



Building Partnerships as Bridges to Quality

2011 Annual Conference & Expo

Agenda

- Introductions
- Update on NAEYC Academy's Criteria Review
- Update on current collaborations and intersections with other systems
- Discussion Questions/Report Out
- Adjourn



Discussion Goal

- Facilitate conversations and collect feedback to assist NAEYC in building and strengthening partnerships with stakeholders.



Accreditation in the Era of QRIS

- Role of the Accrediting Body
- Structure for maintaining quality over time



Criteria Review

- Field Input: feedback from early childhood community
- Expert Review: Walter S. Gilliam commissioned by NAEYC Governing Board
- Analysis of Program Performance Data: conducted field tests
- Literature Review: review of recent research



Criteria Review Resources

- Strength and Momentum: Continuous Quality Improvement and the NAEYC Academy
- Lessons Learned and a Vision for Continued Success: 2010 NAEYC Criteria Review Summary and Recommendations for Next Steps
- 2011 Mid-Year Review - Accomplishments



Trend Briefs

- Trend Briefs share data collected through the NAEYC Accreditation process and connect the findings to early childhood research trends. The analysis of this data tells the story of successful approaches used by high quality programs.
 - Standard 3: Teaching
 - Standard 4: Assessment of Child Progress
 - Standard 1: Relationships - soon to be released



Major areas for consideration

- 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



Current Collaborations

Streamlining

- Continue to enter into national and state level agreements to eliminate redundancies in the submission of teacher and administrator qualifications
 - Connecticut Charts A Course
 - Illinois (preliminary work)

Streamlining

- ***System Users Collaborations (examples)***

- Idaho – QRIS crosswalk
- Cooperative Preschools – assistance with navigating the system
- Iowa - support for using NAEYC standards & criteria as statewide framework



Other Projects

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)



Quality Benchmark for Cultural Competence Project

- The A.L. Mailman Family Foundation funded the Quality Benchmark for Cultural Competence Project (QBCCP), housed at NAEYC, in 2008.
- Purpose of the Project was to determine the feasibility of developing a tool as well as a measure to assess the level of cultural competence within programs participating in a QRIS.



Quality Benchmark for Cultural Competence

Build on and identify the strengths and shared goals between the profession and families and recognize commonalities in order to meet these goals. Recognize and mitigate the tension between the early childhood profession's perceptions of the child as the center of the work versus the family as the center of the work. Actively support each child's development within the family as complex and culturally-driven ongoing experiences. (Original concepts 1, 2, and 4)

Criteria	Ideas for Implementation	Measurement Suggestion
<p>Programs have policies and practices in place that encourage family involvement in the administration of the program and that reflect the traditions of the children enrolled in the program. [1]</p> <p>Classrooms, materials, curriculum, and interactions reflect value for children's home languages and culture (CLASP) [2]</p> <p>Program has ongoing opportunities for communication with families regarding the child's progress and behavioral, social and physical needs. The staff participating in the parent conference should have bilingual or multilingual capacity. (Keystone Stars, Star 3 Partnerships with Family & Community Performance standard). [3]</p> <p>Program has policies and practices that demonstrate meaningful engagement and partnership with parents in program planning and decision making. Policies should represent the multilingual capacity of the program. (Keystone Stars, Star 4 Partnerships with Family & Community</p>	<p>Program directors work with staff and families to build their understanding of the dynamics of culture and its meaning for children and families' lives, development, and ways of learning. This includes nurturing families' pride in their home culture and helping staff and families understand how culture is intrinsic to organizations and unfolds in relation to race, ethnicity, skin color, social class, gender, age, nation and region of origin, immigration experience, and power and status relations. (1,5)</p> <p>Program directors provide ongoing professional development on furthering staff's understanding of culture and diversity and</p>	<p>What to document:</p> <p>Evidence of policies that encourage family involvement OR Evidence that programs have at least [x] policies in place that encourage family involvement. (1,2,3,4)</p> <p>Evidence of staff awareness of policies that encourage family involvement. (1,4)</p> <p>Evidence that families are active and engaged in their children's education. (3,4,6)</p> <p>Evidence that program directors and staff are knowledgeable regarding the communities of program participants. (1,2)</p> <p>Evidence that the program and its multi-facets reflect value for children's home languages and culture. (1,2)</p> <p>Evidence that parent involvement policies and practices are visible in program resources and materials and</p>

Pathways to Cultural Competence Project

- A living tool that provides rationales, suggested criteria, ideas for implementation and measurement suggestions
- Aligned with the concepts of cultural competence (the 8th concept was removed & then brought back)
- Available online:
http://www.naeyc.org/files/naeyc/file/policy/state/OBCC_Tool.pdf

Pathways to Cultural Competence Project

- Twelve states have agreed to participate in the Project - **Arkansas, California, Colorado, the District of Columbia, Louisiana, Montana, New Hampshire, New Mexico, New York, North Carolina, Ohio, and Pennsylvania.**
- One county, **Miami-Dade** in Florida, is also participating in the Project.



For more information...

Pathways to Cultural Competence Project
contact:

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Small Group Discussion Questions

“Race to the Top”

- Were there any potential partnership opportunities that “cropped up”?
- Were there any “next steps” or “ah ha’s” to move partnerships forward with or without funding?
 - Where would you start?
- What were/are your states top 3 priorities for State Considerations on Building Systems of Educator Effectiveness?

Reporting out on Discussion Questions



On the Horizon



- In the coming months, the NAEYC Academy will release: briefings on the latest research trends
- 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



We're here to help...

- **Contact the NAEYC Academy**
1-800-424-2460, option 3, option 1
accreditation.information@naeyc.org
 - **Website**
www.naeyc.org/academy
 - **TORCH**
www.naeyc.org/torch
- Scholarships to assist with fees
 - Conference sessions, seminars, & webinars
 - E-Updates
 - Affiliates and Accreditation Facilitation Projects (AFPs)



THANK YOU!

