

New Process to Approve Accreditations for Child Care Center Rate Differential

Community Partnerships and Child Care Services
Division, Children and Family Services
February 2013



Minnesota Department of **Human Services**

Legislative Report

For more information contact:

Mary Orr
Minnesota Department of Human Services
Community Partnerships and Child Care Services Division
P.O. Box 64962
St. Paul, MN 55164-0962
651-431-3809

This information is available in alternative formats
to individuals with disabilities by calling
651- 431-4048.

TTY users can call through Minnesota Relay at
800- 627-3529.

For Speech-to-Speech, call
877- 627-3848.

For additional assistance with legal rights and protections for equal access to
human services programs, contact the agency's American with Disabilities Act
coordinator.

Minnesota Statutes, Chapter 3.197, requires the disclosure of the cost to prepare this report. The
estimated cost of preparing this report is \$11,564.

Printed with a minimum of 10 percent post-consumer material. Please recycle.

Table of Contents

I.	Executive summary.....	4
II.	Legislation.....	5
III.	Introduction.....	6
IV.	Description of application process.....	7
	A. Criteria	7
	B. Review and approval process	8
	C. Scoring	8-9
	D. Periodic reassessment process	9
V.	Implications.....	9
	A. Fiscal	9
	B. Timelines.....	9-10
VI.	Report recommendations	10
VII.	Implementation language	11-12
VIII.	List of appendices	13

I. Executive summary

The Child Care Assistance Program pays a 15 percent higher maximum rate to child care centers that hold certain accreditations, and to family child care providers who hold certain accreditations or education credentials. The Child Care Assistance Program rate structure recognizes research which links better outcomes for children when providers have child development education credentials and/or when a program is accredited. Access to high quality care is supported by the rate differential policy that includes accreditation as a measure of quality. The list of approved accrediting organizations and education credentials has been listed in statute since 2006 and were selected by the bill's authors.

In recent years, several accrediting bodies representing child care centers asked legislators to be considered for the higher rate. In addition, the list currently in statute has become outdated as organizations changed their names, closed and/or changed accreditation standards. To address these issues, a bill passed in 2012 requires the Minnesota Department of Human Services, in conjunction with the Minnesota Departments of Education and Health, to create an application process based on specified criteria.

The intent of the 2012 legislation is to move toward use of an application process based on identified criteria to assess the rigor of an accreditation process. This policy change addresses the rate differential that may apply to child care centers but not to family child care providers paid by the Child Care Assistance Program. The approved accreditation and credentials for family child care providers will remain as listed in current statute.

The process described in this report outlines an application, approval and reassessment process aligned with criteria listed in statute and others developed by the three state agencies. Stakeholders (Appendix A) were included in development of the criteria and process. A copy of the draft application is included in Appendix B, and a corresponding scoring example is illustrated in Appendix C.

The new process, if implemented as described, is likely to result in more child care centers qualifying for the rate differential, and more children qualifying for payments at the higher rates. A fiscal estimate is detailed in Appendix D. Language to implement the process is on pages 11-12 of this report. Due to cost and system change issues, the new application process would begin on July 1, 2013, if funds are appropriated. The rate differential changes, if approved, would begin in February 2014.

II. Legislation

During the 2012 legislative session the Minnesota Department of Human Services was directed to report to the legislature based on Session Laws, Chapter 177, S.F. 1621, section 1.

Minnesota Statutes 2010, section 119B.13, subd. 3a, is amended to read:

Subd. 3a. **Provider rate differential for accreditation.**

A family child care provider or child care center shall be paid a 15 percent differential above the maximum rate established in subdivision 1, up to the actual provider rate, if the provider or center holds a current early childhood development credential or is accredited. For a family child care provider, early childhood development credential and accreditation includes an individual who has earned a child development associate degree, a child development associate credential, a diploma in child development from a Minnesota state technical college, or a bachelor's or post baccalaureate degree in early childhood education from an accredited college or university, or who is accredited by the National Association for Family Child Care or the Competency Based Training and Assessment Program. For a child care center, accreditation includes accreditation by that meets the following criteria: the accrediting organization must demonstrate the use of standards that promote the physical, social, emotional, and cognitive development of children. The accreditation standards shall include, but are not limited to, positive interactions between adults and children, age-appropriate learning activities, a system of tracking children's learning, use of assessment to meet children's needs, specific qualifications for staff, a learning environment that supports developmentally appropriate experiences for children, health and safety requirements, and family engagement strategies. The commissioner of human services, in conjunction with the commissioners of education and health, will develop an application and approval process based on the criteria in this section and any additional criteria. The process developed by the commissioner of human services must address periodic reassessment of approved accreditations. The commissioner of human services must report the criteria developed, the application, approval, and reassessment processes, and any additional recommendations by February 15, 2013, to the chairs and ranking minority members of the legislative committees having jurisdiction over early childhood issues. The following accreditations shall be recognized for the provider rate differential until an approval process is implemented: the National Association for the Education of Young Children, the Council on Accreditation, the National Early Childhood Program Accreditation, the National School-Age Care Association, or the National Head Start Association Program of Excellence. For Montessori programs, accreditation includes the American Montessori Society, Association of Montessori International-USA, or the National Center for Montessori Education.

