on [Fees](#).

**Valid Until Dates January 2016 and Later**

<b>\$550</b>	10 - 60 children
<b>\$650</b>	61 - 120 children
<b>\$775</b>	121 - 240 children
<b>\$885</b>	241 - 360 children
Add \$150 for every additional 120 children.	

*Note: Programs that successfully maintain accreditation over time will not pay additional renewal fees. The Annual Accreditation fee will be due annually, including on the fifth anniversary of accreditation.*

*The accreditation fee is calculated based on the number of children enrolled in a program at the time this form is submitted. If the number of children changes for a defined portion of the year (for example, altered program operation during the summer), the program should report the number of children that typically applies throughout the majority of the school year. Programs will be billed for supplemental fees (according to the chart above) if program enrollment is inaccurately reported during the accreditation process.*

Reference the following rules to determine the number of children that determines the accreditation fee for your program.

- Each child is only counted once.
- Each child of eligible age (birth through kindergarten) that is part of an eligible group is counted. All eligible groups **MUST** be included in your program's NAEYC Accreditation. Note that groups are not eligible if more than 50% of the children are school age (first grade and beyond).
- For programs with hourly care or drop-in care groups in which the total number of children enrolled in the group exceeds the maximum licensing capacity of the group, only the maximum licensing capacity of the group is counted. Add the maximum licensing capacity of any drop-in care groups to the total number of children, if applicable.

Age Category	Number of Children Enrolled
Infant (birth to 15 months)	
Toddler/Twos (12 to 36 months)	17
Preschool (30 months to 5 years)	27
Kindergarten (public or private)	
<b>TOTAL Number of Children: 44</b>	

**This form will not be processed until NAEYC receives the applicable fee.**

**Late Fee**

If the program submits the Annual Report up to one (1) calendar month past the accreditation anniversary due date, a late fee of \$150 must be included with the payment. Please note that this form will not be accepted unless NAEYC receives the applicable fee within one (1) calendar month past the accreditation anniversary due date.

I acknowledge that this form is being submitted up to one (1) calendar month past the accreditation anniversary due date and the \$150 late fee is included with the payment.

**Section 11: SUBMISSION INSTRUCTIONS**

Mail completed form with payment to:

Annual Report  
P.O. Box 96037  
Washington, DC 20090-6037

E-Mail completed form with payment to:

[annualreport@naeyc.org](mailto:annualreport@naeyc.org)

*NAEYC will ONLY accept Annual Reports through e-mail if a credit card payment is included. Programs paying via check or purchase order are not eligible to submit via -email.*

**Faxed Annual Reports will not be accepted.**

*NAEYC accepts the postmark date or the e-mail sent date as the submission date. NAEYC recommends that programs obtain written confirmation of receipt of all forms sent to NAEYC P.O. Boxes. Please discuss tracking options with your local Post Office. NAEYC is not able to sign for materials that are delivered to a P.O. Box by an individual courier such as UPS or FedEx. Similarly, NAEYC recommends that programs save a copy of any automated e-mail replies as confirmation of receipt of all forms emailed to NAEYC.*

*Copy this form for your program's records before submission. NAEYC will not return this form to the program.*

**Section 12: RESEARCH PARTICIPATION**

Information gathered on our application forms and during the site visit will become part of a national data base of early childhood knowledge. As we put together information about programs across the nation we will be able to fully describe aspects of early childhood programs in ways that have never been achieved before. Ideas that emerge from the work of programs will guide professional development, research, and program development. At no time will individual programs, teachers, children or families be identified in any way. In keeping with the professional ethics of Institutional Research Boards in universities, NAEYC is committed to keeping work of individual programs confidential.

Programs may have opportunities to engage in research projects, but will at that time be fully informed of the scope and nature of the project. If you have concerns about the use of information gathered during the accreditation process, please email [qualityassurance@naeyc.org](mailto:qualityassurance@naeyc.org).

By providing this voluntary demographic information, your program provides data that helps NAEYC gain a better understanding of how criteria are met and whether certain criteria pose challenges for programs with various characteristics. This information is used for continuous quality improvement and guides professional development, research and program development.

**Additional Program Information**

*This information will be used to help NAEYC better support programs in Self-Study and to evaluate the effectiveness of NAEYC Accreditation over time. The information you provide will NOT affect your NAEYC Accreditation status in any way.*

Why did your program seek NAEYC Accreditation: (check all that apply)

- Required for receiving funding
- Part of state Quality Rating and Improvement System (QRIS)
- Prestige and recognition
- Believe in NAEYC's mission for improving quality of care for young children
- Families expect it

Corporate Structure: (must choose one)

- Nonprofit
- Private corporation (for profit)
- Public Agency:
  - school district
  - military
  - college/university
  - other

If the program is military, please specify the branch:

- Army
- Air Force
- Coast Guard
- Navy
- Marines

Is your program receiving technical assistance from: (choose only one)

