



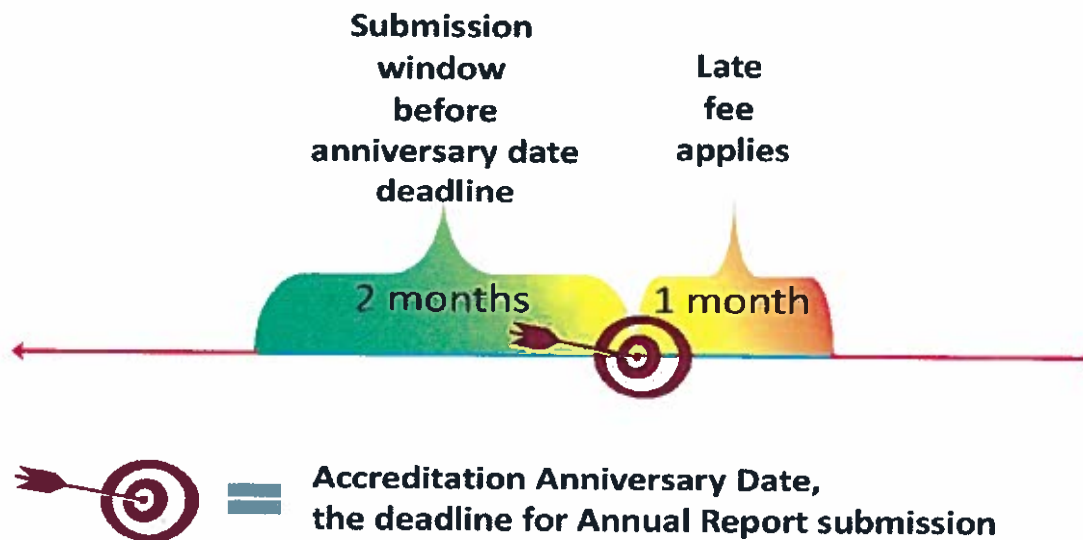
NAEYC First through Third Anniversary Annual Report

NAEYC no longer accepts the Annual Report up to two (2) calendar months past a program's accreditation anniversary date. The Annual Report will be accepted up to two (2) calendar months before the accreditation anniversary date, but the postmark date of the Annual Report submission must be on or before the accreditation anniversary date. A program that needs additional time is permitted to submit the Annual Report up to one (1) calendar month after its anniversary date if it pays a late fee of \$150.

The following graphic further explains the Annual Report Submission Window that all programs must follow at this time.

Annual Report Submission Window

Effective as of January 1, 2011



PURPOSE

The purpose of the Annual Report is to:

- Ensure that accredited programs are continuing to meet the NAEYC Early Childhood Program Standards and Accreditation Criteria.
- Increase the accountability of the NAEYC Accreditation system for children, families, and all customers of NAEYC Accreditation.
- Provide NAEYC with the most up-to-date information related to the program's current daily operations and overall characteristics.

INSTRUCTIONS

The Annual Report is due on the first, second, third, and fourth anniversary of a program's accreditation (refer to the program's accreditation certificate for this anniversary date). **Failure to submit an Annual Report within the established submission window will result in the revocation of the program's accreditation.** In order to complete this report programs will need to refer to the criteria, which are available on [The Online Resource Center Headquarters \(TORCH\)](#) to support program quality improvement, in the publication *NAEYC Early Childhood Program Standards and Accreditation Criteria (NAEYC # 9900)*, and in the NAEYC Self-Study Kit.

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Section 1: PROGRAM INFORMATION

Program Identification

Program Name: Ray Ellison Family Center

Legal name to appear on all correspondence and official documents from NAEYC, including the NAEYC Accreditation Certificate.

Program ID#: 509910

Designated Program Administrator

The Designated Program Administrator is responsible for receiving written correspondence regarding the program's accreditation and can update NAEYC with changes to program information. See [Clarification on Program Administrator](#) for more information.

Name: Jennifer Flores

Title: Coordinator

Phone: 210-486-3505

Fax: 210-486-9161

Email: jguerrero119@alamo.edu

Secondary Contact

The Secondary Contact will be copied on all correspondence regarding the program's accreditation and can update NAEYC with changes to program information.

Name: Katherine Doss

Title: Dean of Student Success

Phone: 210-486-3338

Fax:

Email: kbeaumont@alamo.edu

Additional Contacts

Additional Contacts are authorized to receive confidential programmatic information from NAEYC. Programs may name up to three (3) additional contacts.

Name: Gilbert Becerra Jr.

Name:

Name:

Title: Vice President of Student Success

Title:

Title:

Multiple Programs within the Same Facility

NAEYC Accreditation is granted to the overall program, and will not be granted to individual classrooms within a program. Throughout the NAEYC Accreditation process, all eligible groups a program serves must be reported and may be observed during a site visit. This includes groups within the program that operate during the summer and after-school care groups.

A group can only be excluded from a program's NAEYC Accreditation if it is part of a separate program that has a separate public identity. A program pursuing NAEYC Accreditation must notify NAEYC of all separate programs that operate within its facility and be able to demonstrate a separate budget, administration, license and/or other criteria.

Complete the information below to inform NAEYC of other programs that operate within your program's facility.

My program is the only program that operates within its facility. Yes No

NOTE: If "yes" is checked above, and your program offers a summer camp option or after-school care groups, these groups must be reported and may be observed during a site visit.

In addition to my program, one or more programs operate within the same facility. Yes No

If yes, use the space below to list other programs that operate within your program's facility and describe how other existing programs are separate from your program. Include relevant information about how all other existing programs have a separate name, budget, administration, and/or license from your program.

If necessary, you may attach an additional page to continue your description of separate programs that operate within your program's facility.

Security Clearance

Is a security clearance required upon entry to the program?

No Yes – If yes, provide the name and phone number for the proper authority outside of your program below.

If yes, a security clearance must be given prior to an announced or unannounced site visit, please provide the name and phone number for the proper authority outside of your program.