III. Introduction

This report is submitted to the Minnesota Legislature pursuant to Minnesota Statutes 2012, Chapter 119B, section 13 (119B.13). It was prepared by Community Partnerships and Child Care Services Division staff within the Children and Family Services administration of the Minnesota Department of Human Services (DHS), in consultation with staff from the Minnesota Departments of Education (MDE) and Health (MDH).

A. Background and purpose

The Child Care Assistance Program (CCAP) provides financial assistance to help families with low incomes pay for child care so that parents may pursue employment, or education leading to employment, and children are well cared for and prepared to enter school ready to learn. Maximum payment rates are set by language included in statute. The program reimburses up to 15 percent higher rates to child care centers that are accredited by accrediting bodies named in statute, and for family child care providers who hold certain accreditation and education credentials. During the 2012 legislative session, bills were introduced to add other accrediting bodies to the statute with the intent of expanding the number of centers that qualify for a higher payment. After several hearings and discussions, a bill was passed requiring that the Minnesota Department of Human Services, in conjunction with the Minnesota Departments of Education and Health, create an application process based on specified criteria.

Creation of new process

In order to create a draft application and description of the new process, the Minnesota Department of Human Services staff reviewed standards for program quality used by the accrediting bodies currently approved for the CCAP rate differential. A preliminary comparison was done to:

- Compare to Parent Aware, Minnesota's voluntary quality rating and improvement system
- Assess whether the new criteria are evident in early childhood and school age care accreditations.

Minnesota Department of Human Services, Education and Health staff met to review the purpose of the report and assess how each agency would be involved in planning and decision making. It was decided that the Departments of Education and Health staff would participate in a planned stakeholder meeting and share updates with their respective agencies. Since neither agency uses early childhood and school age care accreditation standards to make policy decisions, it was agreed that their staff role would be advisory for the purposes of creating this new process.

Involvement of stakeholders

Stakeholders listed in Appendix A participated in creating the new process. Representatives from each accrediting organization and/or child care centers accredited by organizations named in statute and AdvancEd (an accrediting organization involved in the 2012 legislation) attended. The following steps for gathering feedback were used:

- Stakeholders attended a meeting on October 16, 2012
- Stakeholders provided written feedback in November, 2012
- A draft application was sent to stakeholders and feedback gathered in December 2012

IV. Description of application process

The Minnesota Department of Human Services will invite accrediting organizations to apply for approval. Known accrediting organizations providing accreditation to early care and education programs and school age care programs will be notified of the opportunity to apply through a letter from the department. Information about the application process will also be made available on the department website.

The applications will be received by the Minnesota Department of Human Services and processed to determine if the applicant organization offers an accreditation process that meets the criteria.

A. Criteria

1. Offers accreditation for center-based early care and education and/or out-of-school time programs.
2. Has processed at least 50 accreditations on a state or national basis, in the past five years, using a current or previous process.
3. Requires programs to do the following as part of its accreditation process:
 - Receive a validation visit upon initial and reaccreditation.
 - Provide annual reporting of program improvements.
4. Uses standards that programs must demonstrate in order to achieve accreditation.
5. Includes at least two standards that are found to align with comparison standards in each of the following categories:
 - Health requirements.
 - Safety requirements.
 - Family engagement strategies.
 - A learning environment that supports developmentally appropriate experiences for children.
 - Positive interactions between adults and children.
 - Age-appropriate learning activities.

Legislative Report:

New Process to Approve Accreditations for Child Care Center Rate Differential

- Only for early care and education accreditation, this category **MUST** include at least one standard related to the use of a written curriculum or curriculum framework.
 - Utilizes a system for tracking children's learning.
 - Only for early care and education this category **MUST** include at least one standard related to the use of a formal assessment process to track children's progress.
 - Uses assessments to meet children's needs.
 - Specific qualifications for staff.
6. Includes at least one standard that matches comparison standards in each of the following categories:
- Supports children who are linguistically and culturally diverse.
 - Supports children who have developmental disabilities or special healthcare needs.

B. Review and approval process

The applications (see Appendix B) will be reviewed by representatives of the Minnesota Departments of Human Services, Health and Education to determine if criteria are met. First, reviewers will determine whether criteria one through four have been met. If all are met, each reviewer will independently score the standards table(s) included in the applications, according to the scoring rules described below. For purposes of scoring, one reviewer from the Department of Human Services will score all sections to create one score. To create the second score, a Department of Health reviewer will score the health and safety category and a Department of Education reviewer will score the remaining categories.

C. Scoring

Overall, the scoring process is designed to ensure alignment with each category that represent standards and criteria named in legislation. See Appendix C for an example of the scoring worksheet. In each of the categories for which two standards are required, up to four points (two points per standard) will be awarded based on the extent to which the content of the accrediting bodies' standards align with the content of the comparison standards. If at least two points are awarded based on alignment with the content of the comparison standards (at least one point per standard), up to two additional points (one point per standard) can be awarded based on the extent to which the accrediting bodies' standards demonstrate rigor.

