



Education Committee

Thursday, March 7, 2013

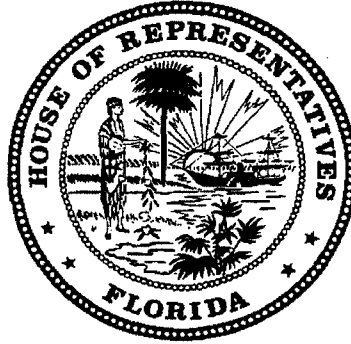
4:00 PM – 6:00 PM

102 HOB

Meeting Packet

Will Weatherford
Speaker

H. Marlene O'Toole
Chair



AGENDA

Education Committee
Thursday, March 7, 2013
4:00 PM – 6:00 PM
102 HOB

- I. Call to Order/Roll Call
- II. Opening Remarks
- III. Responses to questions from February 13, 2013 meeting.
- IV. Member reports from visits to early learning coalitions, boards and providers
- V. Closing Remarks and Adjournment



Florida Office of Early Learning

Rick Scott
Governor
Shan Goff
Director

February 27, 2013

Below are the requests from the House Education Committee members from their February 13, 2013 meeting and the responses from the Office of Early Learning to House staff.

1. Regarding slide 7 of the presentation how is the 49% of “low income” defined? (Representative McBurney)


Early Learning System	Child Population	School Readiness	Voluntary Prekindergarten
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Early Learning Population

- There are approximately 1.3 million children younger than the age of 6 in Florida.¹
- Approximately 49 percent of Florida’s children younger than the age of 6 are from low income families.²

¹US Census Bureau - Census 2010 Summary, File 1, Table PCT12, February 7, 2013.

²American Community Survey 2007-2011; Florida Demographic Estimating Conference, November 2011; Florida Demographic Database, August 2012.

 **Office of Early Learning** 7

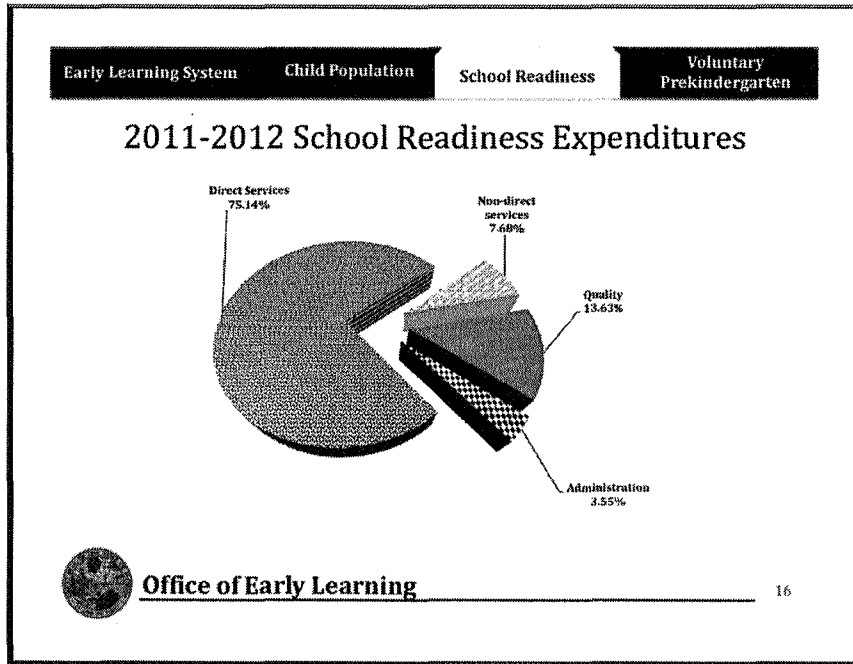
The 49% represents those at or below 200% of the Federal Poverty Level according to census data for the State of Florida. In order to qualify as “low income” for School Readiness services, initially a family’s income must be 150% or below of the Federal Poverty Level. Eligibility for School Readiness services under this category may continue provided the family’s income is at or below 200% of the Federal Poverty Level.

2. Please provide information relating to waiting lists – specifically the incongruity with data, the dynamics of the lists, and explain coalition by coalition what the issues are. (Representative Saunders)

In order to respond, the Office of Early Learning is collecting information from the coalitions related to their local practices. Upon compilation of this data we will provide a comprehensive response.

Florida Office of Early Learning
250 Marriott Drive • Tallahassee, Florida • 32399
Telephone (850) 717-8550 • Fax (850) 921-0026 • Toll Free Line: 1-866-FL-Ready (357-3239)
www.FloridaEarlyLearning.com

3. Regarding slide 16 of the presentation, what is the dollar amount that the 3.55% of Administrative Expenditures represents? (Representative Porter)



For 2011-2012, the administrative expenditures of 3.55% equal to \$20.58 million. The total expenditures were \$579.6 million.

Gold Seal Child Care Facilities Received an Estimated \$10.5 Million in Property Tax Exemptions in 2012

March 1, 2013

Summary

This research memorandum provides information on the amount of ad valorem tax exemptions received by Gold Seal providers. This information was requested during an OPPAGA presentation to the House Education Committee on February 13, 2013. In 2012, Gold Seal providers received an estimated \$10.5 million in property tax exemptions.¹

Background

Child care providers that receive a Gold Seal designation are exempt from ad valorem (property) taxes and receive higher reimbursement rates for subsidized child care (School Readiness). While all Gold Seal providers, except family child care homes, are eligible for property tax exemptions under s. 402.26(6), *Florida Statutes*, many of the providers already receive property tax exemptions because they are part of a religious institution, a non-profit organization, or a public or private school. These providers would be tax exempt regardless of their Gold Seal status, and thus should not be included in this cost estimate. Of the 2,793 Gold Seal providers in the state, 1,156 providers were either not eligible for property tax exemption (181 family child care homes) or were already exempt due to religious (82 providers) or public or private school exemption (893 providers). The remaining approximately 1,600 Gold Seal providers were potentially receiving property tax exemptions.

To determine which of the 1,600 providers were actually receiving property tax exemptions under the Gold Seal designation and estimate the amount of exemptions the providers received, the Department of Revenue matched the list of Gold Seal providers to 2012 county property tax rolls using the providers' physical addresses.² The department was able to match approximately 1,400 of the 1,600 providers to its tax rolls; the remaining providers could not be matched, likely due to small variations in addresses and typographical errors in the databases.

In 2012, Gold Seal Providers Received an Estimated \$10.5 Million in Property Tax Exemptions

The department identified 576 of the 1,400 matched Gold Seal providers as receiving property tax exemptions in 2012. It then multiplied the real property (land and buildings) and tangible personal property (e.g., kitchen equipment and office furniture) value of these 576 providers by a county-level aggregate millage rate.³ This resulted in an estimated \$10.2 million in real property taxes and \$300,000 in tangible personal property tax exemptions received by Gold Seal providers, for a total of \$10.5 million. (See Exhibit 1.)⁴

¹ This estimate is based on the 2012 tax year.

² The list of Gold Seal facilities could not be matched to county tax roll data using facility names because the facility's name is often different than the owner listed in county tax rolls.

³ The department determined that 250 of the 576 facilities receiving real property tax exemptions were also receiving tangible personal property tax exemptions.

⁴ However, this estimate is overstated because it includes some of the licensed child care facilities that are located in larger facilities that receive a tax exemption as a religious institution, a non-profit organization, or a public or private school. The Department of Children and Families' and the county property appraisers' data do not provide enough information to identify all of these types of licensed facilities so that they could be excluded from the analysis.

Exhibit 1
Gold Seal Child Care Facilities Received an Estimated \$10.5 Million in Property Tax Exemptions in 2012

County	Number of Gold Seal Facilities with Property Tax Exemption ¹	Estimated Real Property Tax Impact	Estimated Tangible Personal Property Tax Impact	Total Estimated Tax Impact
Alachua	6	\$112,137	\$649	\$112,786
Brevard	27	247,808	2,997	250,805
Broward	76	2,223,605	34,321	2,257,926
Charlotte	5	19,134	2,017	21,152
Citrus	7	17,082	-	17,082
Clay	6	76,865	-	76,865
Collier	1	44,156	-	44,156
Columbia	3	16,216	-	16,216
Duval	16	200,900	889	201,789
Flagler	2	36,509	-	36,509
Gilchrist	1	2,096	-	2,096
Hernando	4	30,651	3,843	34,494
Hillsborough	42	444,911	-	444,911
Indian River	4	14,045	-	14,045
Lake	8	68,867	7,839	76,705
Lee	11	114,066	6,551	120,617
Leon	8	144,491	-	144,491
Levy	2	15,424	-	15,424
Manatee	6	114,140	5,869	120,009
Marion	6	28,602	792	29,393
Martin	5	81,606	-	81,606
Miami-Dade	99	1,574,290	-	1,574,290
Okaloosa	1	2,994	-	2,994
Okeechobee	4	23,223	-	23,223
Orange	35	629,703	-	629,703
Osceola	4	26,421	732	27,153
Palm Beach	94	2,744,033	210,789	2,954,822
Pasco	18	298,933	-	298,933
Pinellas	19	185,071	7,688	192,759
Polk	3	11,511	229	11,740
Putnam	2	11,664	588	12,252
Sarasota	3	23,618	1,326	24,944
Seminole	25	386,857	17,064	403,921
St. Johns	10	163,182	5,512	168,694
St. Lucie	5	35,908	405	36,312
Volusia	4	16,507	59	16,565
Washington	4	15,245	-	15,245
Statewide Total	576	\$10,202,468	\$310,158	\$10,512,626

¹ These numbers do not include most of the Gold Seal providers already receiving property tax exemptions because they are part of a religious institution, a non-profit organization, or a public or private school.

Source: Department of Revenue analysis.

Relationship Between Gold Seal, QRIS Ratings, and Kindergarten Readiness Outcomes

January 4, 2013

Summary of Findings

- **Comparison of Gold Seal and QRIS Systems:** There are some similarities between the Gold Seal Program and QRIS, but QRIS focuses on continuous improvement to help providers reach the highest quality, whereas Gold Seal is an indicator of already having met indicators of high quality
- **Gold Seal versus Non-Gold Seal:** VPK children from Gold Seal providers performed slightly better than those from non-Gold Seal providers regardless of children's race, economic status, or English speaking status
- **Gold Seal Performance by Accrediting Agency:** After taking into consideration the types of children served, the performance of VPK children in providers from 4 of the 14 accrediting agencies exceeded that of non-Gold Seal providers; there was no statistical difference for the remaining 10 agencies
- **Quality Rating and Improvement Systems:** Providers with higher QRIS ratings had larger percentages of children ready for school than those with lower ratings; these differences remained after considering the differences in the types of children served
- **Gold Seal versus Five-Star QRIS Providers:** The performance of Gold Seal providers was not statistically different from that of five-star QRIS providers after taking into consideration the types of children served