Name:

Email:

Relationship to program:

Phone:

Section 1: PROGRAM INFORMATION Continued

Program Address

Contact information will be posted on the NAEYC website when a program achieves NAEYC Accreditation.

Street Address: 1400 W. Villaret Blvd.		Suite/dept/floor:
City: San Antonio	State: Texas	Zip: 78224
County: Bexar	Country: United States of America	
Phone: 210-486-3500	Fax: 210-486-9161	
Email: pac-refc@alamo.edu	Website: www.alamo.edu/pac/refc	

Mailing Address

To be used for written correspondence to the program.

Same as program address

Street Address:		Suite/dept/floor:
City:	State:	Zip:
County:	Country:	
Email:	Phone:	

Billing Address

To be used for invoices sent to the program.

Same as program address Same as mailing address

Attention:

This individual must also be listed as the Designated Program Administrator, Secondary Contact, or an Additional Contact on page 1.

Organization Name (if different than program name):

Street Address:		Suite/dept/floor:
City:	State:	Zip:
County:	Country:	
Email:	Phone:	Fax:

Shipping Address

To be used for the shipment of all NAEYC Accreditation Materials.

Same as program address Same as mailing address Same as billing address

Street Address: <i>No P.O. Boxes accepted</i>		Suite/dept/floor:
City:	State:	Zip:
County:	Country:	
Email:	Phone:	

Section 2: LICENSING/REGULATION

Licensing/Regulatory Status (Includes programs that are license exempt)

Programs must be regulated by the appropriate licensing/regulatory body or in process of obtaining a license in order to become an Applicant for NAEYC Accreditation. Define the licensing/regulation status based on the four options below.

Option 1: My program is licensed.

Appropriate licensing bodies refer to state licensing agencies.

My program is licensed by: State: Texas Agency: Texas with a: Full License
 Department of Temporary License
 Family and Provisional License
 Protective Other:
 Services

My program is license-exempt, but voluntarily licensed. No Yes

My program's license expires. No Yes – if yes, indicate expiration date:

License Number: 810396

Specialist Name: Brittany Villarreal

Phone: 210-862-8909

OR

Option 2: My program is regulated.

Appropriate regulatory bodies refer to public agencies such as a board of education or the military.

My program is regulated by:

My program's regulation expires. No Yes – if yes, indicate expiration date:

OR

Option 3: My program is license-exempt, eligible for licensure, and began the application process to become licensed.

The application process for licensure was begun in: Month: Year:

With: State: Agency:

Until the program becomes licensed, I verify that:

- 1) The program administrator has reviewed the state's licensing requirements;
- 2) The Board chair/president or owner has reviewed the state's licensing requirements;
- 3) My program is voluntarily in compliance with the state's licensing requirements; and
- 4) Upon registration of children in the program, my program provides families with a copy of the state's licensing requirements, informs families that the program is license-exempt, and informs families that the program is voluntarily in compliance with the state's licensing requirements.

OR

Option 4: My program is license-exempt, and legally prohibited from licensure.

I verify that:

- 1) The program administrator has reviewed the state's licensing requirements;
- 2) The Board chair/president or owner has reviewed the state's licensing requirements;
- 3) My program is voluntarily in compliance with the state's licensing requirements;
- 4) Upon registration of children in the program, my program provides families with a copy of the state's licensing requirements, informs families that the program is license-exempt, and informs families that the program is voluntarily in compliance with the state's licensing requirements;
- 5) The program has documentation of fire and health inspections; and
- 6) The program will have completed a criminal background check on all staff and have complied with state and federal law concerning background checks. In addition, the program employs no individual convicted of a crime involving sexual abuse or child abuse or neglect.

Section 2: LICENSING/REGULATION Continued

Reporting on Licensing/Regulatory Status

NAEYC-Accredited programs and programs that have submitted an Application (Step 2) for NAEYC Accreditation are required to update NAEYC of critical incidents, suspension or revocation of license or regulatory status, and major changes according to the following timeframes. To meet upcoming Candidacy and site visit requirements for NAEYC Accreditation, a program must maintain good standing in its licensing or regulatory status by having no serious issues of noncompliance within the last year or since its last inspection.

NOTIFY WITHIN 72 HOURS

Program staff must submit the [72-Hour Notification form](#) if the program experiences any of the following critical incidents that may impact program quality status:

Any suspension or revocation in program's license or regulatory status

Any [incident](#) that did or could have compromised the essential health or safety of any child, such as but not limited to:

- The death of any child from any cause
- A [critical injury](#) to any child that results in the child being admitted to a hospital Emergency Room for treatment (whether transported by the Emergency Medical Response team, program, parent, or other individual)
- Any unusual incident involving a lack of supervision (such as but not limited to a child being left unattended or leaving the facility alone)
- Any suspected physical or psychological abuse of a child at the program or by an individual that the child met through the program.

REPORT WITHIN 30 DAYS

Program staff must inform NAEYC of all major programmatic changes using the [Self Report form](#).

Examples of major changes include, but are not limited to:

- Change in ownership or vendor
- New designated program administrator
- Change of location
- Change to the physical facility or ground (due to damage, renovations, etc.)
- Incorporation of a new age category that was not previously served
- Court order or legal action
- Change in general program information
- Change in the primary or secondary contact for the program or related contact information
- Merge with an existing program

List the date(s) in which your program submitted all applicable 72-Hour Notification and/or Self Reports to NAEYC within the past 12 months. If your program has experienced any of the incidents or changes noted above, appropriate notification must be submitted immediately.

72-Hour Notification Form(s) Submitted

Dates Submitted:

N/A - My program has not submitted any 72-Hour Notification forms in the past 12 months.

Dates of Self Report Form(s) Submitted

Dates Submitted: January 24, 2017

N/A - My program has not submitted any Self Report forms in the past 12 months.

Required Criteria

Program staff must submit the 72-Hour Notification form if the program is not meeting any of the following Required Criteria listed below.

