THE RELIABILITY AND PREDICTIVE VALIDITY OF

NAEYC ACCREDITATION CRITERIA

FOR EARLY CARE AND EDUCATION PROGRAMS

by

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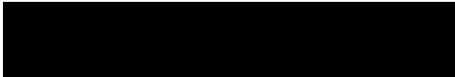
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The Reliability and Predictive Validity of NAEYC Accreditation Criteria for
Early Care and Education Programs

Thesis directed by Associate Professor Donna L. Wittmer

ABSTRACT

The purpose of this study was to reexamine the reliability and
examine the predictive validity of the criteria used by early care and
education programs in the process of accreditation by the National
Association for the Education of Young Children. This study reexamined
the criteria (originally researched by Bredekamp, 1985) by estimating the
reliability at the item level and the component level. Percentages of
agreement between child care centers and validators on rankings of fully
met, partially met and not met were used at the item level. Correlation
coefficients were computed at the component level. This study also
determined, through a discriminant analysis, which components of criteria
were most frequently associated with the decision to accredit a program.

Data for this study came from the National Association for the
Education of Young Children and is comprised of 453 early care and
education programs that completed the NAEYC accreditation process.
Programs served children from birth through schoolage and represented 44
states and U.S. military programs operating in Germany and the United
Kingdom. The primary sample used one classroom from all 453 programs.
The secondary sample used every classroom, a total of 153, from 27
programs that served the widest age-range of children (infants through
schoolage).

The results of the item-level analysis show high percentages of
agreement, 90% or greater, between centers and validators, in 132 out of
177 criteria. The lowest percentage of agreement in the study was 68% on
one criteria. The component-level analysis revealed high correlation
coefficients, .81 in the primary sample and .97 in the secondary sample,

between centers and validators ratings in all ten criteria components. In the discriminant analysis of the primary sample, the components Teacher - Child Interactions, Curriculum, Staffing, and Evaluation predicted the decision to accredit a program. In the secondary sample analysis, the components Teacher - Child Interactions and Staffing again predicted accreditation along with Health and Safety and Nutrition and Food Service.

This abstract accurately represents the content of the candidate's thesis. I recommend its publication.

Signed _____██████████████_____

Donna L. Wittmer

DEDICATION

This work is dedicated to my parents, Ronald and Betty Brown. Throughout my life, they have consistently espoused two concepts that I know have guided me to this accomplishment. First, they raised me to believe that I could do anything I tried, and wholeheartedly supported all my attempts. Secondly, they praised and valued education and nurtured an environment in which books and school were an exciting adventure that was a source of both fun and pride to our family.

ACKNOWLEDGMENTS

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CHAPTER 1

INTRODUCTION

Over the last twenty years, both adults and children have seen large scale changes in their lifestyles. This trend of family change has been particularly affected by the increased numbers of women in the work force (Willer et al. 1991). "Between 1970 and 1988, the proportion of working women with children under the age of six increased from 30 to 56% . . . and [these numbers] are expected to continue unabated in the future, with an unprecedented demand for child care" (Chafel, 1992, p.149). This expansion in the work force has affected American families in various ways. In both dual-working and single-parent families, someone must take care of the children. Many parents now purchase child care services outside the home. The problem of selecting and purchasing appropriate care concerns parents with children not yet in school and also parents of school-age children who may spend time unsupervised before and/or after school.

One consequence of women's entrance into the labor force, which is evident in every community across the country, is the number of children

enrolled in early childhood programs. In 1992, 28% of all three-year-olds and 52% of all four-year-olds in the U.S. were enrolled either in a public or private preschool program (U.S. Department of Education, 1993). Because of this rise in numbers of children being cared for outside the home, practitioners have become more aware of, and concerned about, the quality of early childhood programs. Research has shown that high quality care positively affects children's development (Vandell & Powers, 1983; Peterson & Peterson, 1986; Howes & Olenick, 1986; Kontos & Fiene, 1986,1987). These researchers found that children benefit from high quality programs by improving their abilities to socialize with peers, to follow directions, and to improve their capabilities in math, language and problem-solving. Improvements are also evident in higher verbal skills and the child's enhanced ability to regulate his/her own behavior.

A major set of issues evolving in early care and education (ECE) involves the quality of the programs available to meet the needs of young children and their parents. In an effort to address the issue of overall quality programing for children, a voluntary, national accreditation system was developed by the National Academy of Early Childhood Programs (NAECP). NAECP is a division of the National Association for the Education of Young Children (NAEYC). NAEYC is a national organization

of professionals in the field of early care and education. In 1983-1984, NAECP, the division of NAEYC that administers the NAEYC accreditation process, called on hundreds of early childhood experts to collaborate in creating this system of quality measurement. Their collaborative effort produced a consensus on the highest set of quality standards to date and incorporated ten research-based service quality component areas that promote optimal child development.

Demand for Quality Increasing

Both educators and parents agree that early childhood programs benefit children. The dilemma facing parents, operators of programs, and policy makers are twofold--defining, and funding the quality level that children require.

NAEYC's accreditation standards and criteria, set in 1985, were the early childhood field's first attempts at a nationwide definition and consensus of what service quality really encompassed. The ensuing ten years, during which the accreditation process has been put into operation across the country, have been a slow but steady progression of educators and consumers digesting and realizing the value of both the criteria and the accreditation process.