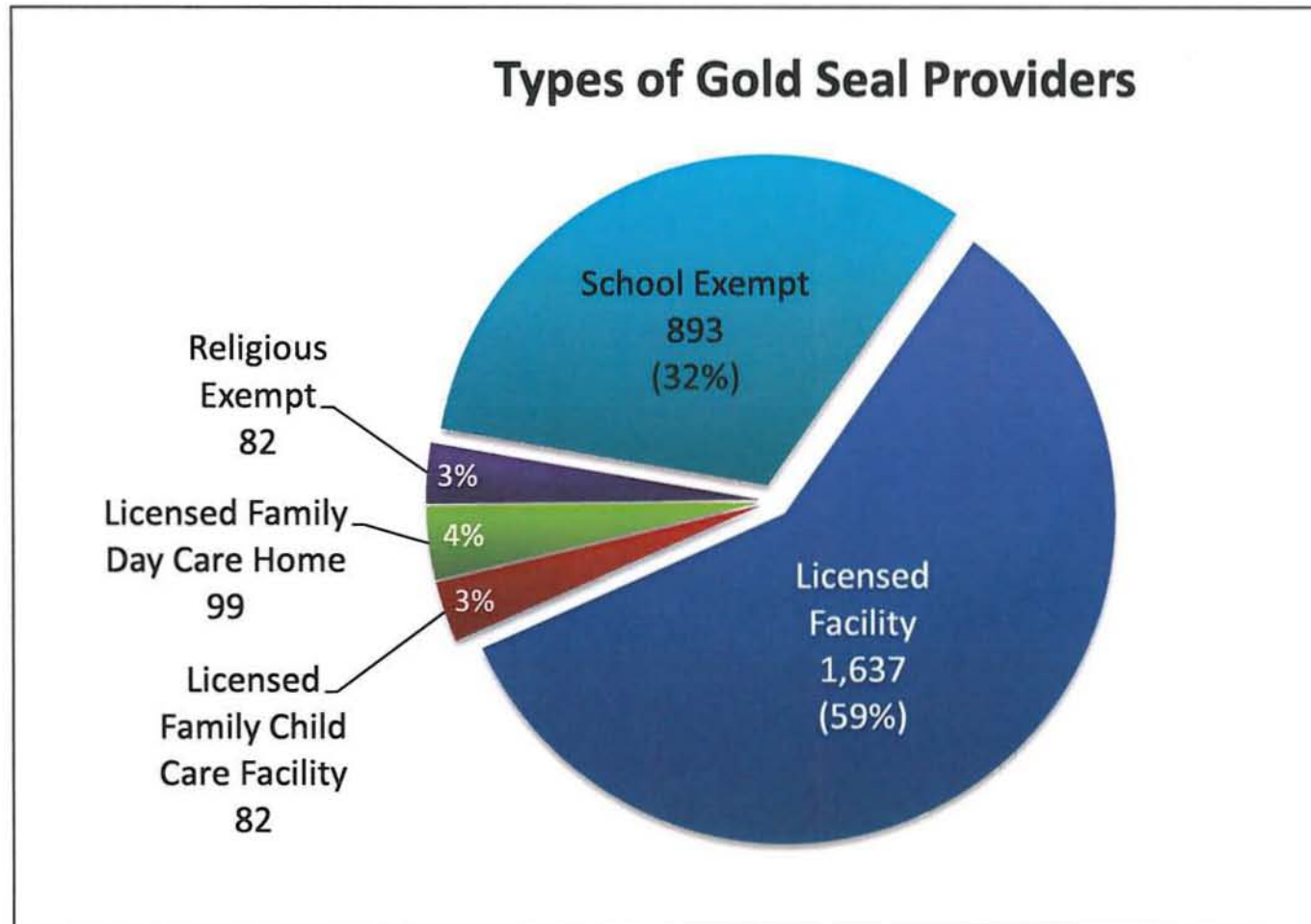
Gold Seal Program

Gold Seal Program

- Provides a special designation for child care facilities and family day care homes with high quality standards that are accredited by agencies that meet certain requirements provided in s. 402.281, *F.S.*
 - As of November 2012, DCF recognized 12 accrediting agencies as having met these standards*
 - Providers that receive accreditation from these agencies receive Gold Seal status
 - Gold Seal providers receive higher School Readiness reimbursement rates and certain tax incentives established in s. 402.26(6), *F.S.*

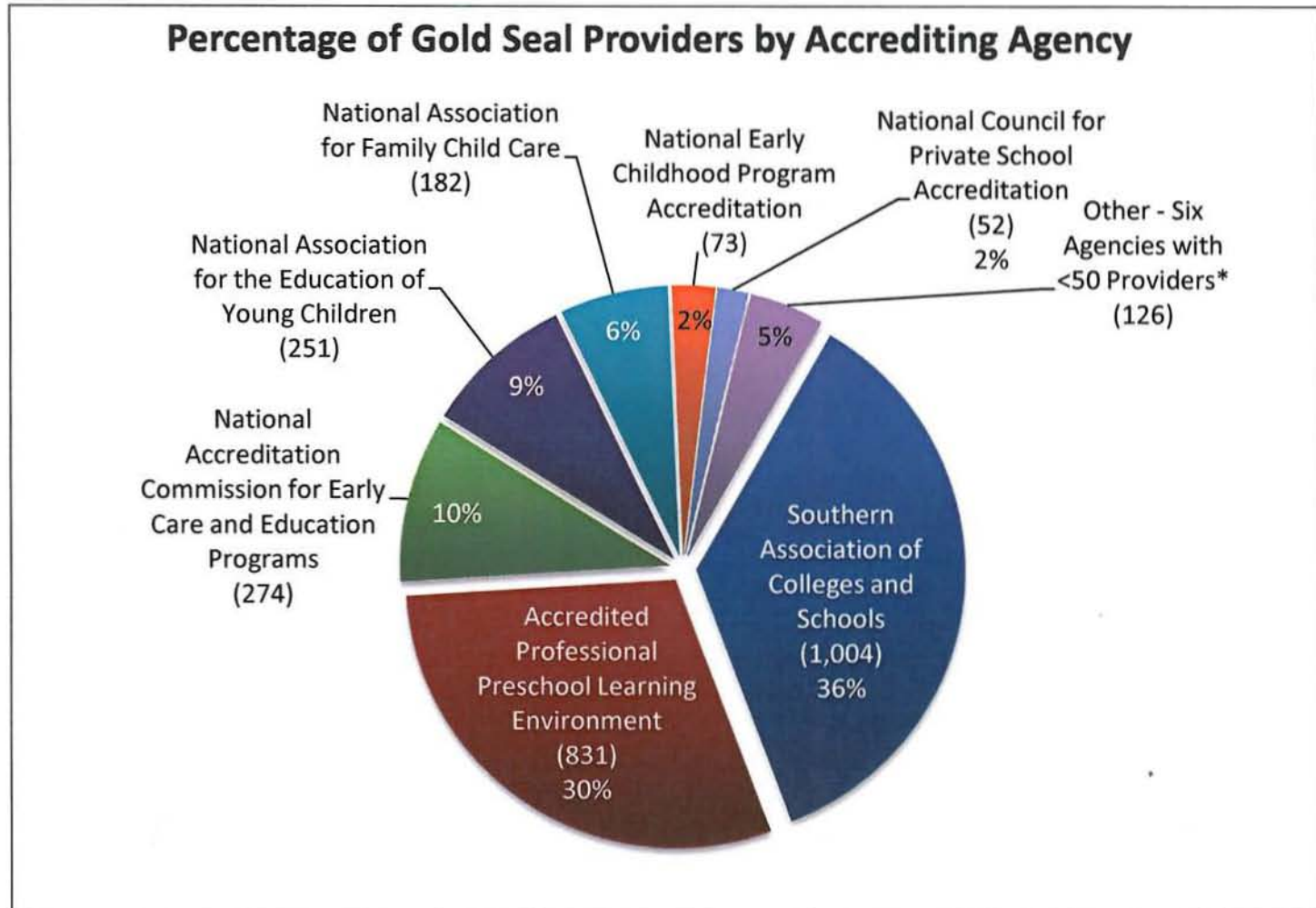
*Data used in our outcomes analyses was from 2010-11, at which time there were 14 approved Gold Seal accrediting agencies. Since 2010-11, the Montessori School Accreditation Commission has been merged under the National Council for Private School Accreditation and is no longer counted as a separate approved accrediting agency. In addition, the National Accreditation Council for Early Childhood Professional Personnel and Programs is no longer an approved Gold Seal accrediting agency.

There Were 2,793 Gold Seal Providers in the State as of November 2012



Source: OPPAGA analysis of data from the Department of Children and Families as of November 2012.

The Largest Percentage of Gold Seal Providers Has SACS Accreditation



* The Montessori School Accreditation Commission (one provider accredited as of November 2012) is now merged under the National Council for Private School Accreditation and is no longer counted as a separate approved accrediting agency. MSAC's one provider is included in the "Other – Six Agencies with <50 Providers" category.

Source: OPPAGA analysis of data from the Department of Children and Families as of November 2012.

The Gold Seal Process Recognizes Providers That Have Met Indicators of High Quality



Gold Seal Quality

Program Quality Standards

Structural Indicators of Quality

1. Licensure and Regulation
2. Ratio and Group Size
3. Teacher Credentials
4. Administrator Credentials
5. Pre-service Training
6. In-service Training

Process Indicators of Quality

1. Curriculum Implementation
2. Literacy Support
3. Health and Safety
4. Teacher-child Interactions
5. Staff Interactions
6. Family Interactions

Accreditation Process*

1. Self-Study
 - To determine which of the standards the program is already meeting and identify areas of improvement
2. Teacher, Administrative, and Family Assessments
 - To document that standards are being met
3. Validation Process
 - Submit documentation and fee
 - Site visit
4. Renewal Process
 - Demonstrate continued compliance with standards by submitting an annual report

*Process typically includes at least one site visit and a desk review. Accrediting Agencies must substantially meet or exceed the standards of the National Association for the Education of Young Children (NAEYC), the National Association of Family Child Care, and the National Early Childhood Program Accreditation Commission that were in place when Gold Seal legislation was passed (1996).

Gold Seal Accrediting Agencies' Specific Standards and Requirements Differ

- Florida statute requires Gold Seal accrediting agencies to “substantially meet or exceed” the standards of the National Association for the Education of Young Children (NAEYC), the National Association of Family Child Care, and the National Early Childhood Program Accreditation Commission (s. 402.281(3)(a), *F.S.*).
 - To be approved for Gold Seal status, accrediting agencies are evaluated and scored on each of the 12 program quality standards and the rigor of their validation and renewal process, and must meet a minimum overall score (85%). Therefore, some accrediting agencies have lower requirements in some areas (e.g., teacher credentials) but higher requirements in other areas (e.g., curriculum implementation).

Quality Rating and Improvement Systems

Quality Rating and Improvement Systems are Voluntary; Coalitions Incentivize Provider Participation

- Each coalition's system
 - is voluntary
 - uses quality indicators including staff-to-child ratios, curriculum, and physical environment to rate providers
 - uses a five-star scale with one star being the lowest quality rating and five stars being the highest
- Providers that participate in QRIS can receive support and incentives from coalitions to help improve their quality that may not be available to non-QRIS providers, for example
 - grants for purchasing educational materials
 - scholarships for teachers
 - discounted rates for continuing education units

QRIS Rate Providers on Several Program Quality Standards and Involve an Ongoing Improvement Process



Program Quality Standards

1. Learning Environment - Environmental Rating Scale (ERS)
2. Professional Qualifications
3. Ratios and Group Size
4. Curriculum
5. Family Engagement
6. Program Administration

Star Rating Process*

1. Complete Environmental Rating Scale (ERS)
2. Self-study
 - Evaluate program quality and what standard requirements your program currently meets
3. Submit documentation for each standard
4. Request/receive technical assistance to achieve optimum rating (ongoing process)

*Process includes at least one site visit and a desk review.

