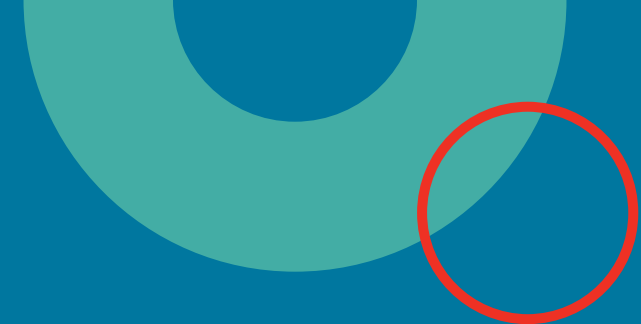


RAISING
CHILD CARE,
RAISING
AMERICA
MAY 19-22

Re-Envisioning NAEYC Early Learning Program Accreditation

Lessons Learned So Far





Where have we been?

For over 30 years, NAEYC has provided a measure of quality for early learning programs across the country.

- Nearly 6,000 accredited programs in all 50 states
- Adopted by 12 large early learning systems (more than 10 programs) including the Department of Defense.
- Embedded in 12 QRIS systems across the country



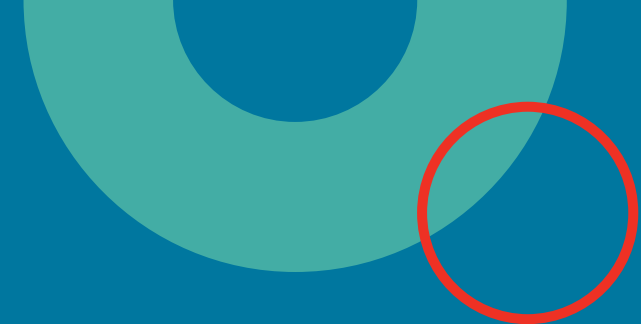


Where are we now?

The current system is complex, complicated and difficult to navigate.

- Technology is rudimentary and not scalable
- Anecdotal evidence of equity issues in process and content
- There is a desire amongst early educators and systems to have a strong quality system. Many have lost faith in NAEYC's accreditation.





Where are we going?

NAEYC Early Learning Standards are primed to be a consistent measure of quality across all 50 states.

- A process that is simple and clear and provides support for programs to demonstrate what they are already doing.
- Removing barriers for entry and accessibility.
- Ensuring that accredited programs consistently meet quality standards and the system is reliable for systems, families and children.



Mapping Standards to DAP

Current Standards	New Titles of Standards – Mapped to DAP Guidelines		New Ordering to Map with DAP Guidelines; with child focused guidelines first and educator/program focused guidelines second
1.Relationships	Creating a Caring and Equitable Community of Learners (through Relationships and More)		Creating a Caring and Equitable Community of Learners (through Relationships and More)
2.Curriculum	Planning and Implementing an Engaging Curriculum to meet Meaningful Goals		Engaging in Reciprocal Partnerships with Families and Fostering Community Connections
3.Teaching	Teaching to Enhance Each Child’s Development and Learning		Planning and Implementing an Engaging Curriculum to meet Meaningful Goals
4.Assessment of Child Progress	Observing Documenting and Assessing Children’s Development and Learning Program Standard		Teaching to Enhance Each Child’s Development and Learning
5.Health (doesn’t map to DAP)	Health (expanded name needed)		Observing Documenting and Assessing Children’s Development and Learning
6 Teaching	Demonstrating Professionalism as an Early Childhood Educator Educators		Promoting Health and Wellness in Early Childhood Programs
7.Families	Engaging in Reciprocal partnerships with Families and Fostering Community Connections		Designing Physical Environments to Meet the Needs of Early Learning Communities
8.Community Relationships			Demonstrating Professionalism as Early Childhood Educators
9.Physical Environment (doesn’t map to DAP)	Physical Environment (expanded name needed)		Supporting Staff, Children, and Families through Effective Leadership and Management
10. Leadership and Management (doesn’t map to DAP)	Leadership and Management (expanded name needed)		



1. Revised Early Learning Program Standards Position Statement

- Draft of the position statement is currently under review by CEP and NAEYC.
- It reflects the shift to 9 standards, maps more directly to DAP, and has an updated literature review.
- Will update NAEYC Governing Board on progress in April, with a plan for a review of the draft at the July Governing Board meeting
- Release for public comment over the summer
- Planned release of statement in the Fall of 2024

2. Revised Accreditation Items and Processes...



Tiers



Recognition

Program has demonstrated a foundation of policies and structures on which a quality care and learning environment can be built.