- Accreditation Facilitation Project
- State Quality Rating and Improvement System (QRIS)
- Consultant

What year did your program begin operation? 2001

What best describes your program site location? (choose only one)

- Urban
- Rural
- Suburban
- Military base

What is your program schedule? (If your program offers multiple options, choose all that apply)

- Full Day (more than 6 hours/day)
- 24 hour
- Part Year
- Part Day (up to 6 hours a day)
- Full Year

**Section 12: RESEARCH PARTICIPATION Continued**

**Additional Program Information**

Do you offer any of these services? (check all that apply)

- |                                                      |                                                        |                                              |
|------------------------------------------------------|--------------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Before or after school care | <input type="checkbox"/> Back up care                  | <input type="checkbox"/> Bilingual Programs: |
| <input type="checkbox"/> Drop-in care                | <input type="checkbox"/> Summer camp/vacation programs | If yes what languages besides English:       |

Which characteristics describe your program: (choose all that apply)

- |                                                  |                                                 |                                              |
|--------------------------------------------------|-------------------------------------------------|----------------------------------------------|
| <input checked="" type="checkbox"/> Campus-based | <input type="checkbox"/> Migrant services       | <input type="checkbox"/> Parent cooperative  |
| <input type="checkbox"/> Employer-sponsored      | <input type="checkbox"/> Military               | <input type="checkbox"/> Head Start          |
| <input type="checkbox"/> Faith-based             | <input type="checkbox"/> State Pre-Kindergarten | <input type="checkbox"/> Hospital-affiliated |

Is your program located in a:

- |                                                                  |                                                                |                                                 |                                            |
|------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> Public school (P-12)                    | <input type="checkbox"/> US Government facility (not military) | <input type="checkbox"/> Military facility      | <input type="checkbox"/> None of the above |
| <input checked="" type="checkbox"/> College or university campus | <input type="checkbox"/> Tribal nation                         | <input type="checkbox"/> Alaskan native village |                                            |

Define your license/regulation status based on the options below:

- My program is licensed/regulated:
- My program is licensed.
  - My program is license-exempt but voluntarily licensed.
  - My program is regulated

*(the term regulated refers to programs that are not licensed but under the regulation of, for example, public school systems, or the military. If your program is licensed and regulated by another body, please choose licensed and regulated.)*

- My program is not licensed **but is** eligible for licensure
- My program is not licensed and is not eligible for licensure

**Characteristics of Enrolled Children**

What **number** of children are enrolled in your program (birth through kindergarten)? 44

Of the children enrolled in your program (birth through kindergarten), what **number** of them are:

- |                                                                             |                                                                        |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> White or Caucasian, Non-Hispanic        | <input type="checkbox"/> Asian/Pacific Islander                        |
| <input checked="" type="checkbox"/> Black or African American, Non-Hispanic | <input type="checkbox"/> American Indian/Alaska Native/Native American |
| <input checked="" type="checkbox"/> Spanish/Hispanic/Latino                 | <input type="checkbox"/> Other: (please specify)                       |

Of the children enrolled in your program (birth through kindergarten), what **number** of them speak the following languages during your program:

- |                                              |                                  |                                      |                                      |
|----------------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| <input checked="" type="checkbox"/> English: | <input type="checkbox"/> French: | <input type="checkbox"/> Vietnamese: | <input type="checkbox"/> Portuguese: |
| <input checked="" type="checkbox"/> Spanish: | <input type="checkbox"/> German: | <input type="checkbox"/> Khmer:      | <input type="checkbox"/> Other:      |
| <input type="checkbox"/> Chinese:            | <input type="checkbox"/> Hmong:  | <input type="checkbox"/> Italian:    |                                      |

Do any enrolled children have any of the following special needs? If so, how many?

- |                                                                    |                                                                      |
|--------------------------------------------------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> Hearing impairment:                       | <input type="checkbox"/> Down Syndrome:                              |
| <input type="checkbox"/> Visual impairment:                        | <input type="checkbox"/> Emotional disturbance:                      |
| <input type="checkbox"/> Orthopedic handicaps:                     | <input type="checkbox"/> Autism, spectrum disorders:                 |
| <input checked="" type="checkbox"/> Speech & language disorders: 2 | <input type="checkbox"/> Learning disabilities:                      |
| <input type="checkbox"/> Behavioral:                               | <input type="checkbox"/> Maintenance care diseases (diabetes, HIV) : |
| <input type="checkbox"/> Neurological disorders:                   | <input type="checkbox"/> Mentally disabled/developmentally delayed:  |
| <input type="checkbox"/> ADHD:                                     | <input type="checkbox"/> Other, specify:                             |

Do you serve special populations?