Higher QRIS Ratings Require Higher Environmental Rating Scale Scores, More Teacher Education, and More Stringent Staff-to-Child Ratios

Requirements for 1 Star

Learning Environment:

Environmental Rating Scale
ECERS-R 3.0-3.49
ITERS-R 3.0-3.49

Professional Qualifications:

Same as Florida licensing:

- All staff have completed 40-hour DCF training and 5-hour Early Literacy
- 1 staff per 20 enrolled children have DCF Staff Credential
- Director holds FL Director Credential
- All staff complete DCF's required 10 hrs annual in-service training

Ratios:

1:4 for infants
1:6 for toddlers
1:11 for two year olds
1:15 for three year olds
1:20 for four/five year olds

Requirements for 5 Stars

Learning Environment:

Environmental Rating Scale
ECERS-R 5.5-7.0
ITERS-R 5.5-7.0

Professional Qualifications:

- Lead teachers: 50% have a minimum of Associates degree (or 60 college credits) including 18 credits in ECE
- Assistant teachers: All have HS diploma-GED, and 50% have DCF Staff Credential or higher
- Director: Advanced level credential plus Associate degree (or 60 college credits) including 18 credits in ECE
- 50% of all teaching staff complete 30 hours annual in-service training tied to the professional development plan

Ratios:

1:4 for infants/ Group 8
1:5 for toddlers/ Group 10
1:6 for two year olds/ Group 12
1:9 for three year olds/ Group 18
1:10 for four/five year olds/ Group 20

Higher QRIS Ratings Also Require Stronger Curriculum, Family Engagement, and Program Administration

Requirements for 1 Star

Curriculum:

Developmentally appropriate curriculum (aligned with ELC) has been adopted for all age groups

Family Engagement:

- Family Handbook is written and includes parental rights and responsibilities
- Signed acknowledgment of receipt of handbook by parent

Program Administration:

Risk management plan is in place (written action plan for emergencies such as hurricanes, fire, flood, etc., including evacuation routes identified and practice drills)

Requirements for 5 Stars

Curriculum:

Child assessment guides, differentiated program planning, and communication with families

Family Engagement:

- Families have opportunity to evaluate the provider in writing at least annually
- Resources are available to communicate with families in the family's primary language
- Developmental screening and referral process is in place for 90% of all children, findings are shared with staff and families; activity suggestions are developed with staff and families for children identified with potential delays

Program Administration:

- Salary scale is in place and is differentiated by education, experience
- Financial recordkeeping system provides quarterly reports and analysis and one-year projected budget
- Performance evaluations include professional development plans

Comparison of Gold Seal Program and Quality Rating and Improvement Systems

There Are Some Similarities Between the Gold Seal Program and QRIS

- Both the Gold Seal Program and QRIS
 - require a site visit and complete the majority of the assessment through a desk review
 - cover similar standards (e.g., physical environment, curriculum, administration, etc.)
 - do not require providers to meet 100% of the standards (see next slide)

Gold Seal and QRIS Do Not Require Providers to Meet All Standards

- For example, a provider could still be rated five stars overall in a QRIS even though it does not meet the five-star teacher credential requirement because that requirement is only 20% of the provider's overall score
- With Gold Seal accrediting agencies, there are typically certain standards that the provider must always meet, but there is another set of standards for which the provider must only meet 80%

Gold Seal and QRIS Differ Slightly in Their Intent

- **Gold Seal** recognizes providers that have already met indicators of high quality
- **QRIS** assesses a provider's current level of quality and gives ongoing technical assistance and support with the goal of the provider continually increasing quality and reaching higher star ratings

Some Gold Seal Accrediting Agencies Have Higher Requirements Than a QRIS Five-star While Some Have Lower

- For example:
 - Current NAEYC teacher credential requirements are higher than five-star teacher credential requirements in most QRIS, and NAEYC will continue to phase in additional teacher requirements through 2020
 - The National Council for Private School Accreditation (NCPISA) has more stringent staff-to-child ratios and group size requirements for four-year-olds than a QRIS five-star
 - The National Accreditation Commission for Early Care and Education Programs (NACEEP) and the Association of Christian Teachers and Schools (ACTS) have less stringent staff-to-child ratios and group size requirements for four-year-olds than a QRIS five-star
 - See Appendix A on slides 32-33 for a comparison of specific requirements for each Gold Seal accrediting agency

Performance of Gold Seal Providers and QRIS Participants

Methodology Used

- **Outcome Measure:** the percentage of children who were considered “ready for kindergarten” based on their Florida Kindergarten Readiness Screener (FLKRS) scores
- **Group of Children Analyzed:** 106,358 children who substantially completed (at least 70%) the VPK School-Year Program in 2010-11 and had complete kindergarten demographic information in 2011-12
 - Ensured similarity of program exposure, children’s ages, and amount of time between program completion and outcome assessment

Kindergarten Readiness Outcomes for Gold Seal and Non-Gold Seal Providers

VPK Children from Gold Seal Providers Performed Slightly Better Than Those from Non-Gold Seal Providers Regardless of Children's Race, Economic Status, or English Speaking Status

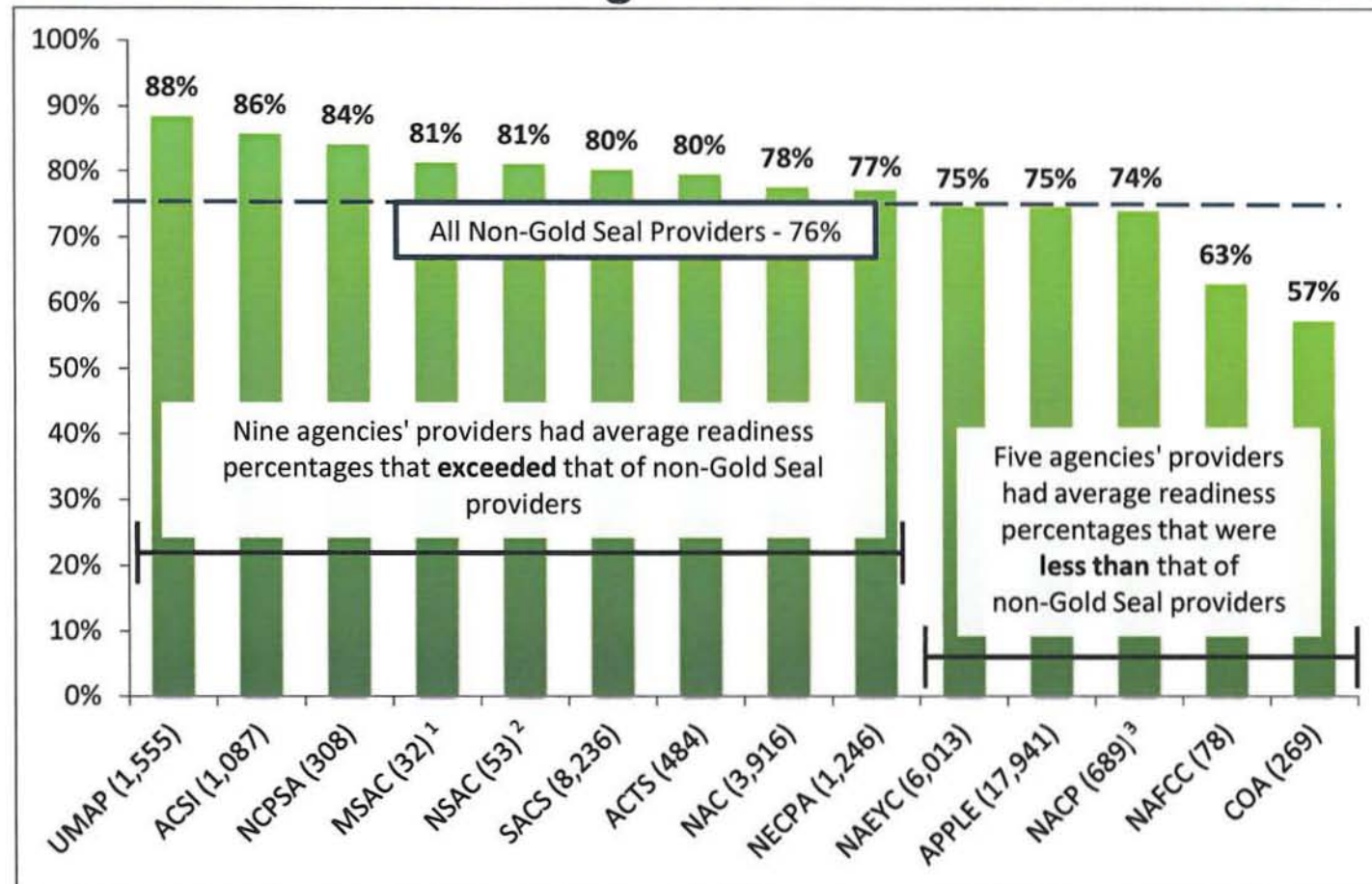
Child Characteristic	Percentage of Children Ready for Kindergarten ¹		
	Gold Seal Providers	Non-Gold Seal Providers	Difference ²
Race			
African-American	69.1%	68.3%	0.8
Hispanic	68.9%	66.1%	2.8
White	85.3%	84.1%	1.2
Free/Reduced Lunch Status			
Free/Reduced Lunch Recipient	68.5%	67.6%	0.9
Not Free/Reduced Lunch	86.4%	85.8%	0.6
English Speaking Status			
Limited English Proficiency	56.9%	55.6%	1.3
Not Limited English Proficiency	80.9%	79.5%	1.4
All VPK Children	76.8%	75.5%	1.3

¹ Children are considered kindergarten ready if they score at the Emerging/Progressing or Demonstrating levels on the ECHOS and score at least a 67 on the FAIR-K.

² All differences between Gold Seal and non-Gold Seal providers in this exhibit were statistically significant.

Source: OPPAGA analysis of Office of Early Learning and Department of Education VPK School Year Program data.

Based on Raw Percentages Only, VPK Children in Providers from 9 of the 14 Gold Seal Accrediting Agencies Performed Better Than the Average of Non-Gold Seal Providers



¹ The Montessori School Accreditation Commission is now merged under NCPSA and is no longer counted as a separate approved accrediting agency.

² NSAC (National School Age Child Care Alliance) is now called the National After-School Association (NAA).

³ NACP is no longer an approved Gold Seal accrediting agency.

Note: See Appendix A on slides 32-33 for the full names of each accrediting agency.

Source: OPPAGA analysis of Office of Early Learning and Department of Education 2010-11 VPK School Year Program data.



Raw percentage differences can be misleading because they have the potential to be influenced by differences in the types of children served by the providers accredited by each agency.

After Taking Into Consideration the Types of Children Served, the Performance of Each Accrediting Agency Either Exceeded or Was Not Statistically Different From That of Non-Gold Seal Providers

- We used a logistic regression model analysis to control for performance differences caused by the types of children served by providers in each accrediting agency
 - Providers accredited by 4 agencies (NAEYC, APPLE, National Council for Private School Accreditation, and United Methodist Association of Preschools) outperformed non-Gold Seal providers
 - The differences for the 10 remaining accrediting agencies were not statistically significant

Kindergarten Readiness Outcomes Based on the QRIS Ratings of Providers

Coalitions with Quality Rating and Improvement Systems

- We examined the outcomes associated with eight coalitions that had quality rating systems in 2010-11:

- Broward
- Duval
- Hillsborough
- Miami-Dade/Monroe
- Orange
- Palm Beach
- Sarasota
- Seminole

Note: As of December 2012, the eight coalitions with active QRIS were Broward, Hillsborough, Lake, Manatee, Miami-Dade/Monroe, Palm Beach, Sarasota, and Southwest Florida.

Providers with Higher QRIS Ratings Had Larger Percentages of Children Ready for Kindergarten Than Those with Lower Ratings

Quality Rating	Raw Percentage of Children Ready for Kindergarten
One Star (Lowest)	68.8%
Two Stars	66.7%
Three Stars	69.1%
Four Stars	73.8%
Five Stars (Highest)	74.8%

When controlling for demographics, providers with ratings of four or five stars were **1.4 times more likely** than providers with one or two stars to have their VPK children ready for kindergarten

Source: OPPAGA analysis of Office of Early Learning data, coalition data, and Department of Education 2010-11 VPK School Year Program data.

Kindergarten Readiness Outcomes of Gold Seal Providers and Providers with QRIS Ratings

The Performance of Gold Seal Providers Was Not Statistically Different Than That of Five-Star QRIS Providers

- The difference in the percentage of children ready for kindergarten between Gold Seal providers (76.9%) and providers with five-star QRIS ratings (83.1%) was **not statistically significant** after taking into consideration the types of children served*

*This analysis only includes providers in the eight coalitions with QRIS.

