

Accreditation Application Tool: All Ages

Program ID#: _____

Visit Date: _____

MM/DD/YYYY

Assessor ID#: _____

Assessor Last Name: _____

Evidence Review Time

Start Time: _____

End Time: _____

Age category(s) of this Program:

Infant

Toddler

Preschool

Kindergarten

Large System User – System-Wide Evidence

<input type="checkbox"/> Not System Wide	<input type="checkbox"/> Bright Horizons	<input type="checkbox"/> Denver Public Schools
<input type="checkbox"/> Georgetown Hill	<input type="checkbox"/> Goddard	<input type="checkbox"/> Greater Philadelphia YMCA
<input type="checkbox"/> Higher Ground Education	<input type="checkbox"/> Imagine Early Learning	<input type="checkbox"/> Kiddie Academy
<input type="checkbox"/> KinderCare	<input type="checkbox"/> Learning Care Group	<input type="checkbox"/> LeafSpring
<input type="checkbox"/> New Horizon	<input type="checkbox"/> Spring Education Group	

General Rating Guidelines:

All evidence should be evaluated in the context of the full language of the item prompt and scored in accordance with the guidance provided and in accordance with the principles and guidelines of Developmentally Appropriate Practice.

Reliability Check?

Yes

No

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ELP Hub Item Prompts

ELP Hub Item Prompts (Staff Qualifications)

A.8.01 I T P K

At least 50% of assistant teachers fulfill the requirements for ECE I designation. Yes No N/A

No: The ELP Hub indicates 0% - 49% of assistant teachers meet the requirements for ECE I.

Yes: The ELP Hub indicates that 50% or more of assistant teachers meet the requirements for ECE I.

Not applicable: The ELP Hub indicates that there are no assistant teachers working at the program at the time of application review.

A.8.04 I T P K

Optional

100% of assistant teachers fulfill the requirements for ECE I designation. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

Yes: The ELP Hub indicates 100% of assistant teachers meet the requirements for ECE I.

Not applicable: The ELP Hub indicates that there are no assistant teachers working at the program at the time of application review. The ELP Hub indicates 0% - 99% of assistant teachers meet the requirements for ECE I.

A.8.02 I T P K

At least 50% of teachers fulfill the requirements for ECE II designation. Yes No

No: The ELP Hub indicates 0%-49% of teachers meet the requirements for ECE II.

Yes: The ELP Hub indicates 50% or more of teachers meet the requirements for ECE II.

A.8.05 I T P K

Optional

100% of teachers fulfill the requirements for ECE II designation. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

Yes: The ELP Hub indicates 100% of teachers meet the requirements for ECE II.

Not applicable: The ELP Hub indicates 0%-99% of teachers meet the requirements for ECE II.

A.8.03 I T P K

At least 50% of administrators fulfill the requirements for ECE III designation. Yes No

No: The ELP Hub indicates 0%-49% of administrators meet the requirements for ECE III.

Yes: The ELP Hub indicates 50% or more of administrators meet the requirements for ECE III.

A.8.06 I T P K

Optional

100% of administrators fulfill the requirements for ECE III designation. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

Yes: The ELP Hub indicates 100% or more of administrators meet the requirements for ECE III.

Not applicable: The ELP Hub indicates 0%-99% of administrators meet the requirements for ECE III.

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Family Handbook Items

A.2.03 I T P K

The family handbook outlines **at least two ways** families can negotiate Yes No difficulties that arise which involve increasing levels of formality.

The intent is that families have multiple ways to raise issues and work toward resolution. This may include phone calls, emails, open-door or scheduled meeting requests. Families should also receive guidance on where to turn next if their concerns have not been satisfactorily addressed. For example, first directly raising a concern to the classroom teacher, then administrative staff, then governing board/parent advisory group, then licensing/regulatory body.

No: The program/provider has self-reported the assessment item is not met. The family handbook does not include relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the family handbook. The relevant evidence does not provide at least two examples and/or does not fully address the assessment item.

Yes: The family handbook includes relevant evidence that fully addresses the item prompt with two examples where indicated.

Item Rating Notes:

A.5.08 I T P K

The family handbook describes **at least two ways** family members can Yes No provide their own observations from home to contribute to the child assessment process.

No: The program/provider has self-reported the assessment item is not met. The family handbook does not include relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the family handbook. The relevant evidence does not provide at least two examples and/or does not fully address the assessment item.

Yes: The family handbook includes relevant evidence that fully addresses the item prompt with two examples where indicated.

Item Rating Notes:

A.6.07 I

The family handbook includes an infant feeding policy that requires breast Yes No N/A milk to be labeled with the infant's full name and the date that the milk was expressed to ensure that staff and providers are able to offer the oldest milk first.

No: The program/provider has self-reported the assessment item is not met. The family handbook does not include relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the family handbook. The relevant evidence does not fully address the assessment item.

Yes: The family handbook includes relevant evidence that fully addresses the item prompt where indicated.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.6.14 I T P K

The family handbook includes a policy discouraging idling vehicles in parking areas, except if vehicles need to idle in extreme heat or cold to maintain interior or engine temperatures. Yes No N/A

This item is not applicable to programs and providers that do not have parking or vehicle drop-off areas.

No: The program/provider has self-reported the assessment item is not met. The family handbook does not include relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the family handbook. The relevant evidence does not fully address the assessment item.

Yes: The family handbook includes relevant evidence that fully addresses the item prompt where indicated. Exceptions for idling vehicles need not be included.

Not applicable: The program/provider has self-reported the item is not applicable.

Item Rating Notes:

A.6.19 I T P K

The family handbook includes relevant emergency response plans. Yes No

"Emergency response plans" may include plans for addressing child injuries and accidents, fire, severe weather, building issues, acts of foreign or domestic terrorism, among others.

No: The program/provider has self-reported the assessment item is not met. The family handbook does not include relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the family handbook. The relevant evidence does not fully address the assessment item.

Yes: The family handbook includes relevant evidence that fully addresses the item prompt where indicated.

