The Program Administrator Perspective
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Learning Outcomes

• How to maintain accreditation and quality during your five-year term.

• Approaches to accreditation as a continuous quality improvement process.

• Program Administrators will share their perspectives on how they prepare and maintain accreditation.
Maintaining Accreditation

Ensures programs continue to meet Standards and Criteria

Increases the accountability of the accreditation system

Provides NAEYC with up-to-date program information
Requirements of Maintaining Accreditation

- Annual Reports
- Self Reports
- 72-Hour Notification
- Responding to Complaints
Annual Reports

Annual Reports are due on the 1st, 2nd, 3rd, and 4th anniversaries of NAEYC Accreditation
First through Third Annual Reports

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Report on:

• Topic Area 10.F – Program Evaluation, Accountability, and Continuous Improvement
• Most improved and most challenging criteria
• Staff qualifications; no supporting documentation required
Annual Reports are due on the 1st, 2nd, 3rd, and 4th anniversaries of NAEYC Accreditation
Fourth Annual Report

Streamlined gateway to renewing your program’s accreditation

Report on:

• Readiness for the renewal process
• Continuous quality improvement measures
Submit **Self Reports** within **30 days** whenever programmatic changes occur at any time during the 5-year accreditation term.
Self Reports

Changes to your program:

- Change in primary or secondary contact
- New ownership or administrator
- Change in location, severe damage or major renovations
- Addition of new age group
- Addition or deletion of satellite location
- Court orders or legal action
- Change in program contact information
Submit **72-Hour Notification**
forms within
**72 hours** of any critical incidents
Incidents Requiring Notification

- Death of a child
- Critical injury or harm of a child caused by the action or inaction of program staff
- Unusual lack of supervision
- *Suspected* physical/psychological abuse of child
- Revocation/Suspension of License
Responding to Complaints

- Submitting a Complaint
- NAEYC response to Complaint
- NAEYC notification to program
- Program’s response to Allegations
- NAEYC review and decision
- Scope and Severity review and decision
Outcomes
Outcomes

Sources

Annual Report
Self Report
72-Hour Notification
Complaint

Possible Outcomes

Accreditation is Maintained
Additional Verification is Required
Accreditation is Revoked

Verification Visit
Documentation

NAEYC Accreditation of Early Learning Programs
Approaches to Sustaining Quality
What is Quality?

Quality is complex
- Multi-dimensional
- Shaped and experienced by different stakeholders

Quality is dynamic
- Quality can decline if not tended
- New challenges arise

Quality must be sustained and improved over time
Discussion Question

What changes has your program experienced since earning accreditation that could affect your ability to sustain the NAEYC Accreditation Standards?
Strategies for Sustaining Quality

Maintain a “self-study” mindset and engage in continuous quality improvement

Engage stakeholders

Use accreditation tools for quality improvement

NAEYC Accreditation of Early Learning Programs
Defining Self-Study

What is Self-Study?
- Reflective Practice
- Collaborative Process

Why is it important?
- Necessary for making improvements and sustaining quality
Ongoing Self-Study Tasks

1. Create shared understandings
2. Gather evidence of your practices
3. Determine strengths and weaknesses
4. Develop improvement plans
5. Make improvements and document efforts
6. Evaluate results and next steps
Program Collaboration

- Establish goals for professional development
- Training of New Staff
- Mentoring
- Self-Study Teams

- Program-wide
- Individual
- Share ideas and responsibility
- Joint problem-solving to improve specific practices
- Update portfolios and conduct observations
Engage in meaningful dialogue about quality:

- What are we trying to achieve in our classrooms?
- Do our policies/procedures help us achieve these goals?
- How do our policies/procedures/practices demonstrate that criteria are met?
- Which criteria are not met?
Tools to Support Quality Improvement
The 5 Sources of Evidence

1. Teaching Staff Surveys
2. Family Surveys
3. Program Portfolio
4. Classroom Portfolios
5. Observable Criteria
Teaching Staff and Family Surveys
Teaching Staff and Family Surveys

Surveys for Self-Study

- Program use only
- Open-Ended

Surveys for Self-Assessment

- Sources of Evidence for Accreditation
- Yes, No, Don’t Know, N/A

Survey tools in TORCH Resource Library

NAEYC Accreditation of Early Learning Programs
Classroom and Program Portfolios
Classroom and Program Portfolios

Systematic way of documenting

• current policies, procedures, and practices
• capacity to meet the accreditation criteria over time

Keep evidence up-to-date

• Reflection
• Annual Reports
• Site Visits
Classroom and Program Portfolios

**When** do you have to update them?

What is “current” evidence?

What is not “current” evidence?
Classroom Observations
### Conducting Observations

- Use a variety of observers
- Vary observation times
- Be unobtrusive
- Take in the environment and situation
- Consider the child’s perspective
- Be objective; state facts
- Provide feedback in timely manner
Conducting Observations

Observable Evidence – what can be directly seen:

- Relationships
- Curriculum
- Teaching Practices
- Environments
- Health and Safety Practices
Questions
THANK YOU!

“I think one of the greatest advances to child care was the creation of NAEYC’s accreditation system, which has helped so much to raise the quality of programs.”

– T. Berry Brazelton