In each of the categories for which one standard is required, up to two points will be awarded based on the extent to which the content of the accrediting bodies' standards align with the content of the comparison standards. If at least one point is awarded based on alignment, up to one additional point can be awarded based on the extent to which the accrediting bodies' standards demonstrate rigor.

Legislative Report:

New Process to Approve Accreditations for Child Care Center Rate Differential

In total, 60 points are possible. At least 40 points must be earned with no less than two points earned in each category for which two standards are required, and no less than one point earned in each category for which one standard is required. Two reviews will be used to establish a score. If both reviews result in a score of at least 40 points, the accrediting body will be approved. If one review results in a score of at least 40 points and the other review results in a score of fewer than 40 points, department staff will confer with colleagues to reach a consensus score.

Applicants will be mailed a summary by the Minnesota Department of Human Services upon completion of the review process. If the accreditation is approved, it will be added to the list of approved accreditations for the Minnesota Child Care Assistance Program and posted on the Minnesota Department of Human Services website. If the accreditation is not approved and the accrediting organization wishes to seek reconsideration, the department will offer a process for doing so.

D. Periodic reassessment

The Minnesota Department of Human Services will notify the accrediting organizations with approved accreditations to re-apply for approval every two years. The process will include an inquiry to the accrediting organization to assess if there have been any changes to its accreditation process and standards in the past two years. If there have been no changes, the accreditation will remain on the list of approved accreditations. If there are changes, the accrediting body will need to describe the changes. If there have been major changes, for example, the accrediting body has released a new set of updated standards, the organization will be notified that it will need to re-apply using the full process.

V. Implications

A. Fiscal

The new process is likely to result in more child care centers that being paid the rate differential. An increase in the number of accrediting organizations approved increases costs to the Child Care Assistance Program. See Appendix D for fiscal estimates. The department is not guaranteeing that providers currently receiving the differential would retain their access to the accreditation differential as a result of the new process.

B. Timelines

If legislation is passed and funding appropriated during the 2103 legislative session, the new application process would begin on July 1, 2013. Once applications are submitted, the results of the review process will determine if the current list of approved accrediting organizations will change. The initial review process will occur from August 1 to October 15, 2013. If new accreditations are approved, the payment systems changes needed to pay higher rates will take approximately three to four months and payments would begin on February 17, 2014. Each year,

Legislative Report:

New Process to Approve Accreditations for Child Care Center Rate Differential

after the first application cycle, applications will be reviewed annually. An application may be submitted at any time, but must be received by September 1 to be included in possible rate changes which would be approved to be paid beginning in mid-February of the year following the review and approval.

Summary of 2013-2014 process and timelines:

- New applications are available July 1, 2013, due on August 1, 2013, reviewed by mid-October 2013 and decisions made by October 15, 2013.
- System changes take three to four months. Centers with approved accreditations are projected to receive higher maximum rates as of February 7, 2014.

VI. Report recommendations

Additional costs to the Child Care Assistance Program will result from the new application process. Because additional accreditations could be approved, more centers serving children receiving Child Care Assistance Program payments would be paid a 15 percent higher maximum rate; corresponding system changes are needed. To implement this new process, the legislature should consider passing authorizing language on page 11 of this report, and also approve a corresponding appropriation to cover the additional projected costs, as outlined in the fiscal estimate included in Appendix D.

VII. Implementation language

To implement the process outlined in this report, the following language should be introduced and passed:

Section 1. Minnesota Statutes 2012, section 119B.13, subdivision 3a, is amended to read:

Subd. 3a. **Provider rate differential for accreditation.**

A family child care provider or child care center shall be paid a 15 percent differential above the maximum rate established in subdivision 1, up to the actual provider rate, if the provider or center holds a current early childhood development credential or is accredited. For a family child care provider, early childhood development credential and accreditation includes an individual who has earned a child development associate degree, a child development associate credential, a diploma in child development from a Minnesota state technical college, or a bachelor's or post baccalaureate degree in early childhood education from an accredited college or university, or who is accredited by the National Association for Family Child Care or the Competency Based Training and Assessment Program. For a child care center, accreditation includes accreditation that meets the following criteria: the accrediting organization must demonstrate the use of standards that promote the physical, social, emotional, and cognitive development of children. The accreditation standards shall include, but are not limited to, positive interactions between adults and children, age-appropriate learning activities, a system of tracking children's learning, use of assessment to meet children's needs, specific qualifications for staff, a learning environment that supports developmentally appropriate experiences for children, health and safety requirements, and family engagement strategies. ~~The commissioner of human services, in conjunction with the commissioners of education and health, will develop an application and approval process based on the criteria in this section and any additional criteria. The process developed by the commissioner of human services must address periodic reassessment of approved accreditations. The commissioner of human services must report the criteria developed, the application, approval, and reassessment processes, and any additional recommendations by February 15, 2013, to the chairs and ranking minority members of the legislative committees having jurisdiction over early childhood issues. Based on an application process developed by the commissioner of human services in conjunction with the commissioners of education and health, the department of human services will accept applications from accrediting organizations beginning on July 1, 2013 and on an annual basis thereafter. If approved, the differential shall be paid to centers holding the approved accreditation beginning on a billing cycle to be determined by the commissioner, no later than the last Monday in February of a calendar year. The list of approved accrediting organizations shall be published annually. An approved accreditation will be reassessed by the commissioner of human services every two years. If an approved accrediting organization is determined to no longer meet the approval criteria, the organization will be notified and the differential payment will end after a 15 day notice period.~~ The following accreditations shall be recognized for the provider rate