Differences in Kindergarten Readiness by Quality Program Participation and Rating

Program Participation and Rating	Raw Percentage of Children Ready for Kindergarten	Likelihood of Readiness (as compared to reference group; considers children served)
Not Gold Seal, QRIS Stars 4-5 (n=1,821)	77.3%	Difference not statistically significant
Gold Seal, Not QRIS (n=15,954)	76.9%	Difference not statistically significant
Not Gold Seal, Not QRIS (n=27,405)	73.8%	Reference (comparison) group
Gold Seal, QRIS Stars 4-5 (n=4,416)	72.9%	Difference not statistically significant
Gold Seal, QRIS Stars 1-3 (n=4,062)	69.4%	.812 (less likely)
Not Gold Seal, QRIS Stars 1-3 (n=4,193)	67.3%	.718 (less likely)

Note: This analysis only includes providers in the eight coalitions with QRIS.

Source: OPPAGA analysis of Office of Early Learning data, coalition data, and Department of Education 2010-11 VPK School Year Program data.

- When compared to non-Gold Seal, non-QRIS providers (after considering differences in children served):
 - QRIS Star 1-3 providers were less likely to have children ready for kindergarten regardless of Gold Seal status;
 - However, QRIS Star 4-5 providers did not perform significantly better regardless of Gold Seal status

Appendix A

Gold Seal Approved Accrediting Agencies have Similar Requirements for Four-Year-Olds

Accrediting Body ¹	Max Staff-Child Ratio	Max Group Size	Minimum Teacher Credential	Accreditation Renewal Process
Florida Child Care Center Licensure	1 to 20	None	<ul style="list-style-type: none"> All child care personnel must take DCF 40-clock-hour introductory training² At least one staff with a minimum of a Child Development Associate credential or its equivalent for every 20 children 	N/A
VPK	1 to 11	20	<ul style="list-style-type: none"> All lead teachers must have at least a Child Development Associate credential or equivalent All assistant teachers must at least take DCF 40-clock-hour introductory training 	N/A
SACS - Southern Association of Colleges and Schools (1,004 providers)	Must meet state regs	Must meet state regs	Teachers must be qualified based on state certification rules. (Must have at least a bachelor's degree with a minimum of 24 credit hours in the assigned area of teaching, and 18 credit hours in professional education.)	Annual report; reaccreditation every 5 years
APPLE - Accredited Professional Preschool Learning Environment (831 providers)	1 to 8-10	16-20	<ul style="list-style-type: none"> All lead teachers must have at least a Child Development Associate or its equivalent All assistant teachers must at least take DCF 40-clock-hour introductory training 	Annual report. Initial reaccreditation within 3 years; subsequent reaccreditations every 5 years
NAC - National Accreditation Commission for Early Care and Education Programs (274 providers)	1 to 10-12	20-22	<ul style="list-style-type: none"> The majority of lead teachers will have an associate's degree or higher with 12 credits in Early Childhood Education/Child Development and a minimum of 2 years child care experience The majority of assistant teachers are expected to have a Child Development Associate or above 	Annual report; reaccreditation every 3 years
NAEYC - National Association for the Education of Young Children (251 providers)	1 to 8-10 (4s/5s)	16-20 (4s/5s)	Current requirements (2010-2014) ³ : <ul style="list-style-type: none"> All teachers must have a minimum of a Child Development Associate credential or equivalent and must have or be enrolled in an associate's or bachelor's degree program in early childhood education or related field At least 50% of all teachers must have a minimum of an associate's degree in early childhood education (or equivalent), and at least 25% must have a minimum of a bachelor's degree (or equivalent) 	Annual report; reaccreditation every 5 years
NAFCC - National Association of Family Child Care (182 providers)	Must meet state regs	Must meet state regs	Provider must have a high school diploma or GED and current Pediatric First Aid and CPR certificates	Annual report; reaccreditation every 3 years

¹ Montessori School Accreditation Commission (one provider accredited as of November 2012) is not included in this table because it is now part of NCPSA. NACP (National Accreditation Council for Early Childhood Professional Personnel and Programs) is also not included in this table because it is no longer an approved Gold Seal accrediting agency.

² Child care personnel must begin this training within 90 days of starting employment and must complete the training within 1 year after the date on which the training began.

³ New, higher teacher credential requirements are being phased in between 2006 and 2020 with variations by program size; requirements included in the table are for providers with four or more teachers.

Appendix A (continued)

Accrediting Body	Max Staff-Child Ratio	Max Group Size	Minimum Teacher Credential	Accreditation Renewal Process
NECPA - National Early Childhood Program Accreditation <i>(73 providers)</i>	1 to 8-10 (4s/5s)	16-20 (4s/5s)	All teachers in charge of a group are licensed/ certified/ credentialed, qualified as lead teachers, teachers, or associate teachers, with education in child development and early childhood education specific to this age group, as well as supervised experience with preschool children	Annual report; reaccreditation every 3 years
NCPSA - National Council for Private School Accreditation <i>(52 providers)</i>	1 to 9	18	<ul style="list-style-type: none"> ▪ Lead teachers must have at least an associate's degree in early childhood education/ child development or an associate's degree with at least 12 credit hours in ECE/ CD ▪ Assistant teachers must have at least a state/nationally recognized child care credential (e.g., CDA) or 2 years experience in the field with at least 12 clock hours of ECE/ CD training 	Annual report; reaccreditation every 5 years
UMAP - United Methodist Association of Preschools <i>(49 providers)</i>	1 to 10 (4s/5s)	20 (4s/5s)	All lead teachers must have at least a Child Development Associate credential or equivalent, and must successfully complete training in Emergent Literacy	Annual report; reaccreditation every 3 years
ACSI - Association of Christian Schools International <i>(34 providers)</i>	1 to 8-10	16-20	Current requirements (through 2014) ⁴ : <ul style="list-style-type: none"> ▪ All lead teachers must have at least an associate's degree in early childhood education/child development ▪ Assistant teachers must have at least a state/nationally recognized competency credential 	Annual report; reaccreditation every 3 years
ACTS - Association of Christian Teachers and Schools <i>(21 providers)</i>	1 to 12	24	<ul style="list-style-type: none"> ▪ All child care personnel must take the 40-clock-hour DCF introductory course in child care ▪ At least one adult staff member must have a current certification in state approved and age appropriate first aid and CPR a must be on the premises during operating hours 	Annual report; reaccreditation every 5 years
COA - Council on Accreditation <i>(19 providers)</i>	1 to 8-10 (4s/5s)	16-20 (4s/5s)	<ul style="list-style-type: none"> ▪ All lead teachers must have at least a Child Development Associate credential ▪ All assistant teachers and aides must have at least a high school diploma or GED and 30 hours of related training within the first year of employment 	Annual report; reaccreditation every 3-4 years
NAA - National After-School Association ⁵ <i>(2 providers)</i>	1 to 10-15 (Under 6yo)	30	Senior group leaders must have a minimum of an associate's degree in an unrelated field or two years of college in related field plus 3 credit hours of child and youth development and 3 credit hours of other related areas and one year experience	Annual report; reaccreditation every 3-4 years

⁴ New, higher teacher credential requirements are being phased in through 2015.

⁵ The National After-School Association (NAA) was called NSAC (National School Age Child Care Alliance) at the time of our outcomes analysis.

Source: Florida Department of Children and Families.



For more information, please contact:

David Summers
Staff Director
OPPAGA Education Policy Area
(850) 487-9257
summers.david@oppaga.fl.gov

oppaga

Gold Seal Quality Care Program: A Side-by-Side Comparison of Florida Approved Accreditation Associations

Gold Seal Quality Care Program Legislation

Section 402.281, Florida Statutes, Gold Seal Quality Care Program

The Gold Seal Quality Care Program, created by the Florida Legislature in 1996, acknowledges child care facilities and family child care homes that are accredited by a nationally recognized association and whose standards reflect quality child care. Section 402.281, Florida Statutes, stipulates that child care programs that are accredited by a nationally recognized accrediting association whose standards substantially meet or exceed the National Association for the Education of Young Children (NAEYC), the National Association of Family Child Care (NAFCC), and the National Early Childhood Program Accreditation Commission (NECPA) shall receive a separate "Gold Seal Quality Care" designation to operate as a gold seal child care facility, large family child care home, or family day care home.

In developing the Gold Seal Quality Care program standards, the department shall consult with the Department of Education, the Florida Head Start Directors Association, the Florida Association of Child Care Management, the Florida Family Day Care Association, the Florida Children's Forum, the State Coordinating Council for Early Childhood Services, the Early Childhood Association of Florida, the National Association for Child Development Education, providers receiving exemptions under s. 402.316, and parents, for the purpose of approving the accrediting associations.

This side-by-side comparison of Florida Gold Seal Quality Care approved accreditation associations provides the public with an abridged version of the accreditation standards, which guide early childhood programs that choose to participate in the Gold Seal Quality Care Program.*

**This side-by-side comparison is not comprehensive and does not contain every standard of the accrediting association. To receive comprehensive documentation of an accreditation association's standards, please contact the accrediting association directly.*

Florida Approved Gold Seal Quality Care Accreditation Associations

Accredited Professional Preschool Learning Environment
(APPLE)
National APPLE Accreditation Office
10060 Amberwood Road, Suite 3
Fort Myers, Florida 33913
1-877-634-9874
<http://www.faccm.org/apple.asp>

AdvancED Florida SACS
University of West Florida, Building 78, Room 117B
11000 University Parkway
Pensacola, FL 32514
(800) 248-7701
<http://www.sacscasi.org/>

Association of Christian Schools International (ACSI)
461 Plaza Drive, Suite C
Dunedin, FL 34698
(727) 734-7096
www.acsi.org

Association of Christian Teachers and Schools (ACTS)
Florida League of Christian Schools (State Chapter)
1445 Boonville Avenue
Springfield, MO 65802
(417) 862-2781
acts@actsschools.org

Council on Accreditation (COA)
120 Wall Street, 11th Floor
New York, NY 10005
(212) 797-3000
www.coanet.org

National Accreditation Commission for Early Care and Education
Programs (NAC)
P.O. Box 90723
Austin, TX 78709-0723
(800) 537-1118 or (512) 301-5557
www.naccp.org

National Association for the Education of Young Children
(NAEYC)
1509 16th Street, N.W.
Washington, D.C. 20036-1426
(202) 232-8777 or (800) 424-2460
www.naeyc.org

National Council for Private School Accreditation (NCPSA)
P.O. Box 13686
Seattle, WA 98198-1010
(253) 874-3408
www.ncpsa.org

National Early Childhood Program Accreditation (NECPA)
1150 Hungryneck Boulevard, Suite C-305
Mount Pleasant, South Carolina 29464
(800) 505-9878
www.necpa.net

National Association of Family Child Care (NAFCC)
1743 West Alexander Street
Salt Lake City, Utah 84119
(800) 359-3817
www.nafcc.org

United Methodist Association of Preschools, Florida Chapter of UMAP
P.O. Box 3767
Lakeland, FL 33802
(800) 282-8011 or (941) 408-1480
www.umapfl.com

Accrediting Association	Current Accrediting Period
Association of Christian Schools International (ACSI)	October 2011 – October 2016
Association of Christian Teachers and Schools (ACTS)	October 2011 – October 2016
Accredited Professional Preschool Learning Environment (APPLE)	January 2009 – January 2014
Council on Accreditation (COA)	July 2009 – July 2014
Council on Accreditation, School Age (COA)	June 2010 – June 2015
National Accreditation Commission for Early Care and Education Programs (NAC)	March 2010 – March 2015
National Association for the Education of Young Children (NAEYC)	Not Applicable
National Association of Family Child Care (NAFCC)	Not Applicable
National Council for Private School Accreditation (NCPSA)	December 2009 – December 2014
National Early Childhood Program Accreditation (NECPA)	Not Applicable
AdvancED Florida SACS	February 2012 – February 2013
United Methodist Association of Preschools, Florida Chapter of UMAP	November 2009 – November 2014

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Self Study	Page 22
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Administrative Assessment	Page 23
Family Assessment	Page 24
Validation Process	Page 25
Renewal Process	Page 26

Licensure and Regulation

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
Programs must be licensed or regulated and in good standing for the past 12 months, unless exempt. Exempt programs that are eligible for licensure or regulation are required to be licensed or regulated. If not permitted to be licensed or regulated by the state, programs must document compliance with criteria specially created for this purpose by NAEYC.	The program must hold a license in good standing with the state agency responsible for licensing child care centers and early childhood programs. License-exempt programs must provide a copy of the rules and regulations for licensed programs and demonstrate their compliance with these rules and regulations and proof of oversight and regular monitoring visits.	Programs must have a current license, registration, or certificate – the highest level of regulation available for family child care in their state. Programs must comply with NAFCC Accreditation standards even if they are higher than state standards. If state standards are higher, compliance with those standards is also required.	Programs must be licensed by the state or local agency in whose jurisdiction the program is located. Program must provide documentation that it has been licensed (or in operation if exempt) for a period of a year before verification be scheduled. Exempt facilities standards must be at least equal to those required by the licensing authority.	Programs must be licensed or legally operating. Programs with full and partial exemptions from regulation must provide certification of exemption status.	Programs must be licensed by appropriate state or local agencies if required and meet or exceed standards in areas such as health, safety, background screening and training. Programs exempt from state or local licensing may apply for ACSI preschool accreditation.	Programs must possess relevant licenses and comply with applicable federal, state, and local laws and regulations.

