

Prepared for the State of New Mexico
Children, Youth and Families
Department by the Center for
Education Policy Research at the
University of New Mexico

Update to the
Crosswalk of NAEYC
Early Childhood
Program Standards and
Accreditation Criteria
with Other
Accreditation Systems
(originally published
November 2012)

January 2014

January 2014 Update to *Crosswalk of NAEYC Early Childhood Program Standards and Accreditation Criteria with Other Accreditation Systems* (published in November 2012)

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Background

In November 2012, the Center for Education Policy Research at the University of New Mexico (CEPR) submitted to the State of New Mexico Children, Youth and Families Department (CYFD) a report, *Crosswalk of NAEYC Early Childhood Program Standards and Accreditation Criteria with Other Accreditation Systems*, which rated five national early childhood education accreditation systems according to degree of match to the 2007 revised accreditation standards of the National Association for the Education of Young Children (NAEYC).

CYFD determined that each accreditation system could demonstrate a high quality match to NAEYC standards by meeting: 1) two mandatory accreditation process criteria; 2) six mandatory accreditation standards criteria; and 3) two of four preferred accreditation standards criteria (see Table 1).

Two accreditation systems – the International Christian Accrediting Association (ICAA) and the National Early Childhood Program (NECPA) – that did not initially meet these requirements for high quality match to NAEYC standards responded to CYFD’s subsequent invitation to submit additional evidence of match for a second round of review. CEPR received the materials submitted by these two organizations to CYFD in November 2013, and in December 2013 began the process of creating and reviewing new crosswalks of ICAA-to-NAEYC and NECPA-to-NAEYC standards. Their goal was to determine whether new materials submitted provided adequate new evidence of high quality match to NAEYC process and standards criteria.

Overview

This report will offer a brief:

- **Overview of Review Process**
- **Overview of Materials Reviewed**
- **Summary of Findings**
 - Table1: Updated Match to NAEYC Standards and Accreditation Process Criteria (ICAA and NECPA)**

An appendix will include:

- **1: Unannounced Visit Policies**
- **2: Summary of Review Findings: ICAA**
- **3: Summary of Review Findings: NECPA**

Overview of Review Process

CEPR convened three of its original study team members to review the resubmitted materials, in order to look for possible new match for any accreditation process or standards criteria that had not achieved “equivalent” or “comparable” match ratings in the initial 2012 review. Primary reviewers of ICAA and NECPA in round one were assigned to organize submitted materials and prepare new crosswalks to NAEYC standards for each. The primary reviewers then rated degree of match, using the same numerical scale for standards match as used in round one. Process criteria were judged as “yes” or “no” match to stated CYFD policy.

As in round one, a second CEPR reviewer then rated relevant standards areas as well. (The second reviewer did not re-rate standards criteria areas where first reviewers found no evidence that relevant new material had been submitted.) Scores from the two reviewers were averaged to determine final scores of standards match.

Overview of Materials Reviewed

Accreditation Process Criteria

Each organization supplied a clear statement of their policy regarding unannounced accreditation visits to programs. Two CEPR reviewers reviewed degree of match of these policies to NAEYC’s stated policy (see *Appendix 1: Unannounced Visit Policies*)

Accreditation Standards Criteria

CEPR’s review team undertook a careful comparison of the ICAA and NECPA standards materials submitted in Round 1 and Round 2 to determine 1) whether new material was included in the standards documentation offered as Round 2 evidence; and 2) whether any such new material successfully demonstrated satisfactory new evidence of match.

Neither organization provided guidance as to what standards material submitted in round two was new or different from its round one submission, so comparisons represent the CEPR team’s good faith effort to locate evidence that went beyond that supplied in round one.

ICAA, in the interval between round one and round two reviews, has completed an organizational partnership agreement with the AdvancED accreditation organization. Enough new evidence from the newly revised partnership standards was submitted to warrant a complete new review by two CEPR reviewers (see *Appendix 2: Summary of Review Findings: ICAA*).

NECPA’s round two materials presented an initial challenge to CEPR reviewers, as their crosswalk of standards pointed reviewers to whole chapters from their Standards documentation as evidence of match to individual sub-items in the NAEYC Standards. NECPA provided no direction as to which particular sections within each chapter NECPA itself considered evidence of match; likewise, no indication was given as to what within the chapters might be new evidence, added since Round 1. CEPR undertook a detailed, good faith effort to locate selections from the whole chapters that might provide satisfactory evidence of match at the level of detail required in its round one review (see *Appendix 3: Summary of Review Findings: NECPA*).

Both organizations also offered for consideration materials drawn from sources other than its Standards documents – e.g. self-assessment instruments and parent surveys that programs can use in the accreditation process to provide evidence of compliance to standards. CEPR, however, excluded these materials as evidence of Standards-to-Standards match, in keeping both with the intent of the study and the process followed with all of the accreditation bodies considered in Round 1, and in keeping with CYFD’s guidance in what to consider as evidence of match.

Summary of Findings

ICAA Review:

In the initial 2012 report, CEPR’s crosswalk of ICAA to NAEYC standards found that:

- 1 Mandatory Process criterion was not matched (#2: unannounced accreditation visits)
- 3 Mandatory Standards criteria were not matched (1, 2, and 3)
- 3 Preferred Standards criteria were not matched (7, 8, and 10)

In its January 2014 review of new evidence, CEPR found:

- Satisfactory new match to Mandatory Process criterion 2 (unannounced visits)
- Satisfactory new match to Standards criteria 1, 2, 7, 8 and 10
- Improvement, but no satisfactory match to Mandatory Criterion 3 (Curriculum)

ICAA was found to now lack a high quality match only to required Standard 3: Curriculum.