Legislative Report:
New Process to Approve Accreditations for Child Care Center Rate Differential

differential until an approval process is implemented: the National Association for the Education of Young Children, the Council on Accreditation, the National Early Childhood Program Accreditation, the National School-Age Care Association, or the National Head Start Association Program of Excellence. For Montessori programs, accreditation includes the American Montessori Society, Association of Montessori International-USA, or the National Center for Montessori Education.

VIII. Appendices

Appendix A – List of stakeholders

Appendix B – Draft application

Appendix C – Sample scoring worksheet

Appendix D – Fiscal estimate

Stakeholders

Name	Organization(s)/Representing	Email
Gayle Kelley	Minnesota Head Start Association	gayle@mnheadstart.org
Sarah Benzkofer	Minnesota Association for the Education of Young Children and Minnesota School Age Alliance	sarab@mnaeyc-mnsaca.org
Sharon Bergen	Minnesota Association for the Education of Young Children and Minnesota School Age Alliance	sharonb@mnaeyc-mnsaca.org
Cisa Keller	Minnesota Child Care Association/ New Horizons Academy	ckeller@nhacademy.net
Adam Malitz	Council on Accreditation (COA)	amalitz@coanet.org
Ann Luce	Brightwater Montessori	ann@brightwatermontessori.org
Melissa Norton	White Bear Montessori	melissa@wbms.org
Liza Davis	Cornerstone Montessori	liza@mtcm.org
Claudia Carter	AdvancED	ccarter@advanc-ed.org CC: Shawn Peterson @ speterson@libertystrategies.us
Joe Piket	Primrose/AdvancED	jpiket@primrosemaplegrove.com
Valerie Dosland	Ewald Consulting	valeried@ewald.com
Tonya Holt	Primrose/AdvancED	tonyah@primrosewoodbury.com

Agency Staff

Minnesota Department of Education:

Barbara O'Sullivan, education program supervisor

Minnesota Department of Human Services:

Laurie Possin, Child Care Assistance Program manager
Michelle Lenhart, education policy specialist
Elizabeth Roe, Child Care Assistance Program manager
Deb Swenson-Klatt, Child Development Services director

Minnesota Department of Health

Diane Smith, child care health consultant

Draft - Accreditation Review Process Application

Organizations that accredit center-based early care and education and out-of-school time programs may use this form to apply for accreditation(s) to be added to the list of approved accreditations for the Minnesota Child Care Assistance Program (CCAP).

Background

The Minnesota Department of Human Services Child Care Assistance Program has maximum rates that can be reimbursed for children eligible for CCAP. A rate differential with higher maximum rates is applied to center-based early care and education and out-of-school time programs that are accredited by accrediting bodies that meet certain criteria. The department reviews applications submitted by accrediting bodies annually, and if approved, programs holding approved accreditations will qualify for the higher maximum rates.

Review process

Applications will be reviewed to determine if the applicant organization offers an accreditation process that meets the following criteria:

1. Offers accreditation for center-based early care and education and/or out-of-school time programs.
2. Has processed at least 50 accreditations on a state or national basis in the past five years, using a current or previous process.
3. Requires programs to do the following as part of its accreditation process:
 - Receive a validation visit upon initial and reaccreditation.
 - Provide annual reporting of program improvements.
4. Uses standards that programs must demonstrate in order to achieve accreditation.
5. Includes at least two standards that match with comparison standards in each of the following categories:
 - a. Health requirements.
 - b. Safety requirements.
 - c. Family engagement strategies.
 - d. A learning environment that supports developmentally appropriate experiences for children.
 - e. Positive interactions between adults and children.
 - f. Age-appropriate learning activities.
 - Only for early care and education, this category MUST include at least one standard related to the use of a written curriculum or curriculum framework.
 - g. Utilizes a system for tracking children's learning.
 - Only for early care and education, this category MUST include at least one standard related to the use of a formal assessment process to track children's progress.
 - h. Uses assessments to meet children's needs.

- i. Specific qualifications for staff.
6. Includes at least one standard that match comparison standards in each of the following categories:
 - a. Supports children who are linguistically and culturally diverse.
 - b. Supports children who have developmental disabilities or special health care needs.