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)
The school must operate in accordance with all applicable state, district, and local regulations.	Programs must maintain religious exemption status as described by Florida Statute.	The program must be licensed by the governing body of their state as well as any other local licensing agency.	Licensed programs must include a copy of the program's current license and last inspection report. Programs exempt from licensure will be expected to validate how all minimal state licensing requirements are met or exceeded, regardless of exemption.	The program possesses relevant licenses, if applicable, and displays documents in an area visible to the public. The program meets applicable laws, regulations, guidelines, and codes, including those related to health and safety.	The facilities used by Early Head Start and Head Start grantee and delegate agencies for regularly scheduled center-based and combination program option classroom activities or home-based group socialization activities must comply with State and local requirements concerning licensing.

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Toddlers	<10	1:5																																																																																																																																																										
2's	<12	1:6																																																																																																																																																										
3's	<18	1:8																																																																																																																																																										
4/5's	<20	1:10																																																																																																																																																										
Group																																																																																																																																																												
Age	Size	Ratio																																																																																																																																																										
0-12	8	1:4																																																																																																																																																										
13-24	10	1:5																																																																																																																																																										
25-30	10	1:5																																																																																																																																																										
31-35	12	1:6																																																																																																																																																										
3s	16	1:8																																																																																																																																																										
4s	18	1:9																																																																																																																																																										
5s	20	1:10																																																																																																																																																										
Group																																																																																																																																																												
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Teacher Credential

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>A time-line from 2006 – 2020 that changes the expected qualification from the current minimum has been developed. If these guidelines cannot be met the program must document how it is going to attain these qualifications. The most current-2010 requirements are included here:</p> <p>Current requirement: Teacher has a minimum of a CDA or equivalent (Equivalence to CDA = A minimum of 12 college credits) The teacher has or is working toward an associate's or Baccalaureate degree or equivalent.</p> <p>By 2010: Teacher must have a minimum of an Associate's degree or equivalent (equivalence is defined as 60 college credits with 30 of those in child development/early childhood education, elementary education, or early childhood special education.</p> <p>Age Requirement: Staff who work directly with children must be 18 years of age or older (except vehicle drivers, who must be at least 21).</p>	<p>All teachers in charge of a group are licensed/ certified/ credentialed, qualified as lead teachers, teachers, or associate teachers, with education in child development and early childhood education specific to this age group, as well as supervised experience with preschool children</p> <p>Age Requirement: Teachers, Assistant Teachers and Associate Teachers must be at least 18 years old</p>	<p>The provider must have: A high school diploma or GED Current Pediatric First Aid and CPR certificates. The substitute must hold current Pediatric First Aid and CPR certificates.</p> <p>Age Requirement: The provider must be at least 21 years old. The assistant to the provider must be at least 16 years old and work under the direct supervision of the provider unless they meet all the qualifications of a substitute. The substitute must be at least 18 years old.</p>	<p>Lead or head teachers must have at least a Florida Child Care Professional Credential (FCCPC), CDA, or an equivalent competency based credential. Teacher assistants must have at least 40 hours training in child development, health, safety, nutrition, abuse reporting and rules and regulations governing child care.</p> <p>Age Requirement: Teaching staff must be at least 18 years old.</p>	<p>The majority of staff members responsible for the instruction of children will have: A minimum of 2 years of child care experience and an Associate's Degree or higher with 12 credits in ECE/CD. The majority if assistant teachers are expected to have a CDA or above.</p> <p>Age Requirement: All staff counted in the staff-to-child ratio must be at least 18 years old. Staff under the age of 18 must work under direct supervision.</p>	<p>Lead teachers in each age group must have obtained, at minimum, an associate's degree in early childhood/ education child development from an accredited institution.</p> <p>Assistant teachers must have obtained, at minimum a state/nationally recognized competency credential.</p> <p>By 2015: At least 75% of lead teachers have (Preschool Associate Credential) PAC or equivalent, working towards AA / BA degree. All lead teachers working to complete AA. At least 50% of Assistant teachers working to completed PAC / equivalent or AA. All new hires have PAC / equivalent or an AA.</p> <p>By 2020: All lead teachers have PAC, 50% lead teachers have AA, and are enrolled in BA program. At least 75% Assistant teachers have PAC / equivalent or AA. All new hires have AA or higher.</p> <p>By 2025: All lead teachers have AA degree. 25% have completed BA degree. Assistant teachers have PAC / equivalent or AA. All new hires must have AA Degree.</p> <p>Age Requirement: All staff counted in the staff-to-child ratio must be at least 18 years old. Volunteers or other staff must be at least 16 years old and work under the direct supervision of a trained adult staff member at all times.</p>	<p>Teachers must have at least a CDA or CCP credential or a relevant associate's degree in ECE/child development. Assistant teachers and aides must have at least a high school diploma or GED and a minimum of 30 hours of related training within the first year of employment.</p> <p>Age Requirement: Providers must be at least 18 years old.</p>

Teacher Credential

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)
<p>Teachers must be qualified based on state certification rules.</p> <p>Teachers must have earned at least: A Baccalaureate degree from a regionally accredited institution with a major or a minimum of 24 semester hours in the assigned area of teaching, and 18 semester hours in professional education as a part of, or in addition to the degree, or meets the legal qualifications of the state in which employed.</p> <p>The standard is also met by teachers who: Hold a valid certification from another state, or Hold a Baccalaureate degree and are earning at least 6 semester hours each year in a program leading to valid certification.</p> <p>Age Requirement: Programs must comply with current state and local requirements.</p>	<p>All child care personnel, except volunteers or substitutes who work less than 40 hours a month, must take a Florida DCF approved 30/10 clock-hour introductory course in child care.</p> <p>At least one adult staff member must have a current certification in state approved and age appropriate first aid and CPR and must be on the premises during operating hours.</p> <p>Age Requirement: The operator of a child care facility must be at least 21 years old, and in the absence of the operator, there must be a person at least 21 years old in charge of the facility and on the premises at all times. Staff must be at least 16 years old. Fifteen year olds may be employed, but must be under direct supervision, may not be in charge of a class or group of children, and may not be counted in the staff-to-child ratio.</p>	<p>A Lead Teacher must have one of the following educational credentials: Bachelor's degree in ECE, Child Development, or a related field.</p> <p>A 2 year degree or higher from an accredited college or university with at least 6 credit hours in ECE or Child Development.</p> <p>A current National CDA or state recognized equivalent.</p> <p>Must successfully complete training in Emergent Literacy.</p> <p>Age Requirement: Teachers and teacher-aides must be at least 18 years old.</p>	<p>Teachers are required to have a minimum of either an associate's degree in ECE/child development or any associate's degree with at least 12 credit hours in ECE/child development. Assistant teachers are required to have a minimum of a state/nationally recognized competency credential (e.g., CDA) or 2 years of experience in the field with at least 12 clock hours of ECE/child development training.</p> <p>Age Requirement: Programs must be in compliance with the requirements of civil authorities.</p>	<p>Senior group leaders must have a Bachelor's Degree in related field, OR a Bachelor's Degree in an unrelated field + 3 credit hrs of child and youth development and 3 credit hrs of other areas related to sac programming field and three months experience OR an AA degree in related field or two years of college in related field or equivalent+ 3 credit hrs of child and youth development and 3 credit hrs of other areas related to sac programming and six months experience OR an AA Degree in unrelated field or two years of college in related field or equivalent+ 3 credit hrs of child and youth development and 3 credit hrs of other areas related to sac programming and one year experience Requirements for Group Leaders are similar but also include an option for having a high school diploma or GED coupled with specified experience and training. Assistant Group Leaders may have no experience, but must have a comprehensive orientation and in-service training.</p> <p>Age Requirement: The assistant group leader must be at least 16 years old. No additional age requirements are listed.</p>	<p>All teachers must have a minimum of a CDA credential.</p> <p>Early Head Start and Head Start staff working as teachers with infants and toddlers must obtain a Child Development Associate (CDA) credential for Infant and Toddler Caregivers or an equivalent credential.</p>

Administrator Credential

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>Program administrators must have at least a Baccalaureate degree with at least 9 credit hours in administration, leadership, or management and at least 24 credit hours in early childhood, child development, elementary education, or special early childhood special education that addresses child development and learning from birth through kindergarten OR document that a plan is in place to meet these requirements within 5 years. OR documents meeting an appropriate combination of relevant education and work experience.</p>	<p>Must have an undergraduate degree in early childhood education, child development, social work, nursing, or other child-related field, or Must have a minimum of four college-level courses in child development and early childhood education and two years experience as a teacher of children of the age group(s) in care, or Must have a national competency based credential such as the CCP or the CDA and two years experience as a teacher of children of the age group(s) in care. A Director must have either the National Administrator Credential (or equivalent), or a course in business administration, or at least one year experience as the administrator of an early childhood program.</p>	<p>The provider must hold a high school diploma or GED.</p>	<p>The administrator must have: An undergraduate degree in ECE or other child related field, or An undergraduate degree out of field with at least 12 credits in ECE/ child development, or A Florida Child Care Professional Credential (FCCPC), A Certified Childcare Professional (CCP) from another state, or a National CDA, or an equivalency competency based credential Two years experience working with young children in a supervisory capacity. <u>Additional Requirements:</u> An administrator/ director credential A college level class in business administration. Infant/ Child CPR and First Aid. Minimum Age is 21.</p>	<p>Directors/ Administrators must hold: A Baccalaureate degree or higher in ECE/Child Development or a related field Business administration/ program management education/training. One year experience in administration of an early childhood program and two years experience working in an early care and education classroom.</p>	<p>The director must have: A minimum of a Baccalaureate degree in ECE/ Child Development from an accredited institution. 9 credit hours of college work in administration/ business. The coursework should include training in leadership development and supervision of adults. Age Requirement: Administrator must be at least 21 years old.</p>	<p>Administrators must have at least a Bachelor's degree in ECE, child development, or social work and related field experience in ECE or elementary education. Age Requirement: Administrator must be at least 21 years old.</p>