NECPA Review:

In the initial 2012 report, CEPR’s crosswalk of NECPA to NAEYC standards found that:

- 1 Mandatory Process criterion was unmatched (#2: unannounced accreditation visits)
- 5 Mandatory Standards criteria were unmatched (1, 2, 3, 4, and 6)
- 3 preferred Standards criteria were unmatched (7, 8, and 10)

In its January 2014 review of new evidence, CEPR found:

- No evidence of new match to Mandatory Process criterion 2 (unannounced visits)
- Satisfactory new match to Standards criterion 1 (Relationships)
- No new evidence of match to Standards 2, 3, 4, 6, 7, 8 or 10

NECPA was found to still lack match to one mandatory process criterion, four mandatory standards criteria, and one additional preferred standards criterion.

Neither organization, then, has yet been found to have met the full set of high quality standards matches as set out by CYFD requirements. (See Appendices for detailed reports from CEPR primary reviewers.)

TABLE 1 UPDATED MATCH TO NAEYC EARLY CHILDHOOD PROGRAM STANDARDS and ACCREDITATION PROCESS CRITERIA, ICAA and NECPA, JAN. 2014¹

NAEYC: National Association for the Education of Young Children	ICAA: International Christian Accrediting Association (<i>reflects new standards adopted July 2012</i>)		NECPA: National Early Childhood Program Accreditation (<i>standards updated 8/12</i>)	
	Average of Reviewer Scores	Comparable to NAEYC?	Average of Reviewer Scores	Comparable to NAEYC?
Accreditation Process Criteria Criterion 1: On-site reliable, independent assessment is conducted at each site. MANDATORY	n/a	Yes	n/a	Yes
Criterion 2: Unannounced visits are conducted during accreditation period. MANDATORY	n/a	Yes	n/a	No
Accreditation Standards Criteria				
Standard 1: Relationships - Program Standard: The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member. MANDATORY	2	Yes	2	Yes
Standard 2: Curriculum - Program Standard: The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. MANDATORY	3	No	3.5	No
Standard 3: Teaching - Program Standard: The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals. MANDATORY	2	Yes	3	No
Standard 4: Assessment of Child Progress - Program Standard: The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement. MANDATORY	2.3	Yes	3.5	No
Standard 5: Health - Program Standard: The program promotes the nutrition and health of children and protects children and staff from illness and injury. MANDATORY	2.7	Yes	2	Yes
Standard 6: Teachers - Program Standard: The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests. MANDATORY	2.3	Yes	3	No
Standard 7: Families - Program Standard: The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture. PREFERRED	2	Yes	3.5	No
Standard 8: Community Relationships - Program Standard: The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals. PREFERRED	2	Yes	3.5	No
Standard 9: Physical Environment - Program Standard: The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development. PREFERRED	2	Yes	2	Yes
Standard 10: Leadership and Management - Program Standard: The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high-quality experiences. PREFERRED	2.7	Yes	3	No
<p style="text-align: right;">Totals</p> Standards Criteria Highest Match = 10, Lowest Match = 40 Total (Process and Standards Criteria) Highest Match = 12/12	23	11 Yes/1 No 1 Mandatory Criterion Not Met	29	4 Yes/8 No 5 Mandatory Criteria Not Met

ICAA

NECPA

In order to be accepted as an approved early childhood accrediting system by the State of New Mexico, the state's Children, Youth and Families Department requires that 10 of the 12 above Accreditation Process and Standards Criteria be rated "Yes" matches to comparable NAEYC criteria. In addition, all of the 8 criteria marked MANDATORY must be met.

1©2007 NAEYC. Reprinted with permission. National Association for the Education of Young Children (NAEYC). 2007. NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education.

Washington, DC: Author: www.naeyc.org/academy.

APPENDIX 1: Unannounced Visit Policies

In November 2012's Round 1 review, CYFD advised CEPR that, in order to be recognized by the state, an accreditation system must match two mandatory accreditation process criteria. In Round 1, neither ICAA nor NECPA were found to be a high quality match to CYFD's mandatory criterion 2: "Unannounced visits are conducted during accreditation period." This policy is based on NAEYC's unannounced visit accreditation process criterion.

NAEYC's policy, from its website, is as follows:

"All NAEYC-Accredited programs are eligible to receive random unannounced visits throughout their 5-year accreditation term. Random unannounced visits reassure families, employers, and others that they can rely on NAEYC's Accreditation system. These visits help to ensure that all programs are continuing to meet the 10 NAEYC Early Childhood Program Standards and Accreditation Criteria, so that children benefit from high-quality early learning experiences."

ICAA submitted as evidence its policy addressing unannounced visits, which appears to have been revised in response to CYFD's requirements:

"Each school must have developed and maintained required documents and fulfilled all necessary requirements for its legal operations, services, and age/grade levels as determined by federal (including IRS), state, and local regulations. This should include any requirements related to the early childhood program (if offered). If the school has on file documentation from the state exempting licensing, as state license is not required.

Since unannounced visits during the period of the accreditation cycle between scheduled site visits are required for accreditation of early childhood programs in the state of New Mexico, ICAA policy would require that unannounced interim review visits be conducted for any early childhood program in New Mexico that is accredited by ICAA. Appropriate documentation of each interim review visit would be kept in the ICAA offices and available for inspection and review by appropriate New Mexico authorities. In addition, a copy of the review visit documentation would be provided to each respective institution following the interim visit."

CEPR determined that the revised ICAA policy now satisfactorily matches NAEYC's policy for unannounced accreditation visits.

NECPA also submitted its unannounced visits policy, as part of its Round 2 request for reconsideration:

"The NECPA Commission retains the right to initiate a review of the Accreditation of a program at any time on the basis of evidence of noncompliance with the standards. On

the basis of information in the Annual Report or as a results of a written complaint, the NECPA Commission may require that the program respond in writing and/or submit to an on-site visit, announced or unannounced. In such as event, the program will be offered an opportunity to be reevaluated. During this time, Accreditation status is ‘under review’ and the program may not appear on the list of accredited programs. If the program refuses to comply with these procedures by failing to respond or submit to an on-site visit, Accreditation will be withdrawn.

The NECPA Commission may deny Accreditation to any program if it determines that the program does not comply with the NECPA Standards. If Accreditation is granted, it may be revoked upon a determination that the program is no longer in compliance with the standards or if the program has failed to comply with NECPA procedures. If Accreditation is grante3d, it is null and void if false information is knowingly submitted to the NECPA Commission at any time.”