Item Rating Notes:

Accreditation Application Tool: All Ages

Staff Handbook Items

A.4.13	ITPK	Optional
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The staff handbook includes a policy to address the use of technology in learning environments. The policy Yes N/A

- 1) restricts screen time and media use to children over the age of 2,
- 2) limits technology and media use to less than 30 minutes in half-day program or providers and 60 minutes in full-day program or providers for toddlers over the age of 2 years, and
- 3) instructs educators of preschoolers and kindergarteners to integrate technology use into children's play and offering children access to apps that support collaborative play.

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

The policy need not address specific ages that are not served by the program or provider at the time of assessment.

For center-based providers and family childcare/home-based providers with employed staff

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated, for the age categories served by the program/provider.

Not applicable: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated and/or the evidence provided does not address all age categories served by the program/provider. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

For family childcare/home-based providers that do not employ staff

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Not applicable: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.5.02 I T P K

The staff handbook outlines the steps taken to partner with families when there is reason to believe that a child has a developmental delay or other special need. These procedures include: Yes No

- 1) providing families with the documentation and explanation for the concern,
- 2) suggested next steps the family can take, and
- 3) information about resources for diagnostic evaluation.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant procedure in place. The procedure provided does not fully address the item prompt.

Yes: The submitted procedure fully addresses the item prompt.

Item Rating Notes:

A.6.01 I T P K

The staff handbook includes a written procedure for promptly notifying families and, if necessary, temporarily excluding any under immunized children from care if a vaccine-preventable disease to which the children are susceptible occurs in the program or provider. Yes No

The intent of this item is to protect the health of children who are vulnerable to vaccine-preventable diseases. This item is applicable to all programs and providers.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant procedure in place. The procedure provided does not fully address the item prompt.

Yes: The submitted procedure fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.6.02 I T P K

The staff handbook includes a policy addressing when sick staff should be excluded from work and when they may return. Yes No

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Item Rating Notes:

A.6.03 I T P K

The staff handbook includes a medication policy which states that medications are stored in locked containers except those that must be readily available for emergency use. Emergency use medications are not required to be locked but must be inaccessible to children. Yes No N/A

This item is not applicable to programs and providers that do not give medications to children.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

Not applicable: The program/provider has self-reported the assessment item is not applicable.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant procedure in place. The procedure provided does not fully address the item prompt.

Yes: The submitted procedure fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Not applicable: The provider has self-reported the assessment item is not applicable.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.6.04 I T P K

Optional

The staff handbook includes a medical needs policy in which the program or provider assures that an appropriately trained staff member is always present when children who require specialized medical care are present. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

The intent of this item is to ensure that children with medical needs are afforded equitable access to high-quality early learning and care. This item is applicable to all programs and providers.

"Medical needs" may include asthma or allergy action plans (use of inhalers, nebulizers, epi-pens), diabetes management (insulin monitoring and injections), feeding tube management, among others.

For center-based providers and family childcare/home-based providers with employed staff

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

Not applicable: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

For family childcare/home-based providers that do not employ staff

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Not applicable: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Item Rating Notes:

A.6.05 I T P K

The staff handbook includes a diapering policy which includes instructions for staff to check for and change wet or soiled diapers when children wake up from naps. Yes No N/A

This item is not applicable if the program or provider does not serve children who wear diapers at the time of assessment.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

Not applicable: The program/provider has self-reported the assessment item is not applicable.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Not applicable: The provider has self-reported that the assessment is not applicable.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.6.06 I T P K

The staff handbook includes a hand hygiene policy that instructs staff to wash or sanitize hands Yes No

- 1) before and after feeding a child,
- 2) before and after administering medication,
- 3) after handling garbage, and
- 4) after cleaning.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Item Rating Notes:

A.6.08 I

The staff handbook instructs staff to discard unfinished breast milk that has been unrefrigerated for more than 2 hours. Yes No N/A

This assessment item is not applicable to programs/providers that do not serve infants at the time of assessment.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.6.09 I T P K

The staff handbook includes a food safety policy which instructs staff to never use plastic or polystyrene (Styrofoam) containers, plates, bags, or wraps when microwaving children's food or beverages. Yes No N/A

This item is not applicable to programs and providers that never allow children's food or beverages to be warmed in microwaves. This item is not applicable to programs and providers where foods and drinks (other than water) are never consumed by children.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

Not applicable: The program/provider has self-reported that the item is not applicable.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Not applicable: The provider has self-reported that the item is not applicable.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.6.15 ITPK

Required

The staff handbook includes a child guidance policy that:

Yes No

- 1) includes examples and definitions of physical abuse, psychological abuse, and coercion,
- 2) outlines the steps the program or provider will take to address disruptive and unsafe behavior to include
 - a) assessing why the behavior is happening,
 - b) how the program or provider will work with families and other professionals to develop individualized plans, and
 - c) how positive behavior support strategies will be used.

"Physical abuse" includes shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring children to remain inactive for long periods of time.

"Psychological abuse" includes shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, and frightening children; ostracism, withholding affection, seclusion.

"Coercion" includes rough handling (shoving, pulling, pushing, grasping); physical restraint (forcing children to sit, lie, or stay), physically forcing a child to perform an action (eating, cleaning up).

"Disruptive or unsafe behavior" is any behavior that interferes with a child's cognitive, social, or emotional development; is harmful to the child, other children, or adults; and puts a child at high risk for later social problems or school failure. (Kaiser, B. & Rasminsky, J.S. (2021). Addressing Challenging Behavior in Young Children: The Leader's Role. NAEYC.)

This is a required item. If unmet accreditation will be denied.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.6.16 ITPK

The staff handbook includes a child guidance policy that addresses the use of suspension, expulsion, and other exclusionary measures due to consistent and prolonged disruptive or unsafe behavior. The policy includes Yes No

- 1) the specific circumstances under which these types of separations may occur,
- 2) the specific steps to be taken before a decision to exclude is considered,
- 3) separations do not happen until all other possible interventions have been exhausted (refer to item A.6.15), and
- 4) how the program or provider will assist the family in accessing services and alternative placement.

"Disruptive or unsafe behavior" is any behavior that interferes with a child's cognitive, social, or emotional development; is harmful to the child, other children, or adults; and puts a child at high risk for later social problems or school failure. (Kaiser, B. & Rasminsky, J.S. (2021). Addressing Challenging Behavior in Young Children: The Leader's Role. NAEYC.)