1.B.09: No use of physical punishment or other forms of physical or psychological abuse or coercion.

3.C.02: Teaching staff supervise infants and toddlers/twos by sight and sound at all times.

3.C.04: Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as the teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in a library area, or who are napping; preschool and kindergartners).

5.A.03: At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When the program includes swimming and wading and when a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.

5.A.12: Infants placed to sleep on their backs unless otherwise ordered by a physician.

Section 3: PROGRAM SCHEDULE

Program Closures

- My program operates 12 months/year. OR My program operates less than 12 months/year.
- The program begins serving children on
 - The program ends on

Indicate the dates your program will be closed for the next 12 months. Begin with the current month and place an X over the dates in each month in which your program will be closed.

Month	Dates Closed																Year
April <i>Select the current month</i>	X	X	3	4	5	6	7	X	X	10	11	12	13	X	X	X	20 17
	17	18	19	20	21	X	X	24	25	26	27	X	X	X	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
May	1	2	3	4	5	X	X	8	9	10	11	12	X	X	15	16	20 17
	17	18	19	X	X	22	23	24	25	26	X	X	29	30	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
June	1	X	X	X	5	6	7	8	X	X	X	12	13	14	15	X	20 17
	X	X	19	20	21	22	X	X	X	26	27	28	29	X	X		
	<input type="checkbox"/> Check if program is closed for the entire month																
July	X	X	3	X	5	6	X	X	X	10	11	12	13	X	X	X	20 17
	17	18	19	20	X	X	X	24	25	26	27	X	X	X	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
August	1	2	3	4	X	X	7	8	9	10	11	X	X	X	X	X	20 17
	X	X	X	X	X	X	X	X	X	X	X	28	29	30	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
September	1	X	X	X	5	6	7	8	X	X	11	12	13	14	15	X	20 17
	X	18	19	20	21	22	X	X	25	26	27	28	29	X	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
October	X	2	3	4	5	6	X	X	9	10	11	12	13	X	X	16	20 18
	17	18	19	20	X	X	23	24	25	26	X	X	X	30	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
November	1	2	3	X	X	6	7	8	9	10	X	X	13	14	15	16	20 17
	17	X	X	20	21	22	X	X	X	X	27	28	29	30	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
December	1	X	X	4	5	6	7	8	X	X	11	12	13	14	15	X	20 17
	X	X	X	X	X	X	23	X	X	X	X	X	X	X	X		
	<input type="checkbox"/> Check if program is closed for the entire month																
January	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16	20 18
	17	18	19	X	X	22	23	24	25	26	X	X	29	30	31		
	<input type="checkbox"/> Check if program is closed for the entire month																
February	1	2	X	X	5	6	7	8	9	X	X	12	13	14	15	16	20 18
	X	X	19	20	21	22	23	X	X	26	27	28	29	30	X		
	<input type="checkbox"/> Check if program is closed for the entire month																
March	1	2	X	X	5	6	7	8	9	X	X	X	X	X	X	X	20 18
	X	X	19	20	21	22	23	X	X	26	27	28	29	30	X		
	<input type="checkbox"/> Check if program is closed for the entire month																

Note that NAEYC will not conduct site visits on Federal Holidays, including New Year's Day, Birthday of Martin Luther King, Jr., Washington's Birthday, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day. For more information on Federal Holidays, refer to the [U.S. Office of Personnel Management](#).

Section 3: PROGRAM SCHEDULE Continued

Hours of Operation

Indicate the days of the week your program operates and time of day your program opens and closes each day.

Program is open 24 hours/day, 7 days a week

Days Open	<input checked="" type="checkbox"/> Monday	<input checked="" type="checkbox"/> Tuesday	<input checked="" type="checkbox"/> Wednesday	<input checked="" type="checkbox"/> Thursday	<input checked="" type="checkbox"/> Friday	<input type="checkbox"/> Saturday	<input type="checkbox"/> Sunday
Opening Time	7 :30 <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m.	7 :30 <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m.	7 :30 <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m.	7 :30 <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m.	7 :30 <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m.	: <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.	: <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.
Closing Time	5 :30 <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m.	5 :30 <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m.	5 :30 <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m.	5 :30 <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m.	5 :30 <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m.	: <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.	: <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.

Age Categories Served

Each age category served by the program must be represented in at least one group on the day of the site visit. For example, if a program serves infants and toddler/twos, the NAEYC Assessor must have the opportunity to observe at least one group containing infants and one group containing toddlers/twos on the day of the site visit.

Complete the following chart to identify the age categories served by your program and when each age category is in session.

NAEYC Defined Age Categories <i>(Age ranges for each of the age categories overlap for program flexibility. Programs can choose the age category that applies to children whose ages fall within the overlapping portion of the age ranges.)</i>	My program NEVER serves this age category.	My program SOMETIMES serves this age category.	My program ALWAYS serves this age category.
<i>Check ONE of the appropriate boxes for each age category:</i>			
Infant: birth - 15 months	<input checked="" type="checkbox"/>	<input type="checkbox"/> Indicate all timeframes during which infants are NOT served:	<input type="checkbox"/>
Toddler/Two: 12 - 36 months	<input type="checkbox"/>	<input type="checkbox"/> Indicate all timeframes during which toddlers/twos are NOT served:	<input checked="" type="checkbox"/>
Preschool: 30 months - 5 years	<input type="checkbox"/>	<input type="checkbox"/> Indicate all timeframes during which preschoolers are NOT served:	<input checked="" type="checkbox"/>
Kindergarten: enrolled in a public or private kindergarten	<input checked="" type="checkbox"/>	<input type="checkbox"/> Indicate all timeframes during which kindergartners are NOT served:	<input type="checkbox"/>

NOTE: Children within all eligible groups a program serves must be reported. This includes children from groups that operate during the summer and after-school care groups.

Additional Information

Note any special circumstances regarding your program's schedule that may affect the scheduling of a site visit.

Children are eating lunch and resting from the hours of 11:30 am -2:30 pm.

Do not exceed the space provided.