It appears as though NECPA provides for the possibility of unannounced visits only when evidence of noncompliance to standards is brought to their attention, either through information provided in an annual report or through a written complaint. **Since the intent of unannounced visits is to provide another avenue for identifying possible problems, CEPR reviewers judged that NECPA’s policy does not match the intent of New Mexico’s requirements and is not a match to NAEYC policy or CYFD’s mandatory process criterion.**

APPENDIX 1: Summary of Review Findings: ICAA

The following is commentary on ICCA Standards 2nd Round Submission – CYFD Crosswalk (Prepared by CEPR Primary Reviewer; secondary reviewer concurred with findings)

Based on text from the early childhood standards manual, and information pulled from the AdvancEd website, ICAA has taken major steps to enhance its accreditation approach. Text for the AdvancEd Website reads as follows, “The International Christian Accrediting Association (ICAA) has entered into a partnership with AdvancED to provide school improvement and accreditation resources for ICAA schools and districts.” AdvancEd accreditation is being used in several schools and districts across New Mexico and includes a substantial focus on continuous quality improvement (CQI). Hence, according to Quality New Mexico, AdvancEd is eclipsing the previous widespread use of the Baldrige approach to CQI in New Mexico.

In general, the new ICCA/ AdvancEd standards have addressed many of the NAEYC standards that were not considered in the previous submission which CEPR reviewed in November 2012. Some additional changes include the use of a “Cultural Context” to embed the organization’s standard in ongoing provider practice and the implementation of a “quality assurance” element under Standard 2: Curriculum at 2.K.03 and 2.K.04 relating to developing a written security and crisis management plan. While not a universal addition to each standard, the addition of pertinent cultural contexts and quality assurance markers provides an important element to predict how well an ICCA accredited site may be expected to conduct early childhood care and education in NM.

The discussion in the introductory material provides an explanation for performance ratings that are earmarked to a Level 3 on a 1 to 4 rating scale. The text refers to L4 as the highest possible rating and L1 indicating serious shortcomings in practice whereby the provider would have to correct these within a set timeline for continued accreditation. Withdrawal of ICAA accreditation is implied for a failure to comply.

In general, since the last crosswalk conducted 15 months ago the partnership formed between ICAA and AdvancED appears to have produced positive changes in the approach that ICAA is taking towards accreditation. The six sections (1, 2, 3, 6, 7, & 8) that were found lacking during the previous effort have been thoroughly reworked and now, in many instances, have much closer correlation between ICAA standards and those of NAEYC. In some sections there is a high use of the same ICAA standard to link to several NAEYC standards (e.g. ICAA 4.21 to NAEYC 1.C.04 thru 1.D.04) (e.g. ICAA 3.1 & 3.3 to 2.E.09 thru 2.F.11). This issue is not a problematic per se, since the previous submission ICAA has added several pertinent standards as being cross referential to a majority of those from the NAEYC.

Overall, based on the enhanced correlation of ICAA standards to NAEYC and the partnership now in placed between ICAA and AdvancEd, the majority of the reworked and resubmitted ICAA standards warrant a ranking of 2, except for Standard 2 Curriculum, which received a rating of 3. Each of the other standards received a 2 which constitutes a “Comparable Match”

and that “meets the spirit of the criteria but not the wording” based on the ranking criteria used by CEPR in November 2012. However, Standard 2- Curriculum, while addressing the components of instruction as being age/stage appropriate does not adequately address *the content* of instructional material, thus reducing its capacity as a “Comparable Match.” As a result, this standard received a rating of 3.

ICAA Pre-Existing and Added Standards

NAEYC/ICAA Standard 1: Relationships (Comparability Criteria Rating = 2)

NAEYC Standard	Type (P = Pre-Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number)
1.A.01	P	3.8: The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress
1.A.02	P	3.12 The school provides and coordinates instruction to address the unique learning, growth, and development needs of young children.
1.A.02	A	3.9 The school has a formal structure whereby each child is well known to each adult in the school who supports the child’s educational experience.
1.A.02	A	4.21 All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.
1.A.02	A	CC11: Develops and implements child and family services as appropriate to support a young child’s spiritual formation.
1.A.03	P	3.12
1.A.03	A	4.19 Arrival and departure routines focus on the well-being of each child and encourage a daily exchange of school communications regarding the care, well-being and educational progress of the child.
1.A.05	P	3.8
1.A.05	A	CC 4: The school communicates its Christian philosophy of education and statement of faith to build stakeholder support.

1.B.01	P	4.21
1.B.02	P	3.9
1.B.02	A	4.21
1.B.03	A	4.17 The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.
1.B.03	P	4.18 Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.
1.B.05	A	4.21
1.B.06	P	3.6 Teachers implement the program's instructional process in support of children's learning
1.B.06	P	3.9
1.B.07	P	3.6
1.B.07	P	3.9
1.B.07	A	3.5
1.B.08	A	3.3 Teachers engage young children in their learning through developmentally appropriate and effective instructional strategies that address achievement of learning expectations.
NAEYC Standard	Type (P = Pre-Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number)
1.B.08	A	3.6
1.B.08	P	3.9
1.B.08	A	CC9: The school ensures that biblical principles (biblical content, biblical worldview, Christian character, and Christian service) are integrated in all curricula (including any taught through alternative delivery methods).
1.B.09	P	4.21

1.B.10	P	4.21
1.B.11	A	3.3
1.B.11	A	3.6
1.B.11	P	3.9
1.B.12	A	4.18
1.B.13	P	3.9
1.B.13`	A	4.18
1.B.14	P	3.9
1.B.14	P	4.18
1.B.15	P	4.21
1.C.01	A	3.3
1,C.01	A	3.6
1.C.02	A	3.9
1.c.02	A	3.12 The School provides and coordinates instruction to address the unique learning, growth, and development needs of young children.
1.C.03	A	3.9
1.C.04	P	4.21
1.C.05	P	4.21
1.C.06	P	4.21
1.D.01	P	4.21
1.D.02	P	4.21
1.D.03	P	4.21
1.D.04	P	4.21
1.D.05	P	4.21
1.E.01	P	3.9
1.E.01	A	4.17

1.E.01	A	4.20: The school provides services that support the counseling, assessment, and educational needs of all students.
1.E.01	A	CC11
1.E.03	P	4.21
1.E.04	P	3.9
1.E.04	P	4.21
1.F.01	A	3.1: The school's curriculum includes challenging content and provides equitable and challenging learning experiences that ensure the developmentally appropriate cognitive, emotional, social, creative, and physical growth and development of all young children that lead to success at the next level.