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.6.17 ITPK

Required

The staff handbook includes a supervision policy which states: Yes No

- 1) infants and toddlers are always supervised by sight and sound, and
- 2) preschoolers and kindergarteners are primarily supervised by sight and sound with brief periods where they may be supervised by sound only, as is developmentally appropriate.

The provided policy must address supervision guidelines for all ages served by the program or provider. This is a required item. If unmet accreditation will be denied.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated and/or does not address all ages served by the program/provider. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt and all ages served by the program/provider, where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Item Rating Notes:

A.6.18 ITPK

Required

The staff handbook includes a policy that outlines the expectation for all educators who work directly with children to be certified in pediatric CPR and first aid. Yes No

This is a required item. If unmet accreditation will be denied. The policy must indicate that staff are fully trained in CPR/First Aid prior to working alone with children.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.6.20 I

Required

The staff handbook includes an infant sleep policy to include that:

Yes No N/A

- 1) all staff must place infants younger than 12 months on their backs to sleep without the use of infant sleep positioners, unless ordered by a physician, and
- 2) when infants younger than 12 months arrive at the program or provider asleep, or fall asleep in equipment not specifically designed for infant sleep, the infant is removed and placed in appropriate sleep equipment (including infants who fall asleep while being held by program staff and providers), and
- 3) soft items are not allowed in cribs or infant sleep equipment for infants younger than 12 months.

This is a required item. If unmet accreditation will be denied.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Item Rating Notes:

A.8.07 I T P K

The staff handbook describes that new educators must complete an orientation plan for onboarding before working alone with children.

Yes No N/A

This item is not applicable to family childcare and home-based providers that do not employ staff.

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

N/A: The family childcare or home-based provider has self-reported the assessment item is not applicable.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.9.01 I T P K

Required

The staff handbook includes a policy which describes Yes No

- 1) how the rights of staff members and the children in their care are protected when a staff member is accused of abusing or neglecting children in their care and
- 2) how staff members who report legitimate suspicions of child abuse and/or neglect are protected from retaliation for doing so.

This is a required item. If unmet accreditation will be denied.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Item Rating Notes:

A.9.03 I T P K

The staff handbook includes procedures that address how to maintain developmentally appropriate staff-to-child ratios and class sizes: Yes No

- 1) during all hours of operation,
- 2) in learning environments and other indoor settings,
- 3) in outdoor learning environments, and
- 4) during field trips.

Evidence should address both ratios and class size limits for all ages served by the program or provider and describe the procedures by which staff check and maintain ratios and class size limits in each circumstance listed in the item prompt.

For mixed-age classes, the ratio and class size limit for the youngest age applies.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated and/or does not address all ages served by the program/provider. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt for all ages served by the program/provider, where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that they do not have a relevant policy in place. The policy provided does not fully address the item prompt.

Yes: The submitted policy fully addresses the item prompt. Relevant licensing/regulatory standards may be provided in lieu of a written policy.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.9.05 I T P K SWPP Eligible

The staff handbook includes information about the employee benefits package which includes: Yes No N/A

- 1) health insurance,
- 2) education benefits,
- 3) retirement plan, and
- 4) sick leave and vacation/personal leave.

This item is not applicable to programs and providers that do not employ full-time staff (35 hours per week or more). If part-time staff (34 hours per week or less) do receive these benefits, evidence will be evaluated if provided. This item is not applicable to family childcare and home-based providers that do not employ staff.

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated and/or does not fully address all listed benefits. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt, where indicated.

Not applicable: The program/provider has self-reported that the item is not applicable.

Item Rating Notes:

A.9.06 I T P K

The staff handbook includes information about staff planning time which specifies that educators are scheduled for at least 60 minutes of collaborative planning time weekly, during which they do not supervise awake children. Yes No N/A

The intent of this item is that educators have dedicated time to collaboratively plan curriculum and instruction on a weekly basis. This planning time may be scheduled when children are sleeping but should be scheduled as a separate time when children are not regularly sleeping and/or are sleeping inconsistently. This item is not applicable to family childcare and home-based providers that do not employ any staff.

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt, where indicated.

N/A: The family childcare/home-based provider has self-reported that the assessment item is not applicable.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.9.08 I T P K

The staff handbook includes information about how staff can locate resources that support them in stress management, prevention and treatment of depression, and/or general wellness.

Yes No

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt, where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that the assessment item is not met. The response is less than 3 sentences and/or does not fully address both parts of the item prompt.

Yes: The response is between 3 and 6 sentences and fully addresses both parts of the item prompt. Responses more than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.9.09 I T P K

The staff handbook includes the program or provider's policies around staff breaks to include:

Yes No N/A

- 1) a minimum of 15-minute break after 4 hours of working directly with children and
- 2) that immediate breaks for brief periods of a few minutes may be requested when staff are unable to perform their duties safely and appropriately.

This item is not applicable to family childcare and home-based providers that do not employ staff.

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt, where indicated.

Not applicable: The provider has self-reported that the assessment item is not applicable.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.9.10 I T P K

The staff handbook includes resignation, termination, and grievance procedures. Yes No N/A

This item is not applicable to family childcare and home-based providers that do not employ staff.

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt, where indicated.

Not applicable: The provider has self-reported that the assessment item is not applicable.

Item Rating Notes:

A.9.15 I T P K

The staff handbook includes a confidentiality policy that addresses program or provider and educator use of social media regarding the protection of privacy and consent of children, families, and colleagues (Refer to Code of Ethics for Early Childhood Educators). Yes No

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt, where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that the assessment item is not met. The response is less than 3 sentences and/or does not fully address both parts of the item prompt.

Yes: The response is between 3 and 6 sentences and fully addresses both parts of the item prompt. Responses more than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.9.17 ITPK

The staff handbook includes procedures to address unusual circumstances at arrival and departure. Yes No

"Unusual circumstances" includes unauthorized individuals attempting to pick up children other than parents/guardians, court ordered custody agreements, or individual suspected of being under the influence of alcohol, recreational or illegal drugs, or medications that impair judgement and reaction times.

For center-based providers and family childcare/home-based providers with employed staff

No: The program/provider has self-reported the assessment item is not met. The staff handbook does not include the relevant documentation where indicated. The program/provider has not indicated where the relevant documentation can be found in the staff handbook.