Section 4: GROUP INFORMATION

Summary of Groups

Please report on all eligible groups your program serves. Refer to [Clarification on Groups](#) to determine how many groups your program serves and the age categories that apply to each group. Direct questions about how to report on groups within your program to 1-800-424-2460, option 3, option 1.

Age Categories	# of Part Day Groups (meet for <5 hrs)	# of Full Day Groups (meet for ≥5 hrs)	Total # of Groups
Infant Group(s)			
Toddler/Two Group(s)		1	1
Preschool Group(s)		1	1
Kindergarten Group(s)			
Mixed Age Group(s)		1	1
TOTAL of all groups:			3

Do any children in this program speak languages other than English? No Yes – The children speak: Spanish

If yes, how much time do the children in this program typically speak a language other than English?

- all of the time
- most of the time
- sometimes
- never

Satellite Locations

Only complete this section if any of the groups are housed in a satellite location.

A program with satellite location must meet the following criteria:

1. Have no more than 2 satellite locations
2. Location is within 5 mile radius
3. The satellite location/s enroll 60 or fewer children
4. One Program Administration
5. One Budget
6. One Public Identity

Satellite Site Address 1

Street Address:		Suite/dept/floor:
City:	State:	Zip:

Satellite Site Address 2

Street Address:		Suite/dept/floor:
City:	State:	Zip:

Section 5: MEETING NAEYC STANDARDS AND CRITERIA

Topic Area 10.F. Program Evaluation, Accountability and Continuous Improvement

Please report on all four of the criteria listed below and provide comments on what your program has done in the past 12 months to continue to meet and maintain these criteria. You may refer your program's policies, systems, and procedures found in your Program Portfolio related to routine monitoring of program performance to ensure program accountability, continuous program improvement, and enhanced outcomes for children, but you are not required to do so. For guidance related to these criteria, refer to the [TORCH Criteria Search](#).

Criterion	Rating	Comments
<p>10.F.02: The annual evaluation processes include gathering evidence on all areas of program functioning, including</p> <ul style="list-style-type: none"> a. policies and procedures; b. program quality; c. children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. d. A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards, and the results are used as a basis for continuing successful activities and for changing those that need improvement. 	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	<ul style="list-style-type: none"> a. REFC procedures and policies, in the form of college procedures, parent, and employee handbooks are reviewed every semester and adjusted as necessary. b. Administration evaluates annual goals for REFC using software program, Xitracs as well as completing an Annual Program Evaluation. c. Every semester, the children's development and progress is monitored by assessments and anecdotal notes. This information is shared with parents on an ongoing basis as well as in parent conferences. d. Program goals and evaluation are presented to governing parties through Xitracs system. The annual evaluation findings and additional information is provided to parents via monthly newsletters/post.
<p>10.F.03: The program establishes goals for continuous improvement and innovation using information from the annual program evaluation. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.</p>	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	<p>The program establishes program goals every year which are inputted and tracked in the college's Xitracs system. The goals are established based on results of the annual program evaluation program as well as the center's unit goals. The annual program evaluation will assist with planning professional development goals and opportunities.</p>
<p>10.F.04: The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations.</p>	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	<p>Staff have opportunities in making decisions to improve the program. Parent meetings were held to help make decisions regarding program improvement.</p>
<p>10.F.05: The program has an ongoing monitoring system to ensure that all program goals and requirements are met. The program has a data system that is used to collect evidence that goals and objectives are met; this evidence is incorporated in the annual program evaluation. (This criterion is an Emerging Practice.)</p>	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	<p>REFC utilizes the Xitracs system to develop and evaluate unit goals.</p>

Section 5: MEETING NAEYC STANDARDS AND CRITERIA Continued

Most Improved NAEYC Accreditation Criteria

Please report on five current NAEYC Accreditation Criteria that the program has continued to improve upon. Programs are not required to address criteria from Topic Areas that were cited as areas for improvement in the Accreditation Decision Report, but may wish to do so. Please indicate the criterion number, rating and provide a brief comment for each criterion listed.

Criterion	Rating	Comments
4.E.07	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Parents are well informed that all the information regarding the child are kept confidential.
7.B.02	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	All information that is given to families is given to them in a language they understand.
2.A.04	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	The curriculum utilized in the classrooms is responsive to home values, beliefs, experiences, and language of children's families.
4.D.08	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Teachers observe and document children's growth and development utilizing the GOLD assessment.
10.E.09	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Staff received bi-monthly one on one meetings from which provided opportunities for the supervisor and employee to discuss professional development and job duties.

Most Challenging NAEYC Accreditation Criteria

Please report on five current NAEYC Accreditation Criteria that are the most challenging for the program to meet. Please indicate the criterion number, rating and provide a comment for each criterion listed.

Criterion	Rating	Comments
1.E.01	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	A professional is unavailable on site therefore access for teachers and families are limited. However Teachers still work with families and look for resources as needed.
3.A.01	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Co-teachers meet regularly but not as a group to discuss results. Program recently implemented GOLD Plus assessment and will provide time for planning
4.D.02	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Co-teachers meet regularly but not as a group to discuss results. Program recently implemented GOLD Plus assessment and will provide time for planning
8.C.05	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Due to staff shortage staff are unable to participate in community/statewide inter agency councils regularly but still have various opportunities throughout the year.
8.A.01	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	The community resource area located at the entrance is minimal and will be updated.

Section 6: DESIGNATED PROGRAM ADMINISTRATOR QUALIFICATIONS

The Designated Program Administrator is responsible for receiving written correspondence regarding the program's accreditation and can update NAEYC with changes to program information. See [Clarification on Program Administrator](#) for more information.

Name: Jennifer Flores

Select one of the following options as it best relates to the [administrators qualifications](#).