NAEYC Standard **Type (P = Pre-Existing) (A=Added)** **ICAA Number (CC# = Cultural Context Number)**

1.F.01	P	3.9
1.F.01	P	CC9
1.F.02	P	4.21

NAEYC/ICAA Standard 2: Curriculum (Comparability Criteria Rating = 3)

NAEYC Standard **Type (P = Pre-Existing) (A=Added)** **ICAA Number (CC# = Cultural Context Number) (QA# = Quality Assurance Number)**

2.A.01	A	1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for the care and developmentally appropriate learning, growth, and development of young children.
2.A.01	P	3.1: The school's curriculum includes challenging content and provides equitable and challenging learning experiences that ensure the developmentally appropriate cognitive, emotional, social, creative, and physical growth and development of all young children that lead to success at the next level.

2.A.01	A	3.7: Mentoring, coaching, and induction programs model best practices and support instructional improvement consistent with the program's values and beliefs about teaching and learning
2.A.01	P	Indicator 2: The school demonstrates a Christian philosophy of education that encourages the spiritual, intellectual, social, and physical development of each child within the framework of biblical principles in collaboration with its stakeholders.
2.A.01	P	3.1
2.A.01	P	3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data about young children's readiness, learning, and development and examination of professional practice.
2.A.02	P	3.1
2.A.02	P	3.2
2.A.02	P	Indicator 2
2.A.02	A	CC9
2.A.03	A	3.4: School leaders monitor and support the improvement of instructional practices of teachers to ensure young children's success.
2.A.03	A	3.6 Teachers implement the program's instructional process in support of children's learning.
2.A.03	A	3.7
2.A.03	A	CC9
2.A.03	A	CC8: The school ensures that student spiritual formation goals guide the development and implementation of Bible/religious instruction for each age level.

NAEYC Standard **Type (P = Pre-Existing) (A=Added)** **ICAA Number (CC# = Cultural Context Number) (QA# = Quality Assurance Number)**

2.A.04	A	3.7
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2.A.04	A	3.12 The School provides and coordinates instruction to address the unique learning, growth, and development needs of young children.
2.A.04	A	CC8
2.A.05	P	3.2
2.A.05	A	CC7: The school regularly assesses young children's spiritual formation and programs related to spiritual formation, and utilizes the data to improve the school's spiritual formation programs.
2.A.05	A	CC8
2.A.06	P	3.2
2.A.06	A	3.6
2.A.06	A	CC7
2.A.07	A	3.12
2.A.08	P	3.1
2.A.08	A	3.2
2.A.08	A	4.6: Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school.
2.A.08	P	4.12: Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and creativity of young children, and that are well equipped with materials supportive of the purpose of each learning /interest center.
2.A.08	A	4.14: Children and school personnel use a range of interactive media and information resources that support the educational programs.
2.A.08	A	CC13: The school ensures that the acquisition and use of all technology, print, and other media resources are aligned with the school's purpose/mission and Christian philosophy of education.
2.A.09	P	3.1
2.A.09	A	3.3
2.A.09	A	CC9

2.A.10	P	3.1
2.A.10	A	CC8
2.A.10	A	CC9
2.A.11	P	3.1
2.A.11	A	3.3
2.A.11	A	3.12
2.A.12	A	3.2
2.A.12	A	3.12
2.B.01	A	3.3
2.B.01	A	3.12
2.B.01	A	CC9
2.B.02	A	3.9
2.B.03	A	3.1
2.B.03	A	3.9
NAEYC Standard	Type (P = Pre- Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number) (QA# = Quality Assurance Number)
2.B.03	A	CC9
2.B.04	A	3.1
2.B.05	A	3.3
2.B.05	A	CC9
2.B.06	A	3.3
2.B.06	A	CC9
2.B.07	A	3.3
2.B.07	A	CC9
2.C.01	P	4.9: Each classroom/learning space has sufficient usable floor space

and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.

2.C.01	A	4.12
2.C.02	P	3.1
2.C.03	P	3.1
2.C.04	A	4.10 Each classroom/learning space has furniture, equipment and resources that are safe, clean, well-maintained, adaptive, accessible, and developmentally appropriate for the age group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program.
2.D.01	P	3.1
2.D.02	A	3.12 (Includes a side note rationale of why they added this standard here)
2.D.03	P	3.1
2.D.04	P	3.1
2.D.06	P	3.1
2.D.06	A	3.9
2.E.01	P	3.1
2.E.02	P	3.1
2.E.03	P	3.1
2.E.04	P	3.1
2.E.04	A	3.3
2.E.05	P	3.1
2.E.05	P	3.3
2.E.07	P	3.1
2.E.07	A	3.3

2.E.08	A	4.6
2.E.08	A	4.14
2.E.09	P	3.1
2.E.01	A	3.3
2.E.10	P	3.1
2.E.10	P	3.3
2.E.11	A	3.1
2.E.11	A	3.3
NAEYC Standard	Type (P = Pre- Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number) (QA# = Quality Assurance Number)
2.F.01	P	3.1
2.F.01	A	3.3
2.F.02	P	3.1
2.F.02	A	3.3
2.F.03	P	3.1
2.F.03	A	3.3
2.F.04	P	3.1
2.F.04	A	3.3
2.F.05	P	3.1
2.F.05	A	3.3
2.F.06	P	3.1
2.F.06	A	3.3
2.F.07	P	3.1
2.F.07	A	3.3
2.F.08	P	3.1