The applications will be reviewed by representatives of the Minnesota Departments of Human Services, Health and Education to determine if criteria are met. First, reviewers will determine whether criteria one through four have been met. If all are met, each reviewer will independently score the standards table(s) included in the applications, according to the scoring rules described below. For purposes of scoring, one reviewer from the Department of Human Services will score all sections to create one score. To create the second score, the Department of Health reviewer will score the health and safety category; the Department of Education reviewer will score the remaining categories.

Scoring

Overall, the scoring process is designed to ensure there is alignment with each category that represents standards and criteria identified in legislation. In each of the categories for which two standards are required, up to four points (two points per standard) will be awarded, based on the extent to which the content of the accrediting bodies' standards align with the content of the comparison standards. If at least two points are awarded based on alignment with the content of the comparison standards (at least one point per standard), up to two additional points (one point per standard) can be awarded, based on the extent to which the accrediting bodies' standards demonstrate rigor.

In each of the categories for which one standard is required, up to two points will be awarded, based on the extent to which the content of the accrediting bodies' standards align with the content of the comparison standards. If at least one point is awarded based on alignment, up to one additional point can be awarded, based on the extent to which the accrediting bodies' standards demonstrate rigor.

In total, 60 points are possible. At least 40 points must be earned with no less than two points earned in each category for which two standards are required, and no less than one point earned in each category for which one standard is required. Two reviews will be used to establish a score. If both reviews result in a score of at least 40 points, the accrediting body will be approved. If one review results in a score of at least 40 points and the other review results in a score of fewer than 40 points, department staff will confer with colleagues to reach a consensus score.

Applicants will be mailed a summary by the Minnesota Department of Human Services upon completion of the review process. If the accreditation is approved, it will be added to the list of approved accreditations for the Minnesota Child Care Assistance Program (CCAP) and will be posted on the department website. Accrediting bodies must complete an abbreviated review process every two years to remain on the approved list.

Directions

Complete this application, attach appropriate documentation and submit to:

Child Care Assistance Program

Department of Human Services

P.O. Box 64962

St. Paul, MN 55164-0962

If you have questions about this application, email: dhs.ccap@state.mn.us.

Contact information

ACCREDITING ORGANIZATION			
ADDRESS	CITY	STATE	ZIP CODE
WEBSITE			
NAME OF PRIMARY CONTACT			
WORK PHONE	EMAIL ADDRESS		

AUTHORIZATION	
SIGNATURE OF PERSON LEGALLY AUTHORIZED TO SIGN FOR YOUR ORGANIZATION	DATE
NAME OF PERSON LEGALLY AUTHORIZED TO SIGN (SPELL OUT)	

Questions

1. Does your organization offer one or more accreditation options for center-based early care and education programs? If yes, provide the name(s) of the accreditation(s) below.

Circle one: yes / no

If yes, fill in the following:

Name(s) of accreditation(s):

2. Does your organization offer one or more accreditation(s) for out-of-school time programs? If yes, provide the name of the accreditation below.

Circle one: yes / no

If yes, fill in the following:

Name of accreditation(s):

3. Is your accreditation process released, no longer in a pilot phase, and available publicly to organizations in Minnesota? (This question is asked for information purposes only.)

Circle one: yes / no

4. How many programs has your organization accredited in the past five years, using a current or previous process? (Minimum number of accreditations processed is 50.) Provide the answer in the space below.

5. Does your accreditation process include a validation visit? If so, describe the validation process, including the qualifications of validators using the space below.

6. Does your accreditation process include a requirement for reaccreditation? If so, describe the process and the time frame for reaccreditation, including whether the process includes a validation visit, using the space below.

7. Does your accreditation require annual reporting of program improvements, and any other program changes by accredited early care and education programs? If so, describe the process below.

8. For each accreditation offered to center-based early care and education programs, complete the table provided in Attachment A. See Attachment C for definitions.
9. For each accreditation offered to out-of-school time programs, complete the table provided in Attachment B. See Attachment C for definitions.

Attachment A: Center-based early care and education standards table

Use this table to submit evidence that the accreditation your organization offers to early care and education programs includes standards in each of the following categories:

- “Standards” means any policies, practices or approaches accredited programs must demonstrate in order to achieve accreditation from your organization.
- Copy and paste accreditation standards into the boxes below. Include all standards for the accreditation that relate to each category.
- When considering which standards to enter into the table, look at the comparison standards provided in the left-hand column. If your accreditation includes standards that exactly or very closely match the comparison standards, enter those first. If your accreditation includes standards that do not match the comparison standards, but relate to the general category, enter them.
- If your accreditation does not require any policies, practices or approaches in a particular category, write “no match”.
- Standards that relate to multiple categories should be entered into all categories that apply.
- If it would help the reviewer understand the match between a standard from your accreditation and a comparison standard, include narrative describing the process associated with how a program demonstrates a standard is met.
- Attach a copy of all standards included in your accreditation to this application.