- A. Has at least a baccalaureate degree with 24 credits in ECE, CD, EIEd or EC Spec Ed **AND** 9 credits in administration, leadership, or management.
- B. Has plan in place to meet the qualifications outlined in Option A within 5 years.
- C. Meets the alternative pathway – must document a total of 100 points across all 3 categories: education, administrator experience and relevant training or credentials
- D. Does not meet the qualifications described in A, B, or C. Describe the plans if any, in place toward meeting A, B, or C listed above:

Section 7: TEACHING STAFF QUALIFICATIONS OPTION GUIDE

Use the guide below as a reference if your program has experienced staff changes to indicate the qualifications of the teaching staff members. Indicate the total number of Teachers and/or Assistant Teachers-Teacher Aides for each option as it relates to their qualifications. Be sure to choose one option per teaching staff member, using the highest level of education when reporting staff qualifications for the new age group. For example, if a teacher has a CDA Credential and is working on an Associate's degree in ECE, then choose option E.

- Option A.** (Meets Candidacy for Assistant Teachers-Teacher Aides only – Not for Teachers.) Working on the CDA Credential issued by the Council for Professional Recognition.
- Option B.** (Meets Candidacy for Assistant Teachers/Teacher Aides only – Not for Teachers.) Working on the NAEYC-defined equivalency of the CDA Credential issued by the Council for Professional Recognition (12 Credits in ECE, CD, EIEd, or EC Spec Ed.)
- Option C.** A current Child Development Associate (CDA) Credential issued by the Council for Professional Recognition.
- Option D.** A CDA Credential equivalent as defined by NAEYC as at least 12 college credits in ECE, CD, EIEd, or EC Spec Ed.
- Option E.** Working on an Associate's or higher degree in ECE, CD, EIEd, or EC Spec Ed.
- Option F.** An Associate's or higher degree in ECE, CD, EIEd, or EC Spec Ed.
- Option G.** Working on the NAEYC-defined equivalency of an Associate's or higher degree in ECE, CD, EIEd, or EC Spec Ed.
- Option H.** The equivalency to an Associate's degree in ECE, which is defined by NAEYC as at least 60 college/university credits with at least 30 college credits in ECE, CD, EIEd, or EC Spec Ed.
- Option I.** The equivalency to a Baccalaureate degree in ECE degree which is defined by NAEYC as a Baccalaureate degree in any discipline with at least 36 college credits in ECE, CD, EIEd, or EC Spec Ed.
- Option J.** An Associate's or higher degree in a non-ECE related field with at least 3 years experience in an NAEYC-Accredited program.
- Option K.** An Associate's or higher degree in non-ECE related field with at least 3 years experience in a non-accredited program, and at least 30 contact hours of relevant training during the past 3 years.

EXAMPLE: A program consisting of 5 Teachers and 5 Teacher Assistants-Teacher Aides with the following qualifications:

(For Teachers: 2 Baccalaureate in ECE; 1 Baccalaureate in EIEd; 1 Associate's in EC Spec Ed; and 1 CDA)

(For Teacher Assistants-Teacher Aides: 1 Associate's in ECE; 2 CDA's; 2 high school)

Use the charts below to indicate the teaching staff qualifications for the new group.

Teachers Qualifications												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #			1			4						

Assistant Teachers/Aides Qualifications												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #			2			1						2

Section 7: TEACHING STAFF QUALIFICATIONS AND STAFF TURNOVER

Teacher Qualifications

Total number of Teachers: 7

Employed MORE THAN 12 Months

How many Teachers have been employed at this program for 12 months or more? 7
 Of these Teachers, list the total number of Teachers that meet each option below:

Teacher Qualifications												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #						2			5			

How many Teachers experienced a change in assignment and/or teaching role? 0
 Describe the change(s) and how the change(s) have impacted the program:

Employed LESS THAN 12 Months

How many Teachers have joined the program within the last 12 months? 0
 Of these Teachers, list the total number of Teachers that meet each option below:

Teacher Qualifications												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #												

Former Teacher Qualifications

How many Teachers have left the program within the last 12 months? 2
 Of these Teachers, list the total number of Teachers that meet each option below:

Teacher Qualifications												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #						2						

Contributions To Staff Changes

Does the mission, community context, or type of early childhood program contribute to consistent trends in changes of teaching staff, such as a higher rate of staff turnover (e.g., lab school, migrant program, parent co-op, serving military personnel)? Yes No
 If yes, please explain

Section 7: TEACHING STAFF QUALIFICATIONS AND STAFF TURNOVER Continued

Assistant Teacher-Teacher Aide Qualifications

Total number of Assistant Teacher-Teacher Aides: 1

Employed MORE THAN 12 Months

How many Assistant Teachers-Teacher Aides have been employed at this program for 12 months or more? 1

Of these Assistant Teachers-Teacher Aides, list the total number Assistant Teachers-Teacher Aides that meet each option below:

Teacher Assistant-Teacher Aide Qualifications (refer to page 12 for option descriptions)												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #						1						

How many Assistant Teachers-Teacher Aides experienced a change in assignment and/or teaching role? 0

Describe the change(s) and how the change(s) have impacted the program:

Employed LESS THAN 12 Months

How many Assistant Teachers-Teacher Aides have joined the program within the last 12 months? 0

Of these Assistant Teachers-Teacher Aides, list the total number Assistant Teachers-Teacher Aides that meet each option below:

Teacher Assistants/Aides Qualifications (refer to page 17 for option descriptions)												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #												

Former Assistant Teacher-Teacher Aide Qualifications

How many Assistant Teacher /Aides have left the program within the last 12 months? 1

Of these Assistant Teachers-Teacher Aides, list the total number Teacher Assistants-Teacher Aides that meet each option below:

Teacher Assistants/Aides Qualifications (refer to page 17 for option descriptions)												
Option	A	B	C	D	E	F	G	H	I	J	K	None
Total #						1						

Description Of Staff Changes

Does the mission, community context, or type of early childhood program contribute to consistent trends in changes of teaching staff (e.g. lab school, migrant program, parent co-op, serving military personnel)? Yes No

If yes, please explain:

Section 7: TEACHING STAFF QUALIFICATIONS Continued

Description of Professional Development Plan

Check all relevant types of professional development for teaching staff that is supported by the program and describe the overall plan in one or two sentences.