2.F.08	A	3.3
2.F.09	P	3.1
2.F.09	A	3.3
2.F.10	P	3.1
2.F.10	A	3.3
2.F.11	P	3.1
2.F.11	A	3.3
2.F.11	A	4.6
2.F.11	A	4.14
2.F.12	P	3.1
2.F.12	A	3.3
2.F.12	A	4.6
2.F.12	A	4.14
2.F.13	P	3.1
2.F.13	A	3.3
2.F.13	A	4.6
2.F.13	A	4.14
2.G.01	P	3.1
2.G.01	A	3.3
2.G.01	A	4.6
2.G.01	A	4.14
2.G.02	P	3.1
2.G.02	A	3.3
2.G.02	A	4.6
2.G.02	A	4.14

NAEYC Standard	Type (P = Pre-Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number) (QA# = Quality Assurance Number)
2.G.03	P	3.1
2.G.03	A	3.3
2.G.03	A	4.6
2.G.03	A	4.12
2.G.03	A	4.14
2.G.03	A	4.15: The technology infrastructure supports the school's teaching, learning and operational needs.
2.G.04	P	3.1
2.G.04	A	3.3
2.G.04	A	4.6
2.G.04	A	4.12
2.G.04	A	4.14
2.G.04	A	4.15
2.G.05	P	3.1
2.G.05	A	3.3
2.G.05	A	4.6
2.G.04	A	4.12
2.G.05	A	4.14
2.G.05	A	4.15
2.G.06	P	3.1
2.G.06	A	3.3
2.G.06	A	4.6
2.G.06	A	4.12

2.G.06	A	4.14
2.G.06	A	4.15
2.G.07	P	3.1
2.G.07	A	3.3
2.G.07	A	4.6
2.G.07	A	4.12
2.G.07	A	4.14
2.G.07	A	4.15
2.G.08	P	3.1
2.G.08	A	3.3
2.G.08	A	4.6
2.G.08	A	4.12
2.G.08	A	4.14
2.G.08	A	4.15
2.H.01	A	4.12
2.H.01	A	4.14
2.H.01	A	4.15
2.H.02	A	4.14
2.H.02	A	4.15
2.H.03	A	4.14
2.H.03	A	4.15
2.J.01	P	3.1
2.J.01	A	3.3
NAEYC Standard	Type (P = Pre- Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number) (QA# = Quality Assurance Number)

2.J.01	A	3.12
2.J.02	P	3.1
2.J.02	A	3.3
2.J.02	A	3.12
2.J.02	A	4.16: Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase the children's work and creativity.
2.J.03	P	3.1
2.J.03	A	3.3
2.J.03	A	3.12
2.J.03	A	4.12
2.J.03	A	4.14
2.J.04	P	3.1
2.J.04	A	3.3
2.J.04	A	3.12? ICCA Standard actually appears as 4.12.
2.J.04	A	4.12
2.J.04	A	4.14
2.J.04	A	4.15
2.J.05	A	4.12
2.J.05	A	4.16
2.J.06	P	3.1
2.J.06	A	3.3
2.J.06	A	3.12? ICCA Standard actually appears as 4.12.
2.J.06	A	4.12
2.J.06	A	4.14

2.J.06	A	4.15
2.J.07	A	4.9
2.J.07	A	3.12? ICCA Standard actually appears as 4.12.
2.J.07	A	4.12
2.J.07	A	4.14
2.J.07	A	4.15
2.J.07	A	4.16
2.K.01	A	4.8: The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.
2.K.01	A	4.13: Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that is continuously supervised by adults at all times.
2.K.01	A	4.18: Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.
NAEYC Standard	Type (P = Pre-Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number) (QA# = Quality Assurance Number)
2.K.02	A	4.18
2.K.03	A	4.7: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all children and staff.
2.K.03	A	4.9
2.K.03	A	QA#3: Schools must implement a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Schools must submit their security and crisis management plan.
2.K.04	A	QA#3

2.L.01	A	3.9
2.L.01	A	4.17
2.L.01	A	CC9
2.L.02	A	3.9
2.L.02	A	4.19
2.L.02	A	4.20
2.L.02	A	4.21
2.L.03	A	1.2: The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching, learning, and care for young children and that also supports a sense of community and relationships among young children and adults to foster within each child a positive sense of self and a capacity to respect and cooperate with others.
2.L.03	A	CC9
2.L.04	P	3.1
2.L.04	A	3.3
2.L.04	A	4.12
2.L.04	A	4.14
2.L.04	A	CC9
2.L.05	P	3.1
2.L.06	A	1.2
2.L.06	A	4.21
2.L.06	A	CC9
2.L.07	P	3.1
2.L.08	P	3.1
2.L.09	P	3.1
2.L.09	A	CC9

2.L.10	P	3.1
2.L.10	A	3.3
2.L.11	A	3.6

NAEYC/ICAA Standard 3: Teaching (Comparability Criteria Rating = 2)

NAEYC Standard	Type (P = Pre-Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number)
3.A.01	A	3.5: Teachers participate in collaborative learning communities to improve instruction and support learning, growth, and development of young children.
3.A.01	A	3.7
3.A.01	A	4.17
3.A.01	A	CC7
3.A.02	A	4.7
3.A.02	A	4.18
3.A.02	A	4.22: All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they occur.
3.A.03	A	4.11: Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of learning and play, and have impact material under all climbing equipment and swings.
3.A.03	A	4.13
3.A.03	A	4.18
3.A.04	A	3.1
3.A.04	A	3.3
3.A.05	A	3.2