Administrator Credential

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)
<p>Administrators must meet the certification/ licensure requirements established by the state. School district/system administrators must have earned:</p> <p>A graduate degree from a regionally accredited institution with 18 hours in administration or meets the legal qualifications of the state in which employed.</p>	<p>The administrator must have a high school diploma or GED, child care experience or direct contact with children in a church environment, Florida DCF required training, and one of the following:</p> <p>A training certificate in Child Guidance, Care and Management from an approved educational agency</p> <p>A recognized Montessori teaching certificate if using Montessori curriculum</p> <p>A Bachelor's degree in ECE/child development or related field OR 2 years of college with 6 or more hours in child development CDA.</p>	<p>Administrators must have one of the following:</p> <p>A Bachelor's degree in ECE, Child Development, or a related field.</p> <p>A Bachelor's degree in another field with an additional 12 credit hours in ECE.</p> <p>And:</p> <p>Must be at least 21.</p> <p>Have at least 1 year of experience as a director.</p> <p>Must successfully complete training in Emergent Literacy.</p>	<p>The director of the early education program has professional training as evidenced by having obtained a minimum of a Bachelor's degree or its equivalent (1) in early childhood education/ child development, (2) in elementary education with twelve credit hours in early childhood education/ child development, or (3) in any other subject with twenty-four credit hours in early childhood education/ child development—all from an accredited institution. The director also has a working understanding of business practices as evidenced by twelve credit hours of college course work or the equivalent of documented one year of on-the-job training in an administrative position under the supervision of a mentor.</p>	<p>The program administrator must have:</p> <p>1 year experience, a Bachelor's degree in related field with 3 credit hours in child/youth development and 3 hours in administration.</p> <p>Degrees in unrelated fields are recognized with additional years of experience and training.</p> <p>The Site Director must have:</p> <p>6 months experience,</p> <p>Bachelor's degree in related field with (3) credit hours in child/youth development and SAC related areas.</p> <p>Degrees in unrelated fields are recognized with additional years of experience and training.</p>	<p>The Early Head Start or Head Start director must have demonstrated skills and abilities in a management capacity relevant to human services program management.</p>

Pre-Service Training

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>New staff, volunteers, and substitutes are adequately oriented about the program. Orientation includes knowledge regarding the goals and philosophy of the program; emergency, health and safety procedures; guidance and classroom management techniques; child abuse and neglect reporting procedures; curriculum & planned daily activities; individual needs of children; regulatory requirements; and expectations for ethical conduct.</p>	<p>The program provides staff with a complete orientation to the program.</p>	<p>The program must comply with state and local training regulations.</p>	<p>Orientation for new employees should be provided, addressing policies and procedures, the importance of appropriate teacher-child interaction, staff expectations, and state or local training requirements. New employees receive training specific to the age group with whom they will be working. Job descriptions are discussed.</p>	<p>Standards include a comprehensive orientation plan. The orientation requires that programs comply with state licensing pre-service training requirements. Additionally, the plan includes training on program policies, procedures, curriculum, and observation in the classroom.</p>	<p>All personnel, including volunteers and substitutes must have on file the appropriate screening and background checks, and all personnel must be supervised by qualified staff. Orientation for new staff members is thorough and is conducted before new staff work with students.</p>	<p>New personnel are oriented within the first three months of hire to: The programs' mission, philosophy, and goals. Service population. Place within the community. Personnel manual. Program's structure.</p>
AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)	
<p>The program must comply with state and local training regulations.</p>	<p>A preschool shall publish an employee handbook which shall include the following philosophy of the preschool, dress code, rules and regulations, discipline procedures, and personnel evaluation policies.</p>	<p>The program provides staff with a complete orientation of the program. Substitutes and volunteers are given orientation to the program and policies and receive ongoing training.</p>	<p>The program must be in compliance with requirements of civil authorities. New staff must be provided with a thorough orientation.</p>	<p>The program's training and professional development program provides personnel with skills and information needed to perform their jobs. Before working with children and youth, new personnel are given an orientation.</p>	<p>Staff must be employed for sufficient time to allow them to participate in pre-service training, to plan and set up the program at the start of the year, to close the program at the end of the year, to conduct home visits, to conduct health examinations, screening and immunization activities, to maintain records, and to keep service component plans and activities current and relevant.</p>	

In-Service Training

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>All staff evaluates and improves their performance based on ongoing reflection and feedback from supervisors, peers, and families. Annual individualized professional development plans are developed and guide continuous professional development and training.</p>	<p>Staff is offered regular training in administration, behavior management, health, safety, child development, nutrition, evaluation, whole language, curriculum, parent involvement, and communication skills. Staff is offered regular training in administration, behavior management, health, safety, child development, nutrition, evaluation, whole language, curriculum, parent involvement, and communication skills.</p>	<p>The Provider: Seeks continuing training and education, and is open to new ideas about family child care. Keeps up-to-date with topics related to program quality. Consults with experts to gain specific information, such as how to work with children and families with special needs. Is actively involved with other providers or a related professional group, if available.</p>	<p>Documentation of continuing professional development. There must be evidence of training within the last year of at least 2 CEU's (Continuing Education Units). Training is chosen to meet individual teacher's professional goals. Employees are provided information on available training and professional development opportunities. The program assists staff in the development of a professional development plan.</p>	<p>Programs provide written procedures for ongoing staff training plans for professional development (PD). The staff evaluation process is utilized in determining staff training needs and developing individualized training plans. Administrators/directors are required to have 30 hours of PD training annually. The annual training plan for staff includes topics related to the age group of children with whom they are working. Staff are required to have 20 hours of PD training annually.</p>	<p>Instructional staff are trained, at least annually on: The Preschool's Christian philosophy and on employee policies. Participate annually in a minimum of 12 documented hours of continuing education and professional development that relates to topics specific to early education. Additional Requirement: Staff is required to continue education to obtain an AA or BS degree in Early Childhood/Child Development.</p>	<p>Programs must implement a structured professional development program. Professional development and training must be based on personnel needs. The program may determine to implement tuition reimbursement or financial assistance opportunities if the assessment determines that as a defined need among its staff.</p>

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)
<p>Six semester hours of credit or the equivalent for each five-year period of employment are required.</p>	<p>All child care personnel, except volunteers and substitutes who work or assist less than forty (40) hours a month, must complete 10-clock-hours of annual in-service training. There are no exemptions from the annual in-service training for child care personnel; however, during the first year of employment the ten (10) hours of in-service training is included within the forty (40) hour training.</p>	<p>Program provides staff with opportunities to participate in ongoing professional development. Professional development provides continuing education and opportunities for staff to keep abreast of latest developments in the field. Professional development should be credit bearing whenever possible. Continuing education is encouraged through tuition reimbursement or financial assistance.</p>	<p>All staff responsible for the care and education of the children in the program participate annually in a minimum of twelve documented clock hours of continuing education or professional development relating to child growth and development in the areas of cognitive learning and social, emotional, and physical development; safety and health issues for young children; family and community relations; classroom and program management.</p>	<p>Professional development promotes learning, skill enhancement, and advancement, by providing personnel with skills and information needed to perform their jobs. Assistant group leaders should receive 15 hours of training annually, group leaders should receive 18 hrs of training annually, senior group leader should receive 21 hrs of training annually, Site directors should receive 24 hrs of training annually, and program administrators should receive at least 30 hrs of training annually.</p>	<p>Head Start grantees must provide preservice training and in-service training opportunities to program staff and volunteers to assist them in acquiring or increasing the knowledge and skills they need to fulfill their job responsibilities. This training must be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies.</p>

Curriculum Implementation

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>The curriculum includes the goals of the program, planned activities, the daily schedule, and the availability and use of developmentally appropriate materials.</p> <p>Curriculum is respectful of family values and language, guides responsive interactions, supports engagement through play, guides assessment and integration of assessment results into classroom experiences, and supports aesthetic, cognitive, emotional, language, physical, and social development.</p>	<p>The program has written curriculum plans based on knowledge of child development and appropriate practice; assessment of individual needs and interests; input from teachers, cultural sensitivity; progress reports; and the social, emotional, cognitive, physical and language development of individual children.</p> <p>The curriculum plan is reviewed annually, plans are developed for children with special needs, and a variety of developmentally appropriate materials and activities are provided.</p>	<p>A curriculum is not specified; however, developmental learning goals are addressed in the areas of social and self development, physical development, cognition and language and creative development. In addition, child directed activities and provider activities are addressed and suggested materials lists are included.</p>	<p>Each classroom or age group has a written schedule and a written curriculum outline that defines the expectations for learning and development for that age group. The curriculum is developed with a solid understanding of child growth and development and reflects new research and theory in early childhood education. The curriculum may be purchased or it may be self developed providing it is appropriate to the age and developmental level of the group.</p> <p>Learning center items are changed periodically.</p> <p>There are sufficient activities available for outside play.</p>	<p>Each teacher has a written lesson plan that is appropriate to the developmental stage of children, and the planned daily schedule includes a balance of activities that respect children's age appropriate needs and interests.</p> <p>Materials, activities, and classroom arrangement encourage children to participate in a variety of age appropriate activities.</p>	<p>The instructional program meets the spiritual and educational needs of the children (including children with special needs) and encourages their spiritual, intellectual, and language, math and science, emotional, social, and physical growth. The curriculum acknowledges differences in children, and the daily schedule includes a balance and variety of curriculum activities. Written goals and objectives reflect the sequence of development of various age groups, and lesson plans reflect goals and objectives.</p>	<p>A variety of activities and lessons afford choice and promote social, emotional, cognitive, and physical growth.</p> <p>Daily activities demonstrate well planned, flexible, and responsive care in a group setting that is appropriate to the age, development, family situation, interpersonal characteristics, and special needs of the children in the program.</p>

Curriculum Implementation

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)
<p>The school's program of learning must be based on and aligned with clearly defined desired results for student learning that facilitate achievement for all students. Although no curriculum is specified, there are 5 curriculum goals that must be met. These goals relate to developmentally appropriate experiences across all areas of development. The curriculum must challenge each student to excel, must reflect a commitment to equity, and must demonstrate an appreciation of diversity.</p>	<p>Curriculum, inclusive of goals, planned activities, daily schedule, and materials, must be based on knowledge of child development and designed to meet individual needs of children. Developmentally appropriate materials, equipment, and activities must meet the intellectual, physical, social, emotional, and spiritual needs of each child.</p>	<p>Lesson plans and goals shall be age appropriate and must address the following domains: Social and Emotional; Fine Motor; Gross Motor; Cognitive; Creative; Spiritual; Discovery; Language and Literacy. Centers are clearly defined and organized. Every classroom has a library area with adequate and age appropriate books for each child. Playground is safe and includes opportunities for pushing, pulling, climbing, crawling, pedaling, throwing, catching, sand play, balancing, running, and a quiet place.</p>	<p>A published curriculum guide is required with scope and sequence for each age group along with written goals and objectives. The curriculum must address all areas of development (i.e., physical, social/emotional, core knowledge, language and literacy, mathematical awareness, science, social studies, and fine art) and be developmentally appropriate.</p>	<p>Program activities provide opportunities to build skills, explore interest, experience a sense of self-efficacy and belonging, and contribute to the community. A variety of activities and lessons afford choice and promote social, emotional, cognitive, and physical growth. Daily activities demonstrate well planned, flexible, and responsive care in a group setting that is appropriate to the age, developmental-level, family situation, interpersonal characteristics, and special needs of children in the program.</p>	<p>Curriculum means a written plan that includes: The goals for children's development and learning; The experiences through which they will achieve these goals; What staff and parents do to help children achieve these goals; and The materials needed to support the implementation of the curriculum. The curriculum is consistent with the Head Start Program Performance Standards and is based on sound child development principles about how children grow and learn.</p>