Accreditation

Program continuously demonstrates the high-quality policies, structures, and practices necessary for a high-quality care and learning environment.



Exemplar

Program continuously demonstrates Accreditation level quality AND continuously demonstrates achievement of aspirational quality indicators.



Content Changes are Informed by Research


Connecting data, outcomes, research, and stakeholder input to evaluate the accreditation content through a mixed method, intentional and inclusive process.

How?

- Statistical analysis of existing NAEYC accreditation data
 - Content review by NAEYC staff and stakeholders
 - Content review by educators and administrators at 2023 NAEYC Annual Conference
 - Equity review by the Children's Equity Project
 - Research partnership with ICS for support in testing new items and designing the pilot evaluation
- 


Statistical Analysis



- 2018-2022 accreditation data analyzed to understand:
 - The frequency by which items were collected vs. noted as non-valid (no opportunity, not age, N/A)
 - Items that are always met regardless of ultimate decision
 - Items that are rarely met, even by programs that end up getting accredited
 - Items that perform identically within standards with respect to met/unmet and ultimate decision
 - Chi square and phi tests were used to assess the statistical significance of these relationships.
- 

Content Review



- NAEYC staff assessors rated items across tiers and a survey/workgroup sessions were offered to staff assessors, members of the council and publications team members weighed in on tier placement and content.
 - Full day session on 11/14/23 at Annual conference where 61 participants engaged in:
 - Content leveling
 - Mapping items to objectives within each standard
 - Focus group sessions focused on the value of accreditation in addressing challenges in the field and in being accessible to non-traditional programs
 - Town hall session focused on equity and accreditation
- 

Triangulation to Arrive at Draft 1


- 375 existing assessment items in the existing process across 5 sources of evidence (CP, PP, PO, CO, Portal Staff Quals) were assessed line-by-line based on the data collection and analysis to-date.
 - So far there has been an initial reduction of about 33% (one third) just by statistical evaluation, content review, and redundancy screening alone.
 - It is anticipated the internal vetting process will result in further reduction before Draft 1 is released for public comment.
 - We anticipate that any significant additions to the content will take place at the exemplar level (advocacy, being a model program).

Next Steps in Research

- Internal vetting of Draft 1 by Council and NAEYC staff
 - Including a test of the new content using historical data to compare actual accreditation decisions with hypothetical decisions using the new items.
- Scan of national licensing standards
- Equity review by CEP
- Public comment period
- An assessment of scoring
- ICS developing a plan for assessing validity and reliability of new items and a research pilot.



In summary, content changes will result in:

- Overall reduction in the number of assessment items.
 - Redistribution of the existing accreditation assessment items across the tiered system.
 - Potential addition of assessment items to the exemplar level of accreditation.
 - Content that is accessible, equitable, and is tied to outcomes.
- 

Things to consider...

- **Infant and Toddler Content**

- Is the content reflective of current research and recommended practices

- **Kindergarten Content**

- Is the content reflective of current research and recommended practices

- **Exemplar Content**

- Need 3-5 items across both portfolio and observation in Standard 1 (Relationships)
- Add to observation items

- **Accreditation Content**

- Reduce overall items with focus on portfolios and standards 4, 5, 6, and 8 (Teaching, Curriculum, Health, Professionalism)

- **Recognition Content**

- Reduce items in standard 6 and 9 (Health, Leadership/Management)

- **Program Observation**


- Rewrite and reassign to other sources of evidence (portfolio or class observation)

- **Staff Qualifications**

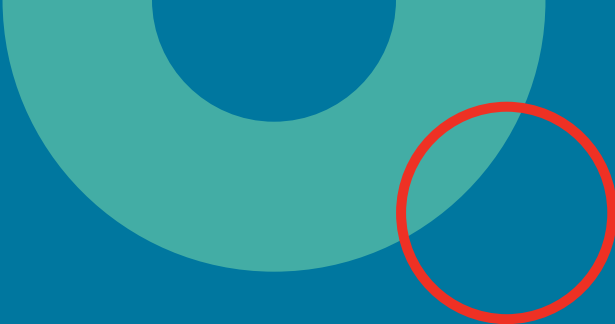
- What is appropriate at Recognition, Accreditation, and Exemplar

Timeline and Next Steps



- **June-July 2024** - Accepting feedback on the draft items and finalizing a tool for pilot testing.
 - **August 2024 - February 2025** - Research pilot
 - **February 2025** - New system launches
- 

Discussion



RAISING
CHILD CARE,
RAISING
AMERICA
MAY 19-22

Thank You

Please fill out our survey.