- |                                                       |                                                  |                                          |
|-------------------------------------------------------|--------------------------------------------------|------------------------------------------|
| <input checked="" type="checkbox"/> Military families | <input checked="" type="checkbox"/> Teen parents | <input type="checkbox"/> Not applicable  |
| <input type="checkbox"/> Migrant Workers              | <input type="checkbox"/> Homeless Families       | <input type="checkbox"/> Other, specify: |



**Section 12: RESEARCH PARTICIPATION Continued**

**Program Funding**

Does your program receive any of the following types of public funding? (Check all that apply)

- |                                                          |                                                                       |                                                                                  |
|----------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Child Care Subsidies | <input type="checkbox"/> Head Start                                   | <input type="checkbox"/> Pre-Kindergarten Funding                                |
| <input type="checkbox"/> Early Head Start                | <input checked="" type="checkbox"/> Child and Adult Care Food Program | <input checked="" type="checkbox"/> Other public funds (federal, state or local) |
- if yes, please specify: TPEG

For programs not operated by school districts, does your program subcontract with the school district to provide Pre-Kindergarten services?  Yes  No

Does the program administrator or any member of the teaching staff receive publicly funded scholarship support for postsecondary coursework?  Yes  No  Don't know

Does the program administrator or any member of the teaching staff receive loan forgiveness from a federal Perkins, Stafford, or Direct Loan?  Yes  No  Don't know

What was your program's total income in the last fiscal year? \$103,096.00

How much funding did you receive from the following sources:

Tuition/Fees: \$ 103,096.00	In-kind contributions: \$
Government Grants or Subsidies: \$	Private Foundation Grants: \$
Employers of families served: \$	Fundraising: \$
Support from sponsoring organizations: \$	Other, specify: \$
Private donors: \$	

How many children enrolled (in age groups birth through kindergarten) receive need-based financial assistance to attend your program through scholarships, sliding fee scales, or public subsidies?

**Characteristics of Program Administrators**

How many administrators are in your program? 2

Of those responsible for the program's leadership and management, how many have completed the following level of education?

- Doctoral Degree
- Master's Degree
- Baccalaureate Degree
- Associate Degree
- Some College
- High School

How many of the program's administrators have at least nine (9) credit-bearing hours of specialized college-level course work in administration, leadership, and management AND at least 24 credit bearing semester hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development?

**Section 12: RESEARCH PARTICIPATION Continued**

**Characteristics of Lead Teachers**

*Adult with primary responsibility for a group of children.*

Total number of teachers: 5

Of the teachers in your program, how many have completed the following highest level of education:

Doctoral Degree in ECE or related field:

Master's Degree in ECE or related field: 1

Baccalaureate Degree in ECE or related field: 4

Associate Degree in ECE or related field:

Baccalaureate Degree in non-ECE related field:

Any Degree in non-ECE or related field:

Child Development Associate credential:

Some College:

High School/GED:

How many teachers are:

Currently enrolled in a Graduate program in ECE or related field:

Currently enrolled in a Baccalaureate program in ECE or related field:

Currently enrolled in an Associate degree program in ECE or related field:

Currently working toward a Child Development Associate Credential:

**Characteristics of Assistant Teachers-Teacher Aides**

*Adult who works under the direct supervision of a teacher.*

Total number of teacher assistants/aides: 0

Of the teacher assistants and teacher aides in your program, how many have completed the following highest level of education?

Doctoral Degree in ECE or related field:

Master's Degree in ECE or related field:

Baccalaureate Degree in ECE or related field:

Associate Degree in ECE or related field:

Baccalaureate Degree in non-ECE related field:

Any Degree in non-ECE or related field:

Child Development Associate credential:

Some College:

High School/GED:

How many teacher assistants and teacher aides are:

Currently enrolled in a Graduate program in ECE or related field:

Currently enrolled in a Baccalaureate program in ECE or related field:

Currently enrolled in an Associate degree program in ECE or related field:

Currently working toward a Child Development Associate Credential:

**Section 12: RESEARCH PARTICIPATION Continued**

**NAEYC Accreditation Emerging Practice Criteria**

Please report on any seven of the current 21 Emerging Practice Criteria and provide comments on the steps your program has developed and/or implemented, if any, toward meeting the Emerging Practice Criteria. A full list of Emerging Practice Criteria may be located in the [TORCH Resource Library](#), Folder 2. The 10 Standards.

Criterion	Rating	Comments
6.B.02	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Staff work to improve the conditions of children and families within the program.
4.E.07	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Parents are provided with detailed information about confidentiality of assessment results.
7.A.04	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Staff have participated in events in the community outside of teaching responsibilities that help them understand the family lives.
3.D.12	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Staff sit and in engage in conversations during meal times.
4.C.01	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	All children receive developmental screenings.
6.A.11	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	All teachers have specialized coursework in Early Childhood.
5.A.08	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Staff check children in diapers at least every two hours to see if they are wet.

Emerging Practice Criteria are identified as important aspects of program performance that are not yet widely practiced, and the early childhood field and individual programs need time to develop the capacity to meet these criteria (due to the need for additional training, major facility renovations, or an increased supply of certified consultants). Therefore, not meeting Emerging Practice Criteria does not count against a program, but credit is given when they are met.