Yes: The staff handbook includes relevant evidence that fully addresses the item prompt, where indicated.

For family childcare/home-based providers that do not employ staff

No: The provider has self-reported that the assessment item is not met. The response is less than 3 sentences and/or does not fully address both parts of the item prompt.

Yes: The response is between 3 and 6 sentences and fully addresses both parts of the item prompt. Responses more than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Show and Describe Items

A.1.02 TPK

Educators have anticipated and taken steps to prevent unsafe or disruptive behavior of all age categories served.	Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
	Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
	Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

The intent of this item is to demonstrate how teachers have taken pro-active steps to prevent unsafe or disruptive behaviors. This item does not address educator responses to unsafe or disruptive behaviors.

"Disruptive or unsafe behavior" is any behavior that interferes with a child's cognitive, social, or emotional development; is harmful to the child, other children, or adults; and puts a child at high risk for later social problems or school failure. (Kaiser, B. & Rasminsky, J.S. (2021). Addressing Challenging Behavior in Young Children: The Leader's Role. NAEYC.)

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with one suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.2.02 I T

Educators have communicated daily with the families of infants and/or toddlers about each child's developmental milestones, individual activities, and/or shared caregiving issues.

Infant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.2.02 P K

Educators have communicated with the families of preschoolers and/or kindergartners about each child's developmental milestones, individual activities, and shared caregiving issues.

Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.2.05 I T P K

Educators have invited family members of all age categories served to participate in learning experiences.

Infant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.2.07 I T P K

The program or provider has worked with other community organizations or groups to co-sponsor or participate in an event to enrich the experience of enrolled children and families. Yes No

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.2.10 I T P K

The program or provider has shared information about child-centered community events with families in the past year. Yes No

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided and/or the examples provided are not dated or are dated more than 18 months prior to the date of assessment. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples that are dated within 18 months of the assessment date. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.2.13 I T P K

Optional

The program or provider has developed a formalized process for community asset mapping to identify community strengths, local leaders, and resources. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

"Community asset mapping" is an approach to community development and engagement that focuses on building upon existing community resources and strengths as a method of achieving programming goals.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Not applicable: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.3.04 I T

The curriculum or learning approach has guided educators of infants and/or toddlers in supporting their social and emotional development through social stories or books daily.

Infant Yes No N/A

Toddler Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.3.05 P K

The curriculum or learning approach has guided educators of preschoolers and/or kindergarteners in supporting their social and emotional development by helping them recognize, label, and manage their emotions.

Preschool Yes No N/A

Kindergarten Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.3.08 T P K

The curriculum or learning approach has guided educators in providing toddlers, preschoolers and/or kindergarteners with materials or planned conversations to support healthy hygiene habits.

Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

"Healthy hygiene habits" includes washing hands; using tissues and coughing/sneezing into elbows; brushing teeth; bathing; skin, hair and nail care; and toileting, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.3.10 I T P K

The curriculum or learning approach has guided educators in the adaptive reading of books with and to children of all age categories served.

Infant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

"Adaptive reading of books" refers to enhancing books in ways designed to make the books more inclusive and accessible to children with disabilities and diverse ethnic, cultural, and linguistic backgrounds. Examples of adaptive reading strategies includes giving children individual copies of books to follow along independently, providing copies of books with enlarged print/pictures, providing fidget opportunities during the reading of books, adapting text and/or incorporating multiple languages/dialects in the reading of books, allowing children to respond to texts and the reading of books, among others.

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.3.11 P K

The curriculum or learning approach has guided educators of preschoolers and/or kindergarteners in

Preschool Yes No N/A

Kindergarten Yes No N/A

- 1) modeling the use of a range of materials to create messages, lists, and other writings in support of children's play and
- 2) providing children daily opportunities to write or dictate their ideas.

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.3.13 P K

Preschool and/or Kindergarten learning environments have provided children with printed letters and illustrated word/labels. If posted, these materials must have been at children's eye level.

Preschool Yes No N/A

Kindergarten Yes No N/A

The intent of this item is that children are exposed to print-rich learning environments.

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.3.14 P K

The curriculum or learning approach has guided educators of preschoolers and/or kindergarteners in planning experiences that enhance phonological and phonemic awareness. Yes No N/A

Kindergarten Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

"Phonological and phonemic awareness" refers to pre-reading skills that help children attune to the individual parts of words and sounds of speech.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.3.15 I

The curriculum or learning approach has guided educators of infants in their gradual discovery of math concepts and language over time. Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

"Math concepts and language" for infants refers to the intentional infusion of math concepts and language into everyday conversations that educators have with infants. <https://www.naeyc.org/our-work/families/math-talk-infants-and-toddlers>

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.3.16 T P K

The curriculum or learning approach has guided educators of toddlers, preschoolers and/or kindergarteners in planning or responding to activities which support sorting or organizing shapes, sizes, colors, and other attributes. Yes No N/A

Preschool Yes No N/A

Kindergarten Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.3.17 P K

The curriculum or learning approach has guided educators of preschoolers and/or kindergarteners in planning or responding to activities which support pattern building and recognition.

Preschool Yes No N/A

Kindergarten Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.3.18 P

The curriculum or learning approach has guided educators of preschoolers in planning activities or materials to support understanding of whole numbers (counting, one-to-one correspondence, number relationships) and beginning operations (joining and separating sets).

Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.3.19 K

The curriculum or learning approach has guided educators of kindergarteners in planning or responding to learning experiences that encourage children to do addition, subtraction, and other numerical functions using numerical symbols and operators.

Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.3.20 P K

The curriculum or learning approach has guided educators of preschoolers and/or kindergarteners in planning or responding to activities to support math reasoning by solving practical problems during daily activities.

Preschool Yes No N/A

Kindergarten Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.3.21 I T

The curriculum or learning approach has guided educators of infants and/or toddlers in supporting curiosity, observation, and engagement with daily natural events and patterns.

Infant Yes No N/A

Toddler Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.3.22 P K

The curriculum or learning approach has guided educators of preschoolers and/or kindergarteners in planning or responding to experiences that build understanding of the structure and properties of matter.

Preschool Yes No N/A

Kindergarten Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.3.23 P K

The curriculum or learning approach has guided educators of preschoolers and/or kindergarteners in planning or responding to experiences that allow children to engage in scientific practices (observation, prediction, collecting data, discussing and representing information).