- Education programs
- Training programs
- Tuition reimbursement
- In-service training
- Mentoring
- Attendance at conferences
- Other

Describe Plan:

All staff receive an annual performance appraisal that measure performance and provide information to contribute to their professional growth and development. Staff received bi-monthly one on one meetings from April 2016 to December 2016 which provided opportunities for the supervisor and employee to discuss professional development and job duties.

Do not exceed the space provided and do not attach additional information.

Section 8: RIGHTS AND RESPONSIBILITIES

Program Rights


- Right:** To receive professional and timely support from NAEYC.
- Phone - (800) 424-2460, option 3, option 1. Monday - Friday, 9:00 AM to 5:00 PM ET
 - Email - accreditation.information@naeyc.org
 - [Accreditation Program Support Resources](#)
- Right:** To receive information from the NAEYC Academy regarding updates on the NAEYC Accreditation system, policies, and procedures.
- Monthly [Accreditation e-Updates](#) emailed to primary and secondary contacts provided to NAEYC.
 - Bi-Annual [Accreditation Updates](#) mailed to program mailing address provided to NAEYC.
- Right:** To access current, accurate information about the NAEYC Accreditation process and the NAEYC Early Childhood Program Standards and Accreditation Criteria, including related assessment tools and resources.
- [NAEYC Academy Website](#)
 - [TORCH](#)
- Right:** To provide feedback to the NAEYC regarding the NAEYC Accreditation process and the NAEYC Early Childhood Program Standards and Accreditation Criteria.
- Submit [Feedback on the Accreditation System](#)
 - Submit feedback on the accreditation criteria via [TORCH](#) Criteria Feedback and [TORCH](#) Discussions
- Right:** To [withdraw from the NAEYC Accreditation process](#) at any time.

Program Responsibilities

- Responsibility:** To understand the NAEYC Accreditation process and access the most current versions of the NAEYC Early Childhood Program Standards and Accreditation Criteria and related assessment tools and resources.
- For information about the NAEYC Accreditation process, visit the [NAEYC Academy Website](#) frequently and read monthly [Accreditation e-Updates](#) and bi-annual [Accreditation Updates](#).
 - For current versions of the NAEYC Early Childhood Program Standards and Accreditation Criteria and related assessment tools and resources, visit [TORCH](#).
- Responsibility:** To [Update NAEYC](#) of programmatic changes and critical incidents according to the appropriate timeframes.
- Report major programmatic changes within 30 days using the [Self Report form](#).
 - Notify NAEYC of critical incidents that may impact program quality status within 72 hours using the [72 Hour Notification form](#).
 - Inform NAEYC of updates to contact information for the primary and secondary contact of your program to ensure open communication between the program and NAEYC. Changes to contact information should be reported as soon as possible with the [Self Report form](#).
- Responsibility:** To notify NAEYC immediately if [Candidacy Requirements](#) are no longer met. Failure to meet Candidacy Requirements may affect a program's maintain status as a currently NAEYC-Accredited program.
- Responsibility:** To retain a copy of all forms submitted to NAEYC and retain documentation verifying the date of all submissions. Postmark documentation is acceptable for submissions by mail and a copy of sent e-mail with date and time stamp information is acceptable for e-mail submissions.

Signature

- I have read and understand my program's rights and responsibilities.
- I verify that the information submitted in this form is accurate. If false or misleading information is ever provided to the NAEYC Academy, I understand that my program's pursuit of NAEYC Accreditation will cease and/or my program's current accreditation may be revoked.
- I verify that my program continues to meet all of the [eligibility requirements](#) for NAEYC Accreditation, as reported in the Application for NAEYC Accreditation (Step 2).

Signature  Coordinator
Title

Section 9: FEES FOR NAEYC ACCREDITATION

NAEYC is phasing in an improved fee structure that will better assist programs in long-term budgeting for accreditation costs. Refer to your program's Valid Until date printed on the NAEYC Accreditation Certificate to determine the fee to include along with the Annual Report. For more information, refer to www.naeyc.org/academy and click on [Fees](#).

Valid Until Dates January 2016 and Later

\$550	10 - 60 children
\$650	61 - 120 children
\$775	121 - 240 children
\$885	241 - 360 children
Add \$150 for every additional 120 children.	

Note: Programs that successfully maintain accreditation over time will not pay additional renewal fees. The Annual Accreditation fee will be due annually, including on the fifth anniversary of accreditation.

The accreditation fee is calculated based on the number of children enrolled in a program at the time this form is submitted. If the number of children changes for a defined portion of the year (for example, altered program operation during the summer), the program should report the number of children that typically applies throughout the majority of the school year. Programs will be billed for supplemental fees (according to the chart above) if program enrollment is inaccurately reported during the accreditation process.

Reference the following rules to determine the number of children that determines the accreditation fee for your program.

- Each child is only counted once.
- Each child of eligible age (birth through kindergarten) that is part of an eligible group is counted. All eligible groups **MUST** be included in your program's NAEYC Accreditation. Note that groups are not eligible if more than 50% of the children are school age (first grade and beyond).
- For programs with hourly care or drop-in care groups in which the total number of children enrolled in the group exceeds the maximum licensing capacity of the group, only the maximum licensing capacity of the group is counted. Add the maximum licensing capacity of any drop-in care groups to the total number of children, if applicable.

Age Category	Number of Children Enrolled
Infant (birth to 15 months)	
Toddler/Twos (12 to 36 months)	17
Preschool (30 months to 5 years)	27
Kindergarten (public or private)	
TOTAL Number of Children: 44	

This form will not be processed until NAEYC receives the applicable fee.

Late Fee

If the program submits the Annual Report up to one (1) calendar month past the accreditation anniversary due date, a late fee of \$150 must be included with the payment. Please note that this form will not be accepted unless NAEYC receives the applicable fee within one (1) calendar month past the accreditation anniversary due date.