Literacy Support

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>Language development and early literacy is addressed in the curriculum standards and include consideration of family & community perspectives, value and support, support for verbal/nonverbal communication, alternative communication strategies, vocabulary, time for discussions & questions, varied opportunities with books & stories, phonological awareness, and support for written expression.</p>	<p>Promotion of children's language development through a variety of songs, stories, books and games, including some from their culture and language and frequent conversations with children.</p>	<p>The standards require providers to read to children at least once a day; make some books accessible to children every day; encourage children to look at or read books on their own; teach children to take care of books; build on children's emerging interest in print and writing; encourage children to scribble, to write their names and stories, to label their drawings, make books, or keep journals in the context of ongoing activities.</p>	<p>Lessons plans must show evidence of planned early literacy experiences. The standards require teachers to be aware of the importance of early literacy instruction and plan for experiences which give children exposure to language development, print and book knowledge, phonological awareness, letter knowledge, written expression, and motivation to read.</p>	<p>Promotion of language skills is addressed in the standards through the provision of classroom activities, use of open-ended questions, opportunities to talk and engage in conversations, teacher description of objects and events, reading of books and poems, and pre-writing opportunities.</p>	<p>The curriculum standard addresses the provision of appropriate receptive and expressive language experiences throughout the day through interest centers, listening to stories read aloud, exploring books, and response to conversations about elements of the story to predict outcomes, to retell the sequence of the story, to connect happenings to the story with prior experiences, and develop phonological awareness.</p>	<p>Literacy is promoted through daily storytelling, reading, and other activities and materials that promote early literacy skills.</p>
Southern Association of Colleges and Schools (SACS)	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)	
<p>Language development and literacy standards are included in a research based curriculum in which instructional and assessment methods facilitate achievement for all students. Programs promote active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning, providing many opportunities and activities related to speaking, listening, engaging in conversations, dictating, reading, and writing.</p>	<p>Language development is addressed in the standards. Receptive and expressive language experiences, appropriate to the development of the child, must be provided throughout the day.</p>	<p>Children are given opportunities to listen to spoken word, through storytelling, audio books, etc. Children are encouraged to use language to express their wants and needs. Children are exposed to a print rich environment. Children have an opportunity to see that pictures represent objects and events.</p>	<p>Language and literacy are required elements of curriculum. Programs must provide much print, listening, and speaking experiences and activities; provide a print-rich environment; and address vocabulary, comprehension, phonemic awareness, and the alphabet.</p>	<p>Children and youth have opportunities to participate in a wide and challenging variety of engaging activities. Programs that are designed to work with schools collaborate with school personnel.</p>	<p>Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child. Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success. Grantee and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services.</p>	

Health and Safety

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>The program has and implements a written agreement with a health consultant who is either a licensed pediatric health professional or a health professional with specific training in health consultation for early childhood programs.</p> <p>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. The program follows these practices regarding hand washing: Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored. Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others. Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.</p>	<p>The program has policies in writing on the routine of health care of children, and the health practices of the program.</p> <p>CPR for infants and children, and emergency management of choking from a licensed health professional, is always present.</p> <p>50% of the staff involved in the provision of direct child care are certified in first-aid treatment.</p> <p>90% of the staff involved in the provision of direct child care are certified in pediatric first aid.</p> <p>Universal precautions are practiced at all times.</p> <p>All staff have training in health and safety.</p> <p>The program provides regular vision, speech and language, hearing, and developmental screenings for children either on-site or through referral to a community health agency.</p> <p>The program documents annual screenings for each child.</p>	<p>A TB screening completed and signed by a health care professional using the NAFCC Family Child Care TB Screening Form. TB screening must be dated within 2 years of when the request for observation visit documentation is complete. Current First Aid and Pediatric CPR certificates must be present. A favorable review of state and FBI fingerprint records concerning child abuse and criminal background status is present.</p> <p>The home has adequate ventilation and room temperature between 68-90 degrees (F). If the temperature is over 90 degrees (F), air conditioning or safe fans are used.</p> <p>The provider brings a first aid kit, emergency telephone numbers, emergency treatment permission forms, coins for a pay phone, calling card number, or cellular phone, not paper and pen, diapers and wipes, if needed. Children carry the provider's name and telephone number and their own name, where it is not visible, in case they do become lost.</p>	<p>The program presents valid certification that it is in compliance with all legal requirements for protection of the health and safety of children in group settings, such as building codes, sanitation, water quality, and fire protection. Compliance is demonstrated by a record of an inspection by a qualified building and fire inspector and sanitarian.</p> <p>A current, written record is maintained for each child, including the results of a complete health evaluation by an approved health care resource within six months prior to enrollment, record of immunizations, emergency contact information, names of people authorized to pick up the child, and pertinent health issues.</p> <p>At least one staff member, who has certification in emergency pediatric first-aid treatment including CPR for infants and children, and emergency management of choking from a licensed health professional, is always present.</p>	<p>The center maintains compliance with licensing standards and state and local regulations for the safety and health of children in group settings. All staff members receive training in Standard Precautions in handling exposure to blood and potential blood containing body fluids and injury discharges. All staff members have training in recognizing symptoms of child abuse and their responsibility for reporting.</p>	<p>The administrative team/director researches current information regarding all areas of operation related to illness, injury, and health, and he or she uses the information to assess staff practice, develop policies for management, and ensure effective procedures.</p> <p>The administration acts promptly to address identified areas of needed improvement in health and safety by allocating resources for training, equipment, materials and/or furnishings as recommended.</p> <p>The staff consistently implements policies and procedures and actively participates in creating a safe and healthy culture that protects and promotes student's/ children's health.</p> <p>The staff has continuing training in preventative health practices, emergency first aid, and special medical needs in order to be alert and prepared for emergencies.</p>	<p>The child care service promotes and protects the health of children and caregivers. A health record is maintained for each child and all parents receive a written health protocol. Caregivers model good health habits and provide age-appropriate instruction on health and hygiene practices. Caregivers are flexible in meeting each child's eating, toileting, and sleeping needs.</p> <p>A safe environment is maintained, including the physical facility, buildings, and the grounds of the childcare center.</p> <p>Toys and other materials are child proof, non-toxic, and maintained in good repair. The toys are disinfected at least weekly and immediately after use if items are placed in a child's mouth.</p> <p>The program plans for and coordinates emergency response preparedness.</p> <p>The program is prepared to treat injuries and respond to medical emergencies.</p> <p>All personnel are trained on how to respond to medical threats and emergencies.</p>

Health and Safety

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)
<p>Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations</p> <p>Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants.</p> <p>Possesses a written security and crisis management plan with appropriate training for stakeholders.</p>	<p>Programs must verify complaints with local health requirements for nutrition and food service.</p> <p>The program has a written policy specifying limitations on attendance of sick children's and staff.</p> <p>Preschools provide an area where sick children are isolated while awaiting someone to take them home.</p> <p>At least one staff member who is certified in CPR and First Aid is present at all times.</p> <p>A plan exists for dealing with medical emergencies and adequate first aid supplies are readily available.</p>	<p>Incorporate appropriate health practices by using universal precautions to prevent the spread of disease while caring for children.</p> <p>Choose appropriate toys (including duplicates) and room equipment.</p> <p>Involve children in appropriate safety routines and cleanliness such as hand-washing.</p> <p>Teach children the importance of healthy food; including water, exercise, rest, and suitable clothing.</p> <p>Importance of proper food and suitable clothing.</p> <p>Importance of exercising, resting, and cleanliness.</p> <p>Safety habits.</p> <p>Developing sound mental health practices, so child may feel good about themselves and others.</p>	<p>The early education program has a responsibility for the health, safety, and general welfare of each child in attendance. The staff should have continuing and required training in emergency first aid and in special medical needs in order to be alert and prepared for emergencies. Staff members need to be safety conscious with a view toward prevention.</p>	<p>The after school service promotes and protects the health of children and caregivers. A health record is maintained for each child and all parents receive a written health protocol.</p> <p>Caregivers model good health habits and provide age appropriate instruction on health and hygiene practices. A safe environment is maintained, including the physical facility, buildings, and the grounds of the center.</p> <p>The programs plans for and coordinates emergency response preparedness. The program is also prepared to treat injuries and respond to medical emergencies. All personnel are trained on how to respond to medical threats and emergencies.</p>	<p><i>Health emergency procedures.</i></p> <p>Grantee and delegate agencies operating center-based programs must establish and implement policies and procedures to respond to medical and dental health emergencies with which all staff are familiar and trained. At a minimum, these policies and procedures must include:</p> <p>Posted policies and plans of action for emergencies that require rapid response on the part of staff (e.g., a child choking) or immediate medical or dental attention;</p> <p>Posted locations and telephone numbers of emergency response systems. Up-to-date family contact information and authorization for emergency care for each child must be readily available;</p> <p>Posted emergency evacuation routes and other safety procedures for emergencies (e.g., fire or weather-related) which are practiced regularly;</p> <p>Methods of notifying parents in the event of an emergency involving their child; and</p> <p>Established methods for handling cases of suspected or known child abuse and neglect that are in compliance with applicable Federal, State, or Tribal laws.</p>

Teacher – Child Interactions

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection.</p> <p>Teaching staff express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles.</p> <p>Teaching staff are consistent and predictable in their physical and emotional care of all children. Teaching staff function as secure bases for children. They respond promptly in developmentally appropriate ways to children's positive initiations, negative emotions, and feelings of hurt and fear by providing comfort, support, and assistance.</p>	<p>Teachers provide warm and loving physical contact with children to reassure them that they are cared for and respected.</p> <p>Teachers speak to each child frequently, making eye contact and using clear, correct language patterns, and affectionate, supportive words.</p>	<p>The provider cares about, respects and is committed to helping each child develop to his or her full potential. The provider seems to like children and to enjoy being with them. The provider observes children's behavior, verbal and body language, and abilities. The provider uses this information to respond to each child. For example, the provider responds to a baby's crying as promptly and effectively as possible.</p>	<p>The teacher is responsive to the students needs and provides assistance in a timely and supportive way.</p> <p>The teachers provide constructive feedback, scaffolding and encouragement to children.</p> <p>Teachers address children using their names.</p> <p>Teachers speak in a respectful manner with children.</p> <p>Children are encouraged by teachers to engage in activities independently.</p> <p>Teachers are responsive to individual children's needs, make eye contact with children, use care giving routines to positively interact with individual children.</p> <p>Teachers use meal time as a learning time, and mealtimes are a pleasant time of the day.</p> <p>When teachers read to children it is dialogical.</p>	<p>Teachers demonstrate behaviors that encourage the children's development of trust.</p> <p>Teachers have frequent, positive interactions with children.</p> <p>Teachers are responsive to children. Children are generally comfortable, happy, relaxed, and engaged in activities.</p> <p>Teachers use positive guidance techniques that help children learn to make wise choices and control their own behavior.</p> <p>Teachers promote cooperative and positive social behavior among children. Teachers ensure that snack/mealtimes are pleasant and social learning experiences for children.</p> <p>Respect is displayed for cultural, ethnic, linguistic, and religious diversity and ability or disability.</p> <p>Teachers encourage children to develop self-help skills that are appropriate to their age.</p>	<p>Staff members love and respect each child and interact often with children by showing interest, warmth, consideration, and affection.</p> <p>Staff speaks to children in a courteous tone.</p> <p>Staff is available to individual children and responsive to their needs.</p> <p>Staff encourages an age-appropriate degree of independence in children.</p> <p>Staff encourages the initiation of skill development by recognizing the work, accomplishments, and interests of children.</p>	<p>Children experience quality and stability in relationships with caregivers and peers. Each child establishes and maintains an ongoing relationship with a primary caregiver who provides frequent expressive and verbal interaction in a warm, friendly manner. The program encourages positive approaches to guide group interaction and individual behavior. The program prohibits: Corporal punishment, withholding food, isolation, ignoring the child, and labeling a child "good" or "bad".</p>