Name of accreditation: _____

Categories	Accreditation standards
<p>Health requirements</p> <p>Comparison health standards:</p> <ul style="list-style-type: none"> - Refers families to health-related services - Provides age-appropriate nutritious meals - Posts and practices evidence-based sanitation procedures - Individualized Health/Emergency Plans are provided for children with special health needs - Reviews and updates individual health records according to child health schedule or physician recommendations - Emphasizes physical activity 	<p>Enter standards included in your accreditation related to health here, or write “no match”:</p>
<p>Safety requirements</p> <p>Comparison safety standards include:</p> <ul style="list-style-type: none"> - Eliminates safety hazards based on assessment of indoor/outdoor environment - Follows safe sleep guidelines - Follows evidence-based medication administration procedures. 	<p>Enter standards included in your accreditation related to safety here, or write “no match”:</p>
<p>Family engagement strategies</p> <p>Comparison family engagement standards:</p> <ul style="list-style-type: none"> - Provides parent education or linkages to parent education programs - Provides referrals to needed social services 	<p>Enter standards included in your accreditation related to engaging families here, or write “no match”:</p>

<ul style="list-style-type: none"> - Provides an orientation meeting for the family - Provides opportunities to discuss children’s learning and development - Assists families in accessing public support programs, such as child care assistance or tax benefits. 	
<p>A learning environment that supports developmentally appropriate experiences for children</p> <p>Comparison learning environment standards:</p> <ul style="list-style-type: none"> - Conducts a self-study to identify gaps in the learning environment - Standards that describe the materials and equipment that are required to be present in the learning environment, such as “Infants have access to soft toys”. 	<p>Enter standards included in your accreditation related to providing a developmentally appropriate learning environment here, or write “no match”:</p>
<p>Positive interactions between adults and children</p> <p>Comparison interactions between adults and children standards:</p> <ul style="list-style-type: none"> - Uses intentional teaching - Teachers follow children's cues - Teachers scaffold children's learning - Teachers support children emotionally - Teachers clearly communicate classroom rules and expectations - Teachers use positive behavior management techniques. 	<p>Enter standards included in your accreditation related to positive interactions between adults and children here, or write “no match”:</p>
<p>Age-appropriate learning activities</p> <p>Comparison age-appropriate activities standards:</p> <ul style="list-style-type: none"> - Uses instructional strategies - Uses lesson plans and a daily schedule - Standards that describe learning opportunities by age, such as “Toddlers are given opportunities to hear songs” <p>Required standard: Uses a written curriculum or curriculum framework.</p>	<p>Enter standards included in your accreditation related to age-appropriate learning activities here, or write “no match”:</p>

<p>Note: One of the two standards provided as matches for this category must match the required standard.</p>	
<p>A system for tracking children's learning</p> <p>Comparison tracking learning standards:</p> <ul style="list-style-type: none"> - Uses authentic observation - Tracks children's developmental progress in writing using a written checklist - Shares results of assessment process with families. <p>Required standard: Uses a formal assessment process, through use of an assessment tool or other formal process, to track children's progress.</p> <p>Note: One of the two standards provided as matches for this category must match the required standard.</p>	<p>Enter standards included in your accreditation related to a system for tracking children's learning here, or write “no match”:</p>
<p>Use of assessment to meet children's needs</p> <p>Comparison use of assessment standards:</p> <ul style="list-style-type: none"> - Uses assessment results to refine instruction - Uses assessment results to individualize instruction - Uses assessment results to adapt instruction to meet children's developmental level. 	<p>Enter standards included in your accreditation related to using assessment to meet children's needs here, or write “no match”:</p>

<p>Specific qualifications for staff</p> <p>Comparison staff qualification standards:</p> <ul style="list-style-type: none"> - Lead teaching staff obtain on-going professional development - Lead teaching staff complete professional development plans - Lead teaching staff have at least 120 clock hours of training, or equivalent, or higher - Lead administrators (e.g., center directors) to have specific program administration or business knowledge or qualifications. 	<p>Enter standards included in your accreditation related to specific qualifications of staff here, or write “no match”:</p>
<p>Support children who are linguistically and culturally diverse</p> <p>Comparison linguistic and cultural diversity standards:</p> <ul style="list-style-type: none"> - Invites families into the classroom to share information about their culture - Includes pictures of children and families that are culturally diverse - Provides instruction in children's home language - Communicates program information in family's home language. 	<p>Enter standards included in your accreditation related to supporting children who are linguistically and culturally diverse here, or write “no match”:</p>
<p>Support children who have developmental disabilities or special health care needs</p> <p>Comparison standards related to supporting children with developmental disabilities or special health care needs:</p> <ul style="list-style-type: none"> - Materials and equipment are adapted to meet children's needs - Program staff have access to 	<p>Enter standards included in your accreditation related to supporting children who have developmental disabilities or special health care needs here, or write “no match”:</p>

<p>consultants to assist in ensuring all children's full participation in the program</p> <ul style="list-style-type: none">- The curriculum or curriculum framework is flexible enough to be adapted to meet the needs of all children- If a child receives special education services, assessment results are shared with special education planning team.	
---	--

Attachment B: Out-of-school time program table

Use this table to submit evidence that the accreditation your organization offers to out-of-school time programs includes standards in each of the following categories.