I acknowledge that this form is being submitted up to one (1) calendar month past the accreditation anniversary due date and the \$150 late fee is included with the payment.

Section 11: SUBMISSION INSTRUCTIONS

Mail completed form with payment to:

Annual Report
P.O. Box 96037
Washington, DC 20090-6037

E-Mail completed form with payment to:

annualreport@naeyc.org

NAEYC will ONLY accept Annual Reports through e-mail if a credit card payment is included. Programs paying via check or purchase order are not eligible to submit via -email.

Faxed Annual Reports will not be accepted.

NAEYC accepts the postmark date or the e-mail sent date as the submission date. NAEYC recommends that programs obtain written confirmation of receipt of all forms sent to NAEYC P.O. Boxes. Please discuss tracking options with your local Post Office. NAEYC is not able to sign for materials that are delivered to a P.O. Box by an individual courier such as UPS or FedEx. Similarly, NAEYC recommends that programs save a copy of any automated e-mail replies as confirmation of receipt of all forms emailed to NAEYC.

Copy this form for your program's records before submission. NAEYC will not return this form to the program.

Section 12: RESEARCH PARTICIPATION

Information gathered on our application forms and during the site visit will become part of a national data base of early childhood knowledge. As we put together information about programs across the nation we will be able to fully describe aspects of early childhood programs in ways that have never been achieved before. Ideas that emerge from the work of programs will guide professional development, research, and program development. At no time will individual programs, teachers, children or families be identified in any way. In keeping with the professional ethics of Institutional Research Boards in universities, NAEYC is committed to keeping work of individual programs confidential.

Programs may have opportunities to engage in research projects, but will at that time be fully informed of the scope and nature of the project. If you have concerns about the use of information gathered during the accreditation process, please email qualityassurance@naeyc.org.

By providing this voluntary demographic information, your program provides data that helps NAEYC gain a better understanding of how criteria are met and whether certain criteria pose challenges for programs with various characteristics. This information is used for continuous quality improvement and guides professional development, research and program development.

Additional Program Information

This information will be used to help NAEYC better support programs in Self-Study and to evaluate the effectiveness of NAEYC Accreditation over time. The information you provide will NOT affect your NAEYC Accreditation status in any way.

Why did your program seek NAEYC Accreditation: (check all that apply)

- Required for receiving funding
- Part of state Quality Rating and Improvement System (QRIS)
- Prestige and recognition
- Believe in NAEYC's mission for improving quality of care for young children
- Families expect it

Corporate Structure: (must choose one)

- Nonprofit
- Private corporation (for profit)
- Public Agency:
 - school district
 - military
 - college/university
 - other

If the program is military, please specify the branch:

- Army
- Air Force
- Coast Guard
- Navy
- Marines

Is your program receiving technical assistance from: (choose only one)

- Accreditation Facilitation Project
- State Quality Rating and Improvement System (QRIS)
- Consultant

What year did your program begin operation? 2001

What best describes your program site location? (choose only one)

- Urban
- Rural
- Suburban
- Military base

What is your program schedule? (If your program offers multiple options, choose all that apply)

- Full Day (more than 6 hours/day)
- 24 hour
- Part Year
- Part Day (up to 6 hours a day)
- Full Year

Section 12: RESEARCH PARTICIPATION Continued

Additional Program Information

Do you offer any of these services? (check all that apply)

- | | | |
|--|--|--|
| <input type="checkbox"/> Before or after school care | <input type="checkbox"/> Back up care | <input type="checkbox"/> Bilingual Programs: |
| <input type="checkbox"/> Drop-in care | <input type="checkbox"/> Summer camp/vacation programs | If yes what languages besides English: |

Which characteristics describe your program: (choose all that apply)

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Campus-based | <input type="checkbox"/> Migrant services | <input type="checkbox"/> Parent cooperative |
| <input type="checkbox"/> Employer-sponsored | <input type="checkbox"/> Military | <input type="checkbox"/> Head Start |
| <input type="checkbox"/> Faith-based | <input type="checkbox"/> State Pre-Kindergarten | <input type="checkbox"/> Hospital-affiliated |

Is your program located in a:

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Public school (P-12) | <input type="checkbox"/> US Government facility (not military) | <input type="checkbox"/> Military facility | <input type="checkbox"/> None of the above |
| <input checked="" type="checkbox"/> College or university campus | <input type="checkbox"/> Tribal nation | <input type="checkbox"/> Alaskan native village | |

Define your license/regulation status based on the options below:

- My program is licensed/regulated:
- My program is licensed.
 - My program is license-exempt but voluntarily licensed.
 - My program is regulated

(the term regulated refers to programs that are not licensed but under the regulation of, for example, public school systems, or the military. If your program is licensed and regulated by another body, please choose licensed and regulated.)

- My program is not licensed **but is** eligible for licensure
- My program is not licensed and is not eligible for licensure

Characteristics of Enrolled Children

What **number** of children are enrolled in your program (birth through kindergarten)? 44

Of the children enrolled in your program (birth through kindergarten), what **number** of them are:

- | | |
|---|--|
| <input checked="" type="checkbox"/> White or Caucasian, Non-Hispanic | <input type="checkbox"/> Asian/Pacific Islander |
| <input checked="" type="checkbox"/> Black or African American, Non-Hispanic | <input type="checkbox"/> American Indian/Alaska Native/Native American |
| <input checked="" type="checkbox"/> Spanish/Hispanic/Latino | <input type="checkbox"/> Other: (please specify) |

Of the children enrolled in your program (birth through kindergarten), what **number** of them speak the following languages during your program:

- | | | | |
|--|----------------------------------|--------------------------------------|--------------------------------------|
| <input checked="" type="checkbox"/> English: | <input type="checkbox"/> French: | <input type="checkbox"/> Vietnamese: | <input type="checkbox"/> Portuguese: |
| <input checked="" type="checkbox"/> Spanish: | <input type="checkbox"/> German: | <input type="checkbox"/> Khmer: | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Chinese: | <input type="checkbox"/> Hmong: | <input type="checkbox"/> Italian: | |

Do any enrolled children have any of the following special needs? If so, how many?