Preschool Yes No N/A

Kindergarten Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.3.24 I T P K

The curriculum or learning approach has guided educators in planning or responding to children's interest in artistic expression in open-ended, process-oriented ways.

Infant Yes No N/A

Toddler Yes No N/A

Preschool Yes No N/A

Kindergarten Yes No N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.4.02 I T P K

The curriculum or learning approach has guided educators in planning or responding to opportunities for children of all age categories served to learn from each other.

- | | | | |
|--------------|------------------------------|-----------------------------|------------------------------|
| Infant | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Toddler | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Preschool | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Kindergarten | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.4.03 T P K

The curriculum or learning approach has guided teachers in planning or responding to activities that allow toddlers, preschoolers and/or kindergarteners to engage in group projects.

- | | | | |
|--------------|------------------------------|-----------------------------|------------------------------|
| Toddler | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Preschool | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Kindergarten | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.4.06 T P K

The curriculum or learning approach has guided educators in planning or responding to opportunities to teach toddlers, preschoolers and/or kindergarteners self-help skills in meaningful and achievable parts.

Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

"Curriculum or learning approach" refers to the program or provider's or provider's methods of planning and responding to specific learning goals and meeting the needs of children. Examples may include lesson plans, graphic organizers, curriculum webs and mapping, unit reflections and evaluations, individualized learning activities, among others.

"Self-help skills" refer to personal hygiene, dressing, cleaning up, helping with chores, eating and preparing food, among others.

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.4.07 I T

Educators have intentionally revisited learning experiences for infants and/or toddlers over several days to reinforce and expand on learning.

Infant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.4.08 P K

Educators have intentionally revisited learning experiences for preschoolers and/or kindergarteners over several weeks to reinforce and expand on learning.

Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.4.12 ITPK

Educators have changed materials or equipment in the learning environment as children’s skill levels change over time.

Infant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

The "learning environment" includes all indoor and outdoor spaces in which children participate in exploration, learning, and play.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.4.15 ITPK

The curriculum or learning approach has been used by educators to incorporate words and language that reflects the local community and/or cultures in planned activities and in learning environment for children of all age categories served.

Infant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

The "learning environment" includes all indoor and outdoor spaces in which children participate in exploration, learning, and play.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.5.01 I T P K

Developmental screenings have been completed annually for all children to evaluate children's language, cognition, gross motor, fine motor and social-emotional development. Yes No

"Developmental screenings" are brief standardized procedures designed to quickly appraise a large number of children to identify the need for further evaluation. Screening is a process that includes use of a norm-referenced instrument, information provided by the child's teachers, and information provided by the child's family. Examples of developmental screenings include Mullen Scales of Early Learning, Brigance, DIAL 3, DENVER II. Ages and Stages, ESP: Early Screening Profiles, and ESI-R (Early Screening Inventory), among others.

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.5.03 I T P K

Optional

Vision and hearing screenings have been conducted on all children annually. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

Vision and hearing screenings may be documented through required state or regulatory annual enrollment forms that are completed by the child's physician.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Not applicable: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Item Rating Notes:

A.5.05 I T P K

Educators have used information from an observational assessment to create an individualized activity for children of all age categories served through intentional selection of materials and/or instruction.	Infant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
	Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
	Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
	Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided, or both examples are from the same learning domain. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples, each from a different domain of learning. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.6.10 ITPK

Child nutrition guidelines have been referenced when planning menus for the types and amounts of food provided to children by the program or provider. Yes No

"Child nutrition guidelines" may be referenced from reputable sources such as the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP), <https://www.fns.usda.gov/cacfp/nutrition-standards> and <https://www.nutrition.gov/child-nutrition-programs>; the American Academy of Pediatrics, <https://www.healthychildren.org/English/healthy-living/nutrition/Pages/Childhood-Nutrition.aspx>, the Centers for Disease Control (CDC), <https://www.cdc.gov/healthyschools/nutrition/facts.htm>

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.6.12 ITPK

The cleaning products that have been used by the program or provider are non-toxic and fragrance-free. Yes No

Sanitizing and disinfecting products are not evaluated by this assessment item. "Non-toxic" cleaning products are those certified by 3rd parties such as Green Seal, UL/EcoLogo, and EPA's Safer Choice as biodegradable and environmentally friendly.

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.6.13 ITPK

The program or providers have developed health and safety policies and/or procedures to reduce staff and child exposure to environmental hazards. Yes No

"Environmental hazards" includes exposure to harmful chemicals; mold and mildew; excessive noise, heat or cold; radon; radiation; friable materials such as asbestos, crystalline silica, and fiberglass; lead paint; unsafe drinking water, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.6.21 ITPK

The program or provider has developed health and safety procedures to reduce staff and child injuries. Yes No

"Health and safety procedures" includes preventing slips, trips, falls, cuts, burns, back strain, and head injuries, among others.

No: The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt have not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.7.01 ITPK

The program or provider uses an Integrated Pest Management (IPM) system to eliminate or reduce harmful chemical exposures along with non-toxic pest management techniques inside and outside the facility whenever possible. Yes No

"Integrated pest management (IPM)" is the application of an interconnected set of methods for managing pests (insects, diseases, weeds, rodents) in homes, schools, workplaces and public areas. Although pesticide use is not eliminated in IPM, measures other than pesticides are implemented first. When pesticides are needed, IPM seeks to use natural or biological substances or those that are the least toxic to humans and other non-target organisms.

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.7.02 ITPK

Each outdoor learning environment has been designed to protect children from harmful weather conditions. Yes No N/A

This item is not applicable to programs and providers that do not utilize an outdoor learning environment at least once per week.

"Harmful weather conditions" includes high winds, temperature extremes, heavy precipitation, excessive pollen, high UV index, among others.

Evidence must be provided for each outdoor learning environment. The description must state the total number of outdoor learning environments used by the program or provider and also address how the protective elements provided in each outdoor learning environment are relevant to the local climate and physical location.

No: The program/provider has self-reported that the assessment item is not met. An example for each outdoor learning environment has not been provided or cannot be confirmed because the description does not address how many outdoor learning environments are used by the program/provider. Responses less than 5 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with an example for each outdoor learning environment. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Not applicable: The program/provider has self-reported that the item is not applicable.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.7.04 T P K

Handwashing sinks in toddler, preschool, and/or kindergarten learning environments have been aligned with principles for universal design and have allowed all children to reach and use hand-washing sinks without assistance.

Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

"Universal design" (UD) is a concept that can be used to support access to environments in many different types of settings through the removal of physical and structural barriers. UD practices help provide access, participation, and progress - the keys to success that enable every child to take full advantage of the curriculum, be fully included in the learning community, and develop to their full potential (HHS & ED 2015). Universal Design for learning (UDL) reflects practices that provide multiple and varied formats for instruction and learning. (NAEYC (2022). Developmentally Appropriate Practice in Early Childhood program or providers Serving Children from Birth Through Age 8, Fourth Edition. NAEYC.)

No: The program/provider has self-reported that the assessment item is not met. An example for each toddler learning environment has not been provided or cannot be confirmed because the description does not address how many toddler learning environments are used by the program/provider. Responses less than 5 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with an example for each toddler learning environment. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

A.7.05 I T P K

Each indoor and outdoor gross motor environment provided by the program has been designed to provide at least 75 square feet of play space for each child playing at any time.

Yes No

"Gross motor environments" are indoor and outdoor environments designed to promote the use and development of the large muscle groups in the arms, trunk, and legs.

Evidence must provide sufficient information to document the available square footage, and the maximum number of children allowed in gross motor spaces at the same time. Evidence may include documentation from state licensing or regulatory standards which meet this standard.

Programs that do not offer children opportunities to engage in gross motor play at least weekly (indoors or outdoors) must self-report this item as unmet.

Programs that do provide, but do not own or maintain outdoor gross motor areas (e.g., use of local park or other space) may self-report this item as not applicable.

No: The program/provider has self-reported that the assessment item is not met. An example for each gross motor environment has not been provided or cannot be confirmed because the description does not address how many gross motor environments are used by the program/provider. Responses less than 5 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with an example for each gross motor environment. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.7.06 ITPK

Each indoor learning environment has been designed to provide at least 42 square feet of play space for each child playing at any time. Yes No

Evidence must provide sufficient information to document the available square footage, and the maximum number of children allowed in indoor learning spaces at the same time.

Evidence may include documentation from state licensing or regulatory standards which meet this standard.

Note that evidence provided for this item will also be used to assess A.7.07 if the minimum square footage per child measures at least 54 square feet.

No: The program/provider has self-reported that the item is not met. An example for each gross motor environment has not been provided or cannot be confirmed because the description does not address how many gross motor environments are used by the program/provider. Responses less than 5 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with an example for each gross motor environment. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

A.7.07 ITPK

Optional

Each indoor learning environment has been designed to provide at least 54 square feet of play space for each child playing at any time. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

Evidence must provide sufficient information to document the available square footage, and the maximum number of children allowed in indoor learning spaces at the same time.

Evidence may include documentation from state licensing or regulatory standards which meet this standard.

Review evidence that was submitted for 7.A.06.

Yes: Responses between 5 and 9 sentences that address the item prompt with an example for each gross motor environment. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Not applicable: The program/provider has self-reported that the item is met through evidence submitted for A.7.06 and/or an example for each gross motor environment has not been provided or cannot be confirmed because the description does not address how many gross motor environments are used by the program/provider. Responses less than 5 sentences and/or responses that address topics unrelated to the item prompt.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.8.08 I T P K

The program or provider has developed an orientation plan for onboarding new staff which includes a review of: Yes No N/A

- 1) policies and procedures,
- 2) curriculum and learning approaches,
- 3) assessment methods,
- 4) child and family information,
- 5) child guidance and classroom management techniques,
- 6) the daily activities and routines of the assigned class.

This item is not applicable to home-based family childcare providers that do not have any employees.

No: The program/provider has self-reported that the assessment item is not met. An example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with one suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Not applicable: The program/provider has self-reported that the assessment item is not applicable.

Item Rating Notes:

A.8.10 I T P K

Optional

Educators have participated in advocacy or professional learning activities in the past year that connected with other early learning professionals in the community. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example within 18 months of assessment. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Not applicable: The program/provider has self-reported that the assessment item is not met. An example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt. Responses that provide an example that is older than 18 months from the time of assessment.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.8.11 ITPK

The professional development plan for educators has been reviewed and updated annually. Yes No

No: The program/provider has self-reported that the assessment item is not met. An example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.8.12 ITPK

The professional development plan for educators has been developed to include access to trainings on: Yes No

- 1) ethical issues relevant to early learning,
- 2) equity, cultural humility and reducing implicit and explicit bias,
- 3) communication and collaboration skills to support a positive work environment,
- 4) trauma and adverse childhood experiences, and
- 5) disabilities and complex medical needs in young children.

No: The program/provider has self-reported that the assessment item is not met. An example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.8.13 ITPK

Optional

Educators are offered continuous job-embedded instructional coaching either within the program or provider by pairing newer staff with those that are more seasoned, or through outside support. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Not applicable: The program/provider has self-reported that the assessment item is not met. An example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.8.14 I T P K

Optional

The program or provider has provided professional development and/or mentoring and coaching experiences for other early learning programs, providers, and professionals related to Developmentally Appropriate Practice and high-quality early learning practices. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Not applicable: The program/provider has self-reported that the assessment item is not met. An example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Item Rating Notes:

A.8.15 I T P K

The professional development plan for administrators and leaders has been developed to include annual training on: Yes No

- 1) leadership development (adult learning, conducting performance evaluations, adhering to personnel policies) and
- 2) fiscal management (budgeting, software training, payroll).

No: The program/provider has self-reported that the assessment item is not met. An example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.9.02 I T P K

Educators are regularly assigned to work with the same children day-to-day and stably over time. For infants and toddlers, show that the goal is for these children to remain with the same educators for a minimum of 9 months. Yes No

No: The program/provider has self-reported that the assessment item is not met. An example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.9.07 ITPK

The program or provider has developed salary scales that include increments based on professional qualification, staff role, length of employment, and performance evaluation. Yes No N/A

This item is not applicable to family childcare and home-based providers that do not employ staff.

No: The program/provider has self-reported that the assessment item is not met. An example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Not applicable: The family childcare/home-based provider has indicated the assessment item is not applicable.