Teacher – Child Interactions

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)
<p>Teachers give students feedback to improve their performance. Provides appropriate support for students with special needs. Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning.</p>	<p>Staff members demonstrate love and respect for each child and interact often with children by showing interest, warmth, consideration, and affection. Staff speak to children in a loving, friendly, and courteous tone. Staff are available to individual children and responsive to their needs. Staff encourage self-help skills in children. Through words and actions, staff members serve as Christian role models.</p>	<p>The teacher provides time, space, and opportunity for children to learn through play. She/He functions as the supportive adult, who mediates to maximize the learning opportunities for the children by: Understanding the variations in the attention span of different children at different stages. Recognizing the differences among children in their abilities and needs. Being aware of the individuality of each child and making an effort to teach to the individual needs of the children in the class. Children need to feel secure and loved by the adults in their lives. Teachers/caregivers need to be attentive, as well as responsive, to the needs of children. The interactions between adult and child should be personal, warm, and loving</p>	<p>Instructional staff initiates interaction with children who are not engaged in order to stimulate and expand the involvement of these children in the classroom offerings.</p>	<p>Children should experience quality and stability in relationships with caregivers and peers. Each child should be helped to establish and maintain ongoing relationships with caregivers who provide frequent expressive and verbal interaction in a warm, friendly manner.</p>	<p>Effective programs suggest that positive interactions with the child after appropriate behavior are needed at least three times as often as any negative response interactions after inappropriate behavior.</p>

Staff Interactions						
National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
In classrooms and groups that include teacher assistants or teacher aides and specialized teaching and support staff, the expectation is that this teaching staffs work as a team. Whether one teacher works alone or whether a team works together, the instructional approach creates a teaching environment, which supports children's positive learning and development across all areas.	Regular staff communication is fostered through weekly staff meetings, a staff newsletter, and ample opportunity for individual staff / administrative meetings, written memoranda, suggestion boxes, and opportunities to address the management, the governing board or parent advisory board.	The provider and the assistant share observations of children and families and plan some activities together. The provider offers the assistant helpful, consistent, and constructive feedback, and encourages the assistant's professional growth.	The program conducts monthly staff meetings. Staff members are encouraged to work cooperatively and to plan together for lessons and special activities. The program has a plan for staff retention and performance reviews.	The center has an on-going procedure to receive and review staff suggestions and recommendations. Administrators and staff meet periodically for program planning, training, information sharing, and goal setting. A record is kept of topics and attendance.	Staff members intentionally prepare and maintain an emotionally healthy environment that includes the following: Personal and peer respect; Expressions of emotions with words (both positive and negative); Predictable routines, reactions and responses; Introduction and support of conflict resolution; Immediate intervention for bullying and/or physical aggression; Introduction, development, and support of social skills (friendships, manners, and other social interactions); Encouragement of self-competence Staff who shares the primary responsibility of a group of children communicates with one another to ensure smooth operation of the program.	A team approach is used in service planning, care provision, and transition planning. The program promotes open communication and collaboration among disciplines and staff levels. The program encourages initiative, creativity, and innovation and rewards and recognizes the contributions of personnel.
AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)	
Staff come together regularly for learning, decision making, problem solving and celebration.	All members of the preschool staff shall be Christian and shall exhibit Christian character in all areas of life. All staff have a professional development plan on file with evidence that it is being implemented.	The program shall provide time for administration and staff to plan and consult together frequently about the program, children and families. Staff meetings are held at least once a month to discuss program planning, implementing and attaining goals, plans for individual children and to discuss the program and working conditions. The work environment for staff is comfortable, well organized and in good repair.	Staff who are sharing the responsibility of a group of children communicate with one another to ensure the smooth operation of the program	The program provides a positive work environment and promotes a high level of personnel satisfaction and retention. The program promotes open communication and collaboration.	There must be mechanisms for regular communication among all program staff to facilitate quality outcomes for children and families.	

Family Interactions

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>Family support is addressed in standards that address understanding and knowing families, sharing information with families, and nurturing families as advocates for their children. Requirements include providing program information; a process for orienting children and families; maintaining ongoing, two-way communication in many forms; encouraging parents to be involved in the program; and joint decision-making opportunities to support children's development and learning.</p>	<p>Family involvement includes providing program information, welcoming parents at all times, encouraging family members to be involved in the program in various ways, informing parents about all aspects of the program in writing, holding parent teacher conferences at least twice annually, communicating daily with each child's parents, providing parent education opportunities in the primary language of the family, and giving families information regarding social services.</p>	<p>Family involvement standards include open visitation policies; respect for family diversity; responsiveness to parent requests, preferences, and values; frequent opportunities for sharing day-to-day happenings; conferences at least annually; and joint goal-setting and decision-making for children.</p>	<p>Family involvement standards include providing parents with an enrollment package and a Parent Handbook, welcoming parents as visitors, ensuring frequent parent/staff interactions, encouraging parents to volunteer and participate, and providing information brochures and nutritional information. Parents are encouraged to volunteer and to participate in the program.</p>	<p>Family involvement standards include opportunities for parents and staff to evaluate the program's strengths and weaknesses annually, provision of written policies and program goals and objectives, and encouragement of parents to participate in the center's program.</p>	<p>Family involvement standards include provision of a written handbook of program policies, objectives, and goals; regular means of communication; conferences at least once a year and at other times as needed; and goal-setting opportunities for their child.</p>	<p>Programs are required to ensure that parents are active participants and partners by providing pre-enrollment and orientation materials, involving them in decision-making regarding their child and the program, conducting semi-annual parent-teacher conferences, providing multiple means of communicating, providing information on community services, and making parent education opportunities available.</p>
AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)		Head Start Performance Standards (2009)
<p>Family involvement standards are addressed. Programs must develop, implement and communicate an effective school-community interaction plan. Partnerships with parents, regular home-school communications, active family involvement activities, parent education and training, and assistance with coordinating interagency services for children and families are required.</p>	<p>Family involvement is not addressed explicitly as a standard; however, parent involvement activities are discussed throughout the standards. A variety of events must be pre-planned and arranged according to the school calendar, posted and given to the parents. Notes and daily comments to parents are also discussed.</p>	<p>Staff and parents work together to support children's development and learning. Families are informed about the program and the curriculum, policy changes and other issues that may affect the program. The program staff connects families with needed resources.</p>	<p>Programs are required to develop and implement family involvement policies, including regular opportunities for informal and formal communication, conferences at least twice a year, parent education opportunities at least quarterly, and provision of information regarding community resources and services as needed.</p>	<p>Family members are treated with respect, and helped to feel welcome and comfortable. Personnel support families' involvement in the program by offering orientation, developing and distributing handbooks, keeping families informed about program activities, and events, and encouraging families to give input and become involved with the program. Personnel and family members share information to support the well-being of children and youth.</p>		<p>Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background.</p>

Self Study						
National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>Programs use the self-assessment process to gather evidence of their performance on the criteria and, therefore on each standard.</p> <p>When a majority of its families, staff, and administration believe that program meets each of the 10 standards the program submits documentation that can be used by the NAEYC Academy to assess its readiness for on-site assessment.</p>	<p>Programs seeking accreditation are required to complete a self-study process that includes completion of standardized surveys and documents involving administrators, staff, families, and children.</p>	<p>Accreditation requires completion of a self-study workbook. Family surveys are required.</p>	<p>Programs seeking accreditation are required to complete a self-study process involving administrators, staff, and families.</p>	<p>Accreditation requires a self-study process that includes completion of standardized surveys and documents involving administrators, staff, and families.</p>	<p>Accreditation requires a self-study process that includes input from administrators, staff, and families.</p>	<p>Programs are required to complete a self-study process for accreditation involving administrators, staff, board members, and consumers; however, there is flexibility in how the self-study is completed.</p>
AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)	
<p>Accreditation requires a self-study process that includes completion of standardized surveys and documents involving administrators, staff, and families.</p>	<p>Accreditation requires completion of a self-study process with input from administrators, staff, and families.</p>	<p>Accreditation requires completion of a self-study process involving administrators, staff, and families.</p>	<p>Accreditation requires a self-study process that includes completion of standardized surveys and documents involving administrators, staff, and families.</p>	<p>Accreditation requires a self-study process that requires the participation and involvement of the program's staff, stakeholders, and consumers. The self study also serves as the orientation to the program for endorers prior to the site visit.</p>	<p>Not Applicable</p>	

Teacher Assessment						
National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Accreditation requires completion of a self-study workbook	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.
AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)	
Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Not Applicable	

Administrative Assessment						
National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Accreditation requires completion of a self-study workbook	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.
AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)	
Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Not Applicable	

Family Assessment

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Family surveys are required	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)
Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Not Applicable

Validation Process

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>The self-study is validated by an on-site visit from trained (initial and update), independent professional(s), meeting educational and experience requirements. Assessors review documents, conduct classroom observations, conduct interviews, and observe the environment. A commission makes the final accreditation decision.</p>	<p>On-site visits are completed by trained verifiers who complete classroom and facility observations, conduct interviews, and review documents to verify the self-study materials. NECPA reviews and approves verifiers on the basis of their qualifications, recommendations, and experience. Verifiers are early childhood professionals. A National Accreditation Council makes a recommendation to the Commission; the Commission makes the final decision.</p>	<p>A trained observer visits the program to review records, interview the provider, and document the information submitted in the self-study. Observers, who must have experience in family child care homes and early education training, complete a 2-day training program. A commission makes the final decision.</p>	<p>Standardized documents and observations must be completed. On-site visits are completed by trained verifiers who meet educational and/or experience requirements. In addition to initial training, verifiers must participate in annual update training. Verifiers conduct classroom and facility observations, conduct interviews, and review documents. A commission makes the final decision.</p>	<p>On-site visits are completed by trained Validators who meet educational and experience requirements. Validators conduct classroom and facility observations and review documents. A commission makes the final decision.</p>	<p>A mentor is assigned to assist each program during the accreditation process. On-site visits are completed by trained review team members who are directors and teachers of other Christian Education programs. A commission makes the final decision.</p>	<p>The site visit follows the self study. A group of 2 or more professional peer reviewers who meet COA predetermined qualifications conduct the visit. A commission makes the final accreditation decision.</p>
AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)	
<p>On-site visits are completed by trained Quality Assurance Review (QAR) teams who meet educational and experience requirements. The QAR team completes classroom and facility observations, conducts interviews, and reviews artifacts at the school. The Florida SACS CASI Council makes a recommendation regarding accreditation. The AdvancED Commission takes final action.</p>	<p>A validation team visits the program to review documents and observe classrooms and the facility. Validators must be experienced and receive initial training and refresher training the first morning of every visit. A commission makes the final accreditation decision..</p>	<p>Validators, with experience in the field, visit the program to interview administrators and staff and observe the facility and classrooms. A Council makes the final decision.</p>	<p>On-site visits are completed by trained Validators who meet educational and experience requirements. Validators complete classroom and facility observations, conduct interviews, and review documents. A commission makes the final decision.</p>	<p>The site visit follows the self study. A group of 2 or more professional peer reviewers who meet COA predetermined qualifications conduct the visit. A commission makes the final accreditation decision.</p>	<p>Not Applicable</p>	

Renewal Process						
National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
Annual report. Reaccreditation every 5 years	Annual Reports describing changes in their programs and improvements that have been made. Reaccreditation every 3 years.	Annual report. Reaccreditation is required every 3 years.	Annual report. Initial reaccreditation is required within 3 years with subsequent reaccreditations every 5 years.	Annual report. Reaccreditation is required every 3 years.	Annual report. Reaccreditation is required every 3 years.	Annual report. Reaccreditation is required every 3 or 4 years.
AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Head Start Performance Standards (2009)	
Annual report. Reaccreditation is required every 5 years.	Annual report. Reaccreditation is required every 5 years.	Annual report. Reaccreditation is required every 3 years.	Annual report. Reaccreditation is required every 5 years.	Annual report. Reaccreditation is required every 3 or 4 years.		Not Applicable