3.A.05	A	3.12
3.A.06	A	4.16
3.A.07	A	4.17
3.B.01	A	3.8
3.B.01	A	3.9
3.B.02	A	1.2
3.B.02	A	4.21
3.B.03	A	3.9
3.B.03	A	4.18
3.B.03	A	4.19
3.B.04	A	1.2
3.B.04	A	3.9
3.B.04	A	4.21
3.B.05	A	3.12
3.B.05	A	4.17
3.B.06	A	4.21
3.B.09	A	3.3
3.B.09	A	3.9
3.B.10	A	4.18
3.B.12	A	4.17
3.B.12	A	4.20
NAEYC Standard	Type (P = Pre- Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number)
3.B.12	A	CC11
3.C.01	A	4.1: Qualified professional and support staff are sufficient in number

to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

3.C.01	A	4.5: The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.
3.C.01	A	4.7 - Note: AdvancEd considers this standard as primary in evaluating whether or not a facility's policy adequately supports supervision of its children.
3.C.02	A	4.1
3.C.02	A	4.5
3.C.02	A	4.7
3.C.03	A	4.1
3.C.03	A	4.5
3.C.03	A	4.7
3.C.03	A	4.13
3.C.04	A	4.1
3.C.04	A	4.5
3.C.04	A	4.7
3.C.05	A	4.1
3.C.05	A	4.5
3.C.05	A	4.7
3.D.01	A	4.9
3.D.01	A	4.11
3.D.02	A	4.18
3.D.03	A	3.3
3.D.03	A	3.9
3.D.03	A	4.12

3.D.04	A	3.3
3.D.05	A	3.3
3.D.06	P	3.12
3.D.08	P	4.21
3.D.09	A	4.18
3.D.09	A	4.19
3.D.10	A	3.12
3.D.10	A	4.12
3.D.11	A	3.12
3.D.11	A	4.11
3.D.12	A	3.9
3.E.01	P	3.2
3.E.02	A	3.6
3.E.02	A	3.9
NAEYC Standard	Type (P = Pre- Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number)
3.E.03	P	3.3
3.E.03	A	3.9
3.E.03	A	CC9
3.E.04	A	3.3
3.E.04	A	3.4
3.E.04	A	3.6
3.E.04	A	3.9
3.E.04	A	CC7
3.E.05	A	3.12

3.E.06	P	3.3
3.E.06	A	3.12
3.E.07	P	3.3
3.E.08	A	3.9
3.E.09	P	3.3
3.E.09	A	3.9
3.F.01	A	3.1
3.F.02	A	3.1
3.F.03	A	4.21
3.F.04	A	3.1
3.F.04	A	3.3
3.F.05	A	3.6
3.F.05	P	3.8
3.F.05	A	3.9
3.F.05	P	3.12
3.F.06	P	3.8
3.F.06	A	3.9
3.F.06	P	3.12
3.F.07	A	3.3
3.G.01	A	3.3
3.G.01	P	3.6
3.G.01	A	CC9
3.G.02	A	5.1: Professional and support staff continuously collect, analyze, and apply learning from multiple data sources, including comparison and trend data about the readiness, growth, development, and learning of young children; instruction, program evaluation; and organizational conditions.

3.G.02	A	3.2
3.G.02	A	3.3
3.G.02	A	3.4
3.G.02	A	3.6
3.G.02	A	3.10: Documenting, measuring, and reporting young children's learning, growth, and development that represent the attainment of learning goals and content are consistent across the school's developmental programs.
3.G.03	A	3.3
NAEYC Standard	Type (P = Pre-Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number)
3.G.03	A	3.6
3.G.03	A	3.12
3.G.04	A	3.3
3.G.04	A	3.9
3.G.05	A	3.3
3.G.05	A	4.12
3.G.06	P	3.8
3.G.06	P	3.6
3.G.07	A	3.3
3.G.07	P	3.6
3.G.07	A	CC9
3.G.08	P	3.6
3.G.08	A	CC9
3.G.09	A	3.3
3.G.10	A	3.3

3.G.10	P	3.6
3.G.10	A	4.12
3.G.11	A	3.3
3.G.11	P	3.6
3.G.12	A	3.3
3.G.12	P	3.6
3.G.13	A	3.3
3.G.13	P	3.6
3.G.14	A	3.3
3.G.14	P	3.6
3.G.14	A	CC9

NAEYC/ICAA Standard 7: Families (Comparability Criteria Rating = 2)

NAEYC Standard	Type (P = Pre-Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number)
7.A.01	A	1.2
7.A.01	A	4.1
7.A.01	A	4.21
7.A.02	A	1.2
7.A.02	A	4.1
7.A.02	A	4.21
7.A.03	P	3.8
7.A.03	A	4.21
7.A.04	P	3.8
7.A.05	P	3.8

NAEYC Standard	Type (P = Pre-Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number)
7.A.06	P	3.8
7.A.06	P	4.19
7.A.08	P	3.8
7.A.09	P	3.8
7.A.10	P	3.8
7.A.10	P	4.19
7.A.11	P	2.1: The school's policies, practices, and agreements ensure effective administration of the school.
7.A.11	P	3.8
7.A.12	P	3.8
7.A.13	P	3.8
7.A.14	P	3.8
7.B.01	A	3.8
7.B.02	A	3.8
7.B.02	A	3.9
7.B.03	A	3.8
7.B.04	A	3.8
7.B.04	P	4.20
7.B.05	A	3.8
7.B.05	P	4.19
7.C.01	A	3.8
7.C.02	A	3.8
7.C.03	A	3.8

7.C.03	P	4.20
7.C.04	A	3.8
7.C.05	A	3.8
7.C.05	P	4.20
7.C.06	A	3.1
7.C.06	A	3.8
7.C.06	P	4.20
7.C.07	A	3.8
7.C.08	A	3.8

NAEYC/ICAA Standard 8: Community Relationships (Comparability Criteria Rating = 2)

NAEYC Standard	Type (P = Pre-Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number)
8.A.01	P	4.20
8.A.01	A	CC11
8.A.02	P	4.20
8.A.02	A	CC11
8.A.03	A	3.9 Duplicated
8.A.03	A	4.20
8.A.04	A	3.9
8.A.04	P	4.20
8.A.04	A	CC11
8.A.05	A	3.9
8.A.05	P	4.20