Item Rating Notes:

A.9.11 ITPK

Optional

The program or provider has developed relevant work materials (e.g., the staff manual, other relevant policies and procedures, professional development) in multiple languages when multi-lingual staff are employed. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

This item is not applicable to programs and providers that do not employ multi-lingual staff at the time of assessment.

Yes: Responses between 3 and 6 sentences that address the item prompt with two suitable examples. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Not applicable: The program/provider has self-reported that the item is not applicable. The program/provider has self-reported that the assessment item is not met. Two examples reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Item Rating Notes:

A.9.12 ITPK

The program or provider has created quarterly or monthly accounting reports that include a reconciliation of expenses to budget. Yes No

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.9.13 ITPK

A financial review or financial audit was conducted in the most recent fiscal year. Yes No

Programs and providers may provide an affidavit by the corporate financial officer or other 3rd party authority, attesting that the stated recommended practice is met.

No: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.9.16 ITPK

Optional

Before working with children, volunteers and other service providers (special education, therapy, extracurriculars) have been given a packet to review which includes: Yes N/A

- 1) relevant health, safety, and emergency procedures,
- 2) acceptable guidance and learning environment management techniques, and
- 3) mandated reporting procedures.

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

This item is not applicable to programs and providers that do not use volunteers or other service providers at the time of assessment.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Not applicable: The program/provider has self-reported that the item is not applicable. The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.9.18 I T P K Optional

The program or provider has developed a detailed, written strategic plan that includes what the program or provider will do to: Yes N/A

- 1) implement the program or provider's vision and mission,
- 2) achieve desired child outcomes,
- 3) maintain high-quality services to children and families (NAEYC accreditation, use of other quality rating scales and instruments, participation in state quality rating/improvement systems, fidelity to an evidence-based curriculum), and
- 4) ensure adequate funding for future needs.

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

Yes: Responses between 3 and 6 sentences that address the item prompt with a suitable example. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Not applicable: The program/provider has self-reported that the assessment item is not met. One example reflecting the item prompt has not been provided. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt.

Item Rating Notes:

Narrative Description Items

A.1.01 T P K

Toddlers, preschoolers and/or kindergarteners have had opportunities to decide what the class will do together (e.g., unit of study, interest areas, which book to read or song to sing as a group).	Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
	Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
	Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

The intent of this item is to provide children with open-ended opportunities to co-create shared learning experiences.

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 3 sentences. Responses that limit children's choices among educator's selected options.

Yes: Responses between 3 and 6 sentences that reflect open-ended conversations where children independently decide what the class will do together. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.2.04 I T P K

The program or provider has addressed concerns a family has raised about their child's education or care. Yes No

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.2.06 I T P K

Information about families has been used to adapt the program or provider's environment. Yes No

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

A.2.08 I T P K

The program or provider has worked with neighboring businesses, residents, or city/town representatives to address shared interests or needs. Yes No

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

A.2.09 I T P K

Optional

The program or provider has engaged in policy and/or advocacy work at the state or federal level in the past 12 months. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Not applicable: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.2.11 ITPK

Educators have used their knowledge of the community and/or local cultural resources to adapt the curriculum and create learning experiences for children of all age categories served.

Infant Yes No N/A

Toddler Yes No N/A

Preschool Yes No N/A

Kindergarten Yes No N/A

"Community and/or cultural resources" includes museums, zoos, aquariums, cultural centers, heritage sites, historical societies, arts centers, among others.

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.2.12 ITPK

Optional

The program or provider knows the general demographics of enrolled families and has evaluated whether the list of child and family support services provided to families is culturally and linguistically appropriate.

Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

Evidence must describe the general demographics and characteristics of enrolled families and show at least two child and family support services that have been promoted to families are culturally or linguistically appropriate.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least two examples that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Not applicable: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Item Rating Notes:

A.3.01 ITPK

The curriculum or learning approach has guided educators in facilitating learning activities and experiences that are driven by the children's interests.

Yes No

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.3.02 I T P K

The curriculum or learning approach has guided educators in planning and implementing learning activities and experiences that guide children's Yes No

- 1) physical development,
- 2) social development,
- 3) emotional development,
- 4) cognitive development, and
- 5) identity development.

"Identity development" refers to ensuring that the curriculum and learning approach reflects and affirms the racial, ethnic, cultural, linguistic, and physical characteristics of enrolled children in addition to the individual family values, beliefs, and experiences they may have.

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

A.3.03 I T P K

Optional

Educators have received feedback about how they are implementing the curriculum or learning approach used. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Not applicable: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Item Rating Notes:

A.3.07 I T P K

Educators have used developmentally appropriate curricular plans/guidance to support children's fine motor and gross motor development on a weekly basis.	Infant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
	Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
	Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
	Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.3.09 I T P K

Educators select books that reflect many diversities and help children identify with characters and themes.

Infant Yes No N/A

Toddler Yes No N/A

Preschool Yes No N/A

Kindergarten Yes No N/A

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.3.12 P K

Educators have helped preschoolers write the words and messages they are trying to communicate.

Preschool Yes No N/A

Kindergarten Yes No N/A

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.4.01 T P K

Educators have engaged in collaborative inquiry with toddlers, preschoolers and/or kindergarteners individually and with small groups of children.

Toddler Yes No N/A

Preschool Yes No N/A

Kindergarten Yes No N/A

"Collaborative inquiry (co-inquiry)" is a teaching method in which educators and children together learn about something by asking questions, gathering and assessing data, and determining next steps for answering new questions.

"Small groups" are limited from 2 to 6 children.

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least two examples that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.4.04 T P K

Educators have helped toddlers, preschoolers and/or kindergarteners express their ideas about curriculum content and build upon the meaning of their experiences.

Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least two examples that fully address the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

A.4.05 I T P K

Educators have departed from an activity or lesson when children showed disinterest.

Infant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

The intent of this item is that educators are attuned to children's activity levels and interests and recognize when it is appropriate to deviate from planned activities rather than persisting with experiences children do not have interest in.

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least two examples that fully address the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.4.09 I T P K

Educators have modified the procedures or time for an activity or learning unit to individualize learning for children of all age categories served.

Infant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

The intent of this item is that educators are flexible with how activities and learning units unfold to differentiate learning experiences. Examples include encouraging children to return to a project over several days rather than dismantle it, extending the planned time for an activity to take place, providing adapted or alternative materials, among others.