- | | |
|--|--|
| <input type="checkbox"/> Hearing impairment: | <input type="checkbox"/> Down Syndrome: |
| <input type="checkbox"/> Visual impairment: | <input type="checkbox"/> Emotional disturbance: |
| <input type="checkbox"/> Orthopedic handicaps: | <input type="checkbox"/> Autism, spectrum disorders: |
| <input checked="" type="checkbox"/> Speech & language disorders: 2 | <input type="checkbox"/> Learning disabilities: |
| <input type="checkbox"/> Behavioral: | <input type="checkbox"/> Maintenance care diseases (diabetes, HIV) : |
| <input type="checkbox"/> Neurological disorders: | <input type="checkbox"/> Mentally disabled/developmentally delayed: |
| <input type="checkbox"/> ADHD: | <input type="checkbox"/> Other, specify: |

Do you serve special populations?

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Military families | <input checked="" type="checkbox"/> Teen parents | <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> Migrant Workers | <input type="checkbox"/> Homeless Families | <input type="checkbox"/> Other, specify: |

Section 12: RESEARCH PARTICIPATION Continued

Program Funding

Does your program receive any of the following types of public funding? (Check all that apply)

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Child Care Subsidies | <input type="checkbox"/> Head Start | <input type="checkbox"/> Pre-Kindergarten Funding |
| <input type="checkbox"/> Early Head Start | <input checked="" type="checkbox"/> Child and Adult Care Food Program | <input checked="" type="checkbox"/> Other public funds (federal, state or local) |
- if yes, please specify: TPEG

For programs not operated by school districts, does your program subcontract with the school district to provide Pre-Kindergarten services? Yes No

Does the program administrator or any member of the teaching staff receive publicly funded scholarship support for postsecondary coursework? Yes No Don't know

Does the program administrator or any member of the teaching staff receive loan forgiveness from a federal Perkins, Stafford, or Direct Loan? Yes No Don't know

What was your program's total income in the last fiscal year? \$103,096.00

How much funding did you receive from the following sources:

Tuition/Fees: \$ 103,096.00	In-kind contributions: \$
Government Grants or Subsidies: \$	Private Foundation Grants: \$
Employers of families served: \$	Fundraising: \$
Support from sponsoring organizations: \$	Other, specify: \$
Private donors: \$	

How many children enrolled (in age groups birth through kindergarten) receive need-based financial assistance to attend your program through scholarships, sliding fee scales, or public subsidies?

Characteristics of Program Administrators

How many administrators are in your program? 2

Of those responsible for the program's leadership and management, how many have completed the following level of education?

- Doctoral Degree
- Master's Degree
- Baccalaureate Degree
- Associate Degree
- Some College
- High School

How many of the program's administrators have at least nine (9) credit-bearing hours of specialized college-level course work in administration, leadership, and management AND at least 24 credit bearing semester hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development?

Section 12: RESEARCH PARTICIPATION Continued

Characteristics of Lead Teachers

Adult with primary responsibility for a group of children.

Total number of teachers: 5

Of the teachers in your program, how many have completed the following highest level of education:

Doctoral Degree in ECE or related field:

Master's Degree in ECE or related field: 1

Baccalaureate Degree in ECE or related field: 4

Associate Degree in ECE or related field:

Baccalaureate Degree in non-ECE related field:

Any Degree in non-ECE or related field:

Child Development Associate credential:

Some College:

High School/GED:

How many teachers are:

Currently enrolled in a Graduate program in ECE or related field:

Currently enrolled in a Baccalaureate program in ECE or related field:

Currently enrolled in an Associate degree program in ECE or related field:

Currently working toward a Child Development Associate Credential:

Characteristics of Assistant Teachers-Teacher Aides

Adult who works under the direct supervision of a teacher.

Total number of teacher assistants/aides: 0

Of the teacher assistants and teacher aides in your program, how many have completed the following highest level of education?

Doctoral Degree in ECE or related field:

Master's Degree in ECE or related field:

Baccalaureate Degree in ECE or related field:

Associate Degree in ECE or related field:

Baccalaureate Degree in non-ECE related field:

Any Degree in non-ECE or related field:

Child Development Associate credential:

Some College:

High School/GED:

How many teacher assistants and teacher aides are:

Currently enrolled in a Graduate program in ECE or related field:

Currently enrolled in a Baccalaureate program in ECE or related field:

Currently enrolled in an Associate degree program in ECE or related field:

Currently working toward a Child Development Associate Credential:

Section 12: RESEARCH PARTICIPATION Continued

NAEYC Accreditation Emerging Practice Criteria

Please report on any seven of the current 21 Emerging Practice Criteria and provide comments on the steps your program has developed and/or implemented, if any, toward meeting the Emerging Practice Criteria. A full list of Emerging Practice Criteria may be located in the [TORCH Resource Library](#), Folder 2. The 10 Standards.

Criterion	Rating	Comments
6.B.02	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Staff work to improve the conditions of children and families within the program.
4.E.07	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Parents are provided with detailed information about confidentiality of assessment results.
7.A.04	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Staff have participated in events in the community outside of teaching responsibilities that help them understand the family lives.
3.D.12	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Staff sit and in engage in conversations during meal times.
4.C.01	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	All children receive developmental screenings.
6.A.11	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	All teachers have specialized coursework in Early Childhood.
5.A.08	<input checked="" type="checkbox"/> Meet <input type="checkbox"/> Do Not Meet	Staff check children in diapers at least every two hours to see if they are wet.

Emerging Practice Criteria are identified as important aspects of program performance that are not yet widely practiced, and the early childhood field and individual programs need time to develop the capacity to meet these criteria (due to the need for additional training, major facility renovations, or an increased supply of certified consultants). Therefore, not meeting Emerging Practice Criteria does not count against a program, but credit is given when they are met.