8.A.05	A	CC11
8.A.06	A	2.5: Leadership engages defined stakeholder groups effectively in support of the school's purpose and direction.
8.A.07	A	5.3: The school uses data to design, implement, and evaluate the results of continuous improvement action plans related to the learning, growth, and development of young children including readiness and success at the next level.
8.A.07	A	5.4: Leadership monitors and communicates comprehensive information about the growth, development, and learning of young children, conditions that support learning, and the achievement of school improvement goals to stakeholders.
8.A.07	A	Interviews of school stakeholders
8.B.01	A	3.1
8.B.01	A	3.6
8.B.02	A	3.6
8.B.02	A	3.9
8.B.03	A	3.8
8.B.04	A	3.1`
8.B.05	A	3.1`
8.C.01	A	3.5
8.C.01	A	3.11
8.C.02	A	3.5
8.C.03	A	3.8
8.C.04	A	2.5
8.C.05	A	3.5
8.C.06	A	2.5

NAEYC/ICAA Standard 9: Physical Environment (Comparability Criteria Rating = 2)

NAEYC Standard	Type (P = Pre-Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number)
9.A.01	A	4.6
9.A.01	A	4.7
9.A.01	A	4.8
9.A.01	P	4.10
9.A.02	P	4.10
9.A.03	A	4.7
9.A.04	P	4.10
9.A.04	P	4.11
9.A.05	A	4.7
9.A.05	A	4.8
9.A.05	P	4.11
9.A.05	A	4.22
9.A.06	P	4.11
9.A.07	A	4.8
9.A.08	P	4.10
9.A.08	P	4.11
9.A.09	P	4.16
9.A.09	P	4.12
9.A.09	A	4.19
9.A.10	P	4.9
9.A.11	P	4.11
9.A.11	P	4.12
9.A.12	P	4.9

9.A.12	P	4.12
9.A.13	P	4.11
9.A.13	P	4.16
9.A.14	P	4.6
9.A.14	A	4.7
9.A.15	A	4.6
9.A.15	A	4.7
9.B.01	P	4.11
9.B.02	A	4.22
9.B.03	A	4.22
9.B.04	P	4.11
9.B.05	A	4.22
9.B.06	P	4.11
9.B.07	A	4.7
9.C.01	P	4.9
9.C.01	A	4.11
9.C.02	P	4.7
9.C.03	P	4.7
NAEYC Standard	Type (P = Pre- Existing) (A=Added)	ICAA Number (CC# = Cultural Context Number)
9.C.04	P	4.8
9.C.05	P	4.8
9.C.06	P	4.7
9.C.06	A	4.18

9.C.07	P	4.7
9.C.07	A	4.11
9.C.07	A	4.22
9.C.08	P	4.7
9.C.08	A	4.22
9.C.09	P	4.7
9.C.09	P	4.8
9.C.10	P	4.7
9.C.13	P	4.7
9.C.13	A	4.22
9.C.16	P	4.7
9.C.16	A	4.22
9.C.17	A	4.22
9.D.02	A	4.7
9.D.03	A	4.7
9.D.04	A	4.7
9.D.06	A	4.7
9.D.08	A	4.7
9.D.08	A	4.22

APPENDIX 2: Summary of Review Findings: NECPA

The following is commentary on NECPA Standards 2nd Round Submission – CYFD Crosswalk (Prepared by CEPR Primary Reviewer; secondary reviewer concurred with findings)

Standard-by-Standard Notes:

New Materials are sections within the NECPA Standards chapters submitted for Round 2 that do not appear to have been used in the Round 1 crosswalk

Standard 1: Relationships

New Materials found:

- Teachers shall use positive guidance techniques with children that emphasizes [sic] self control and redirection, and provide the child with a brief explanation of the limits and rationale. Children are encouraged to develop pro social skills by developing friendships, learning to help, working cooperatively with others, and learning from and with one another. Teachers foster positive relationships between children by helping them to listen and appropriately respond to one another. [Chapter 5: Teacher/Child Interactions and Care]
- Simple, consistent patterns are followed in making transitions from one activity to another.

The staff fosters the children’s sense of trust and confidence by developing a daily routine which the children learn and can count on. The routine will include tasks for which the children themselves take responsibility, according to their ability, in order to give the children a sense of self-reliance. The daily routine will be general in nature, allowing for spontaneity and always allowing children choices in activities.

Routines, activities, and materials are adjusted to the mood and energy changes for groups and individual children. [Chapter 8: Developmental Program]

- The curriculum plan and developmental program are reviewed annually by administration, staff, and parents to be sure the plan is meeting the needs of every child. Results of this review are used to modify the program or curriculum plan if necessary. [Chapter 7: Curriculum]
- Caregivers use diapering and toileting as a time to talk with and relate warmly to children. Infants and toddlers are encouraged to engage in social play and interaction with caregivers during feeding, bathing, dressing, and other aspects of care. [Chapter 6: Infants and Toddlers]

- Parents are informed in writing about the program. . . . process for orienting a child to the program, open door policy, daily communication policy between parents and staff, parent conferences, and other critical issues that could potentially affect the program.

Parent-teacher conferences are held at least twice a year and at other times, as needed, to discuss individual children's needs, progress, and accomplishments. Records of these conferences are kept, documenting discussions of the child's development and health and any referrals made.

The staff makes an effort to speak daily with each child's parents in order to briefly discuss the child's day and to report any unusual occurrence or special success.

The program provides parent education opportunities in the primary language of the families being served and in a culturally sensitive manner.

The program offers a parent display/bulletin board. . . . [Chapter 9: Staff-Parent-Community Partnerships]

- The staff treats all children and their families with respect and dignity. No adult or child is treated differently because of a disability or because of his or her race, religion, ethnic origin, or physical appearance. Children are encouraged to respect one another's differences. [Chapter 13: Program Administration and Staff Relations]
- The following conduct is prohibited in all child care settings and by all staff:
 - A) Corporal punishment, including hitting, spanking, beating, shaking, pinching, and other measure that produce physical pain
 - B) Withdrawal or the threat of withdrawal of food, rest, or bathroom opportunities.
 - C) Any form of emotional abuse, including rejecting, terrorizing, ignoring, isolating, or corrupting a child [Chapter 2: Activities for Healthy Development]
 -

Reviewer conclusion: Additional materials from Standards brought match to a 2 (Comparable Match), as major areas of concern were appropriately addressed by new materials.