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.4.10 I T P K

Educators have made an activity less difficult to enable children to develop toward skill mastery (scaffolding).

Infant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Toddler	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Preschool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Kindergarten	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least two examples that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.4.11 I T P K

Educators have made an activity more difficult as children refine skills or gain new skills and knowledge (scaffolding).

Infant Yes No N/A

Toddler Yes No N/A

Preschool Yes No N/A

Kindergarten Yes No N/A

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least two examples that fully address the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

A.4.14 I T P K

Educators have modified the curriculum or learning approach to reflect

Infant Yes No N/A

1) the values and/or beliefs of enrolled families of children,

Toddler Yes No N/A

2) the experiences of the children, and

Preschool Yes No N/A

3) the languages and/or dialects spoken by the children (and/or their families).

Kindergarten Yes No N/A

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 3 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with at least three examples that fully address the item prompt. Responses longer than 6 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

A.5.04 I T P K SWPP Eligible

The curriculum or learning approach has been aligned with the assessment methods used by the program or provider. Yes No

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.5.06 I T P K Optional

Educators, families, other program or provider staff, or specialized consultants have worked as a team to develop and implement individualized care or learning plans for a child. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

"Individualized care or learning plans" may include behavior management plans, toilet training, plans to meet special sleep or feeding needs, medication administration plans, individualized family service plans (IFSP), and individualized education plans (IEP), among others.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least two examples that fully address the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Not applicable: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Item Rating Notes:

A.5.07 I T P K

Child assessment results have been used to inform overall program or provider improvements in the past 12 months. Yes No

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.6.11 I T P K Optional

The program or provider has worked with families in developing care plans for children with special dietary, medical, or cultural feeding needs. This at minimum includes Yes N/A

- 1) how staff are informed of and trained on special feeding needs,
- 2) how staff are held accountable to following established feeding plans, and
- 3) how families are provided necessary information to know that their child's special feeding needs are being met.

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

"Special dietary, medical, or cultural feeding needs" refers to food intolerance and allergies, health concerns (e.g., diabetes, overweigh/underweight), medical conditions that require the use of specialized feeding equipment (e.g., feeding tube), or other dietary needs related to cultural or religious customs.

This item is not applicable if no food and drinks (other than water) are consumed by children while in the care of the program or provider.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Not applicable: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Item Rating Notes:

A.6.22 I T P K SWPP Eligible

Staff-related policies, practices, or projects have promoted a collaborative, inclusive organizational climate. Yes No N/A

This item is not applicable to family childcare and home-based providers that do not employ staff.

"Organizational climate" refers to a set of properties of the work environment, perceived directly or indirectly by the employees, that is assumed to be a major force in influencing employee behavior.

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least two examples that fully address the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Not applicable: The family childcare/home-based provider has indicated the assessment item is not applicable.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.7.03 ITPK

The program or provider has informed families of relevant Consumer Product Safety Commission (CPSC) recall notices. Yes No

Sign up at <https://www.cpsc.gov/Newsroom/Subscribe/>

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Item Rating Notes:

A.8.09 ITPK

Optional

At least three program or provider policies have been connected to the Code of Ethics for Early Childhood Educators. Yes N/A

This is an optional assessment item. Programs that demonstrate meeting the stated practice will receive credit. Programs that do not pass the item or choose not to address the item will not be penalized.

<https://www.naeyc.org/resources/position-statements/ethical-conduct>

Yes: Responses between 5 and 9 sentences that address the item prompt with at least three examples that fully address the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Not applicable: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Item Rating Notes:

A.8.16 ITPK

Program administrators, leaders, and/or providers have maintained awareness of updates and changes in local, state, tribal, and/or federal policies related to early care and learning and family related services. Yes No

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 5 sentences and/or that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 5 and 9 sentences that address the item prompt with at least two examples that fully address the item prompt. Responses longer than 9 sentences will not be evaluated beyond the 9th sentence.

Item Rating Notes:

Accreditation Application Tool: All Ages

A.9.04 I T P K SWPP Eligible

Annual performance reviews for educators and administrators have included opportunities for self-evaluation and professional reflection. Yes No N/A

This item is not applicable to family childcare and home-based providers that do not employ staff.

No: The program/provider has self-reported that the assessment item is unmet. Responses less than 3 sentences and/or responses that address topics unrelated to the item prompt. Responses that do not fully address the item prompt.

Yes: Responses between 3 and 6 sentences that address the item prompt with at least one example that fully addresses the item prompt. Responses longer than 6 sentences will not be evaluated beyond the 6th sentence.

Not applicable: The family childcare/home-based provider has indicated the assessment item is not applicable.

Item Rating Notes:

A.9.14 I T P K

Required

The program is in good standing with the applicable state licensing authority or applicable public or governmental regulatory system at the time of assessment. Yes No

This is a required item. If unmet accreditation will be denied.

In the assessment of this item, assessors may need to conduct additional research before finalizing a rating. This may involve searching public records related to the program's licensing/regulatory status when there is provisional, temporary, or otherwise conditional restrictions in place.

No: The program or provider is not in good standing with the state licensing authority or applicable regulatory system (e.g., provisional, temporary, or conditional status) due to serious and/or persistent violations or citations. The program or provider is exempt from licensure but is NOT voluntarily in compliance with the state licensing authority or applicable regulatory system's requirements (License Exempt Acknowledgement Form has not been provided). The program or provider is not licensed or regulated and is not exempt from licensure/regulation.

Yes: The program or provider is in good standing with the applicable state licensing authority or applicable regulatory system. The program or provider is exempt from licensure but is voluntarily in compliance with the state licensing authority or applicable regulatory system's requirements.

Item Rating Notes:

Accreditation Application Tool: All Ages

Global Ratings					
<i>Indicate your level of agreement or disagreement with the following statements. Select only one position for each statement. Additional comments may be added to the Notes section below.</i>					
There is an adequate amount of evidence to allow for complete ratings.	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
The evidence is well-chosen and speaks directly to the assessment items.	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
The evidence is clearly labeled with the appropriate assessment item(s).	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
Larger documents are highlighted or annotated to identify specific areas that address the assessment item(s).	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
Notes					