- “Standards” mean any policies, practices or approaches accredited programs must demonstrate in order to achieve accreditation from your organization.
- Copy and paste standards from your accreditation into the boxes below. Include all standards for the accreditation that relate to each category.
- When considering which standards to enter into the table, look at the comparison standards provided in the left-hand column. If the accreditation includes standards that exactly or very closely match the comparison standards, enter those first. If the accreditation includes standards that do not match the comparison standards but relate to the general category, enter them.
- If the accreditation does not require any policies, practices or approaches in a particular category, write in “no match”.
- Standards that relate to multiple categories should be entered into all categories that apply.
- If it would help the reviewer understand the match between a standard from your accreditation and a comparison standard, include narrative describing the process associated with how a program demonstrates a standard is met.
- Attach a copy of all standards included in your accreditation to this application.

Name of accreditation: _____

Categories	Accreditation standards
<p>Health and safety requirements</p> <p>Comparison health standards include:</p> <ul style="list-style-type: none"> - Refers families to health-related services - Posts and practices evidence-based sanitation procedures - Provides nutritious food and drinks that meet the needs of children - Emphasizes physical activity - Individualized Health/Emergency Plans are provided for children with special health needs - Reviews and updates individual health records according to child health schedule or physician recommendations. 	<p>Enter standards included in your accreditation related to health here, or write “no match”:</p>
<p>Safety requirements</p> <p>Comparison safety standards include:</p> <ul style="list-style-type: none"> - Children are supervised appropriately according to their ages and individual needs - Eliminates safety hazards based on assessment of indoor/outdoor environment - Follows evidence-based medication administration procedures. 	<p>Enter standards included in your accreditation related to safety here, or write “no match”:</p>
<p>Family engagement strategies</p> <p>Comparison family engagement standards include:</p> <ul style="list-style-type: none"> - Provides referrals to needed social services - Communicates with families in a variety of ways - Staff make families feel welcome and comfortable. 	<p>Enter standards included in your accreditation related to engaging families here, or write “no match”:</p>

<p>A learning environment that supports developmentally-appropriate experiences for children</p> <p>Comparison learning environment standards include:</p> <ul style="list-style-type: none"> - Materials for indoor use are available and accessible to children - Standards that describe learning opportunities for school-age children, such as “children have access to a variety of outdoor equipment and games”. 	<p>Enter standards included in your accreditation related to providing a developmentally appropriate learning environment here, or write “no match”:</p>
<p>Positive interactions between adults and children</p> <p>Comparison interactions between adults and children standards include:</p> <ul style="list-style-type: none"> - Provides positive behavior techniques - Staff support children emotionally - Staff use questions to extend children’s learning - Staff clearly communicate classroom rules and expectations. 	<p>Enter standards included in your accreditation related to positive interactions between adults and children here, or write “no match”:</p>
<p>Age-appropriate learning activities</p> <p>Comparison age-appropriate activities standards include:</p> <ul style="list-style-type: none"> - Uses instructional strategies - Children are provided the opportunity to choose, design, lead and implement activities - Children are able to choose from three or more activities throughout each programming day. 	<p>Enter standards included in your accreditation related to age-appropriate learning activities here, or write “no match”:</p>

<p>A system for tracking children's learning</p> <p>Comparison tracking learning standards include:</p> <ul style="list-style-type: none"> - Uses authentic observation - Tracks children's developmental progress in writing using a written checklist - Obtains school assessment data, or other data that can be used to plan or modify activities to meet developmental needs of children - Staff members communicate and collaborate with school personnel to share information and observations about the needs and progress of children. 	<p>Enter standards included in your accreditation related to a system for tracking children's learning here, or write “no match”:</p>
<p>Use of assessment to meet children's needs</p> <p>Comparison use of assessment standards include:</p> <ul style="list-style-type: none"> - Uses assessment results to adapt instruction to meet children's developmental level - Uses observations of children to plan activities that align with their needs and interests - Uses observations of children to adapt or modify activities to align with their needs and interests. 	<p>Enter standards included in your accreditation related to using assessment to meet children's needs here, or write “no match”:</p>
<p>Specific qualifications for staff</p> <p>Comparison staff qualification standards include:</p> <ul style="list-style-type: none"> - Lead teaching staff obtain on-going professional development - Lead teaching staff complete professional development plans - Lead teaching staff have at least 90 clock hours of training, or equivalent, or higher. 	<p>Enter standards included in your accreditation related to specific qualifications of staff here, or write “no match”:</p>

<p>Support children who are linguistically and culturally diverse</p> <p>Comparison linguistic and cultural diversity standards include:</p> <ul style="list-style-type: none"> - Invites families into the classroom to share information about their culture - Includes pictures of children and families that are culturally diverse - Provides instruction in children's home language - Communicates program information in family's home language. 	<p>Enter standards included in your accreditation related to supporting children who are linguistically and culturally diverse here, or write “no match”:</p>
<p>Support children who have developmental disabilities or special health care needs</p> <p>Comparison standards related to supporting children with developmental disabilities or special health care needs include:</p> <ul style="list-style-type: none"> - Materials and equipment are adapted to meet children's needs - Program staff have access to consultants to assist in ensuring all children's full participation in the program - Learning activities are flexible enough to be adapted to include all children. 	<p>Enter standards included in your accreditation related to supporting children who have developmental disabilities or special health care needs here, or write “no match”:</p>