Not evident were: explicit expectations that staff promptly respond to infant/toddler cries or other signs of distress; explicit expectations for guidance of children who bully or isolate others and for children who are withdrawn or excluded; explicit expectations for working with children with persistent, challenging behavior

Standard 2: Curriculum

New Materials found:

- Teachers shall use positive guidance techniques with children [see above; Chapter 5: Teacher/Child Interactions and Care]
- Television is limited to educational programs suitable for the developmental level fo the child and only on an occasional basis. When children watch television or films, the teacher should be with the children, asking questions and initiating conversation that will help the children to question and to learn [Chapter 8: Developmental Program]

Reviewer conclusion: Rating unchanged.

Not evident were: an indication of how “language development” is to be achieved; provision for writing/pre-writing/or a print-rich environment; outlining of age-appropriate content in math, science, language arts, social studies, health and safety (contained in many detailed NAEYC sub-standards); any mention of content areas in curriculum framework does not include content areas (central to NAEYC standards); provision for use of home language in curriculum.

Standard 3: Teaching

New materials:

- The curriculum plan and developmental program are reviewed annually by administration, staff, and parents to be sure the plan is meeting the needs of every child. Results of this review are used to modify the program or curriculum plan if necessary. [Chapter 7: Curriculum]
- All staff shall have training in the management of illness, routine health supervision. . . first aid, playground safety. . . environmental safety. . . outdoor activity planning, routine safety inspections. . . behavior management, supervision/classroom management. . . . [Chapter 3: Health Protection and Promotion]
- Qualified caregivers foster cognitive learning by providing opportunities and materials to encourage infants/toddlers to discover how they can make things happen and to solve simple problems. [Chapter 6: Infants/Toddlers]
- The staff fosters the children’s sense of trust and confidence by developing a daily routine which the children learn and can count on. [Chapter 8: Developmental Program]
- The staff treats all children and their families with respect and dignity. No adult or child is treated differently because of a disability or because of his or her race, religion, ethnic origin, or physical appearance. Children are encouraged to respect one another’s differences. [Chapter 13: Program Administration and Staff Relations]

Reviewer conclusion: Rating unchanged.

Not evident were: recognition of the importance of knowledge of families and the child’s social, linguistic, and cultural context to interactions and curriculum; tying “multicultural” materials to culture of actual families; explicit standards for responsiveness to infant verbal and nonverbal cues; expectations for dealing with challenging behaviors or coordinating approach with families; opportunities for children to interact others of various ages (all mentioned groupings are age-segregated); planning for learning that extends or is revisited over time; social learning for infants (beyond interaction with caregiver); provision for second language acquisition needs; active solicitation of family values and plan for child’s participation when family/school values conflict; support for child’s home language; standards for purposeful vocabulary development or sustained conversation; attention to intentional teaching practices (scaffolding, formal and informal assessments, introducing challenge, building on prior knowledge, critical thinking, collaborative inquiry, teacher questioning, breaking task into steps or chunks, guiding

practice of emerging skills, intentional extension of new skills, targeted skills teaching (detailed in multiple NAEYC sub-standards.

Standard 4: Assessment of Child Progress

New Materials found: none.

Reviewer conclusion: Rating unchanged.

Not evident were: a variety of assessment modes, used throughout the year and as an integral part of program; a detailed, written plan for assessment; standards for assessment; attention to culturally sensitive assessment and family consultation on best assessment practices; assessment across domains; provisions for selection of validated assessment tools; plans for use of assessments; intentional use of assessment in revising instructional practice and curriculum; , e.g. culturally sensitive. No provision for a variety of instructions across domains; validation and plans for use. No explicit integration of practices into assessment-instruction cycle

Standard 6: Teachers

New Materials found: none.

Reviewer conclusion: Rating unchanged.

Not evident were: match to teacher qualification requirements. NAEYC is degree-focused, with a phase-in to all BA-trained teachers by 2020. NECPA allows credentials and/or experience to qualify a HS, AA, or credential trained teacher, with no indication of moving toward higher qualifications in future. NAEYC also specifies required coursework in relevant content areas (special needs, curriculum development, diversity training) that NECPA does not.

Standard 7: Families

New Materials found:

- The program provides parent education opportunities in the primary language of the families being served and in a culturally sensitive manner. [Chapter 9: staff-Parent-Community Partnerships]

Reviewer conclusion: Rating unchanged.

Not evident were: provision for staff orientation and ongoing professional development about working with diverse families; active outreach to families in order to understand home culture and varying backgrounds; inclusion of families in governance or advisory groups & program planning; opportunities for connect families to each other; soliciting input from families for use in curriculum activities; attention to needs of families with shared caregiving circumstances; family inclusion in developmental screening decisions and communicating screening results with families; help to families in navigating transition in programs.

Standard 8: Community Relationships

New Materials found: none.

Reviewer conclusion: Rating unchanged.

Not evident were: Cultivation of community linkages or partnerships to facilitate family access; provisions for bridging family needs, including linguistic needs; Missing: Families informed

in writing and bulletin board about community resources; attention to need for continuity of service provision; use of community as asset in curriculum. Staff are encouraged to participate in professional bodies, but not in broader community. Mention of family connection to community is limited to notice of available services in writing and on bulletin boards.

Standard 10: Leadership and Management

New Materials found: none.

Reviewer conclusion: Rating unchanged.

Not evident were: NAEYC has more degree-focused requirements for director. No specifications given for size at which program needs administrator with given qualifications. Missing were: provision for guiding policies; strategic planning process; transition planning; fiscal accountability policies; personnel policies; management and governance policies; staff recruitment and retention policies; policies to protect health and safety of adults working with children, including abuse allegation protections; policies to guide staffing that matches cultural and linguistic practices of children and families; benefits policies; personnel privacy policies; professional development plans.