Attachment C: Definitions

Accreditation:

Accreditation is a third party endorsement of a program's ability to meet research-based quality standards

Accreditation standard:

A policy, practice or approach a program must demonstrate in order to achieve the endorsement of an accrediting body

Child assessment:

A systematic, ongoing procedure to assess a child's developmental progress and to plan appropriate learning experiences and instruction

Center-based early care and education:

A nonresidential program that provides care that promotes the physical, social, emotional, and cognitive development of children ages birth through age five in the absence of the parent(s) for less than 24 hours per day

Curriculum:

Curriculum in early childhood is a set of written materials or framework that provides:

- The goals and objectives of children's learning
- The research basis or philosophy that describes how children learn and how teachers teach
- The instructional approaches used to help children achieve the goals and objectives
- The setting and environment in which learning happens

Out-of-school time program:

A program that provides care that promotes the physical, social, emotional, and cognitive development of children and youth ages 5 – 12 in the absence of a parent during non-school hours

Validation visit:

An on-site visit by a trained expert, working on behalf of the accrediting body, who verifies whether or not the program that applied for accreditation has satisfied a sufficient number of accreditation standards to achieve accreditation

Sample Scoring Worksheet

Category	Accreditation standards	Alignment (Up to two points possible)			Rigor (if at least one point is awarded for alignment, one point is possible for rigor)	
Health requirements	Standard 1 related to health	0	1	2	0	1
	Standard 2 related to health	0	1	2	0	1
Safety requirements	Standard 1 related to safety	0	1	2	0	1
	Standard 2 related to safety	0	1	2	0	1
Family engagement strategies	Standard 1 related to engaging families	0	1	2	0	1
	Standard 2 related to engaging families	0	1	2	0	1
A learning environment that supports developmentally-appropriate experiences for children	Standard 1 related to providing a developmentally-appropriate learning environment	0	1	2	0	1
	Standard 2 related to providing a developmentally-appropriate learning environment	0	1	2	0	1
Positive interactions between adults and children	Standard 1 related to positive interactions between adults and children	0	1	2	0	1
	Standard 2 related to positive interactions between adults and children	0	1	2	0	1
Age-appropriate learning activities	Standard 1 related to age-appropriate learning activities	0	1	2	0	1
	Standard 2 related to age-appropriate learning activities	0	1	2	0	1
A system for tracking children's learning	Standard 1 related to a system for tracking children's learning	0	1	2	0	1
	Standard 2 related to a system for tracking children's learning	0	1	2	0	1
Use of assessment to meet children's needs	Standard 1 related to using assessment to meet children's needs	0	1	2	0	1

	Standard 2 related to using assessment to meet children's needs	0	1	2	0	1
Specific qualifications for staff	Standard 1 related to specific qualifications of staff	0	1	2	0	1
	Standard 2 related to specific qualifications of staff	0	1	2	0	1
Support children who are linguistically and culturally diverse	Standard 1 related to supporting children who are linguistically and culturally diverse	0	1	2	0	1
Support children who have developmental disabilities or special health care needs	Standard 1 supporting children who have developmental disabilities or special health care needs	0	1	2	0	1
TOTAL POSSIBLE (60)		40			20	

Minimum points required to be approved: 40

Appendix D

Fiscal Estimates

There are two types of costs associated with this proposed change:

1) Systems-

DHS assessed the cost of approving new accrediting organizations and adding them into the MEC² system, based on this proposed change. The total one-time cost to implement the change is approximately \$31,776.00 and the on-going cost is \$5,196 per year. Implementation of the change is a four month project, with the date of the first changes being made by February 17, 2014. Each year thereafter, the timeline allows for three to four months of systems work to make needed changes that would occur in February of each year.

2) Direct Services/Costs to the Child Care Assistance Program –

Calculation of anticipated direct services costs is based on the following assumptions:

- a) Two new accrediting organizations will be added initially as a result of the new approval process, resulting in 20 new centers approved to be paid with the differential rate.
- b) An increased cost per child would apply to children reimbursed by CCAP at the newly approved centers. There is an average of 16 children per center paid by CCAP.
- c) In future years, it is not expected that the total number of approved organizations will change. Some may not be re-approved, some may stop offering accreditation and others may apply and be approved. The net effect is expected to be about the same number as those approved during the process proposed to occur in 2013.
- d) This fiscal note assumes that no providers would lose the accreditation differential as a result of this change.

TOTAL COST:

	FY2014	FY2015	FY2016	FY2017
System	31,776	5,196	5,196	5,196
Direct Service	<u>116,000</u>	<u>399,000</u>	<u>399,000</u>	<u>399,000</u>
Total	\$147,776	\$404,196	\$404,196	\$404,196