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Currently, perhaps because accreditation is still new, educators are more knowledgeable about the components of quality and thus value accreditation more than consumers (Slavenas, 1993). "The demand for program quality is accelerating, as research demonstrates that high quality early childhood programs result in cognitive and social gains for both low and middle income children, and enable them to avoid school failure" (Schweinhart, 1989, p. 83).

Research suggests certain characteristics of the caregiver, the program, and the environment as important indicators of quality. These characteristics include items such as a stable staff and continuous program, specific staff qualifications, limiting staff/child ratio and class size to appropriate proportions, increased parent involvement, and ample physical space and safe facilities (Chafel, 1992).

This demand for quality creates a need for standards to which educators can be held accountable and which are meaningful to consumers. Lillian Katz, former president of NAEYC, feels the early childhood profession must continue to work on developing an accepted set of professional standards of practice to which practitioners can equitably be held accountable. Like others developing approaches to quality management, she believes any approach to assessment of quality requires

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not only criteria to apply to each program, but some consensus on minimum standards for each criterion that must be satisfied for acceptable quality (Katz, 1992).

The next section briefly explores accreditation's uses in education and why it is a welcome addition to the field of early care and education.

Accreditation: Then and Now

Accreditation systems have been used for years by institutions and professions to define and uphold their standards. Peer and outside reviews have been established as strong methods of maintaining desired standards and encouraging improvement in the quality of education and/or services offered.

Accreditation is a process that enables practitioners to provide and consumers to select good-to-high quality early childhood services more confidently. Educators use the criteria and process to verify good practices and improve their programs for children. Consumers value the objective, third party's endorsement of quality and use it as a rationale to justify their choice of early childhood program or private school. For consumers and practitioners, quality is important to the goal of providing optimal care and development for their children.

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"The need to assure quality experiences for young children in such settings is a pressing social and parental need" (Slavenas, 1993, p. 31). Educators have embraced the accreditation process as a method for providing this assurance. Currently, more than four thousand programs worldwide have met the required compliance with NAECP's criteria for quality and have been awarded accreditation. More than eighty-five hundred are in the self-study process. A national, toll-free telephone number is available to parents to request a listing of accredited programs in their specific city, state, or zip code. As public awareness of this third-party endorsement of high quality has increased, more requests for this information are processed by the Academy. "The continued trend in educational consumerism is identified as a product of the intensified business-school relationship, growing school choice movement, increased parental demand for special programs, and increased school . . . interest" (Bainbridge, 1991, p. 32).

The impact of accreditation instruments and procedures is evidenced in areas other than parental demand. Teacher preparation programs are using the criteria of this accreditation process as one element of course content on program quality. Students in high school classes through four-year colleges and universities, plus those in Master's and Ph.D. programs

learn about accreditation criteria as one method to achieve and evaluate a quality program for young children. In addition, early care and education programs operating nationally under many different auspices are using the criteria as a standard of performance for classroom staff.

The field of early care and education was made up of public, private, full-day and half-day, as well as church and military-based programs. These same programs were in existence when accreditation first began in 1985. Each state, usually through the Department of Social or Human Services, has the responsibility of regulation. Programs comply with minimum regulations if they want to be licensed. Over the years, some programs may have operated without a license while others complied with these established regulations. In the early 1980s, Federal Interagency Day Care Regulations were developed in an attempt to standardize the regulations across all states. Due to funding limitations and a change of administrations, these regulations were never put into effect nationally.

These minimum state regulations concerned national experts involved in the education and care of young children. "It is ironic that at a time when the number of children enrolled in child care centers and preschool programs is increasing, the regulation of such programs is decreasing" (Bredekamp, 1985, p. 1). According to Bredekamp, state

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regulations were at widely varying levels in 1985. Accreditation standards

are designed to exceed most existing regulations to encourage a higher

quality program for children.

Mounting research strongly indicates that children thrive in quality

programs (Anderson, Nagle, Roberts, & Smith, 1981; Howes & Olenick,

1986 ; McCartney, Scarr, Phillips, Grajek, & Schwartz, 1982; McCartney,

1984; Vandell & Powers, 1983). To respond to the need for improved

quality and to develop and monitor an accreditation process, NAEYC

created the National Academy of Early Childhood Programs (NAECP).

The purpose of NAECP is to administer a voluntary accreditation system

for early childhood programs in the United States (NAEYC, 1985).

The accreditation process was developed by a nationwide task force

of early childhood and child development experts who worked under the

guidance of NAEYC. Their goal was to create and field-test both the

instruments and procedures of this new process. Four primary components

were formulated:

1. Classroom Observation,

2. Parent Survey,

3. Staff survey,

4. Administrator's Report

Parent and staff questionnaires were designed to gather information

relating to the program from other individuals concerned with the

operation of the program. The classroom and administrative documents are

a compilation of more than 100 criteria indicative of quality (see examples

in Appendixes A and B). The criteria were developed over a 3-year period

by reviewing approximately 50 evaluation documents and the research

literature on the effects on children of various components of an early

childhood program. The validity of the criteria as indicators of a good

quality program was tested by submitting them to approximately 250 early

childhood specialists throughout the country. Criteria were revised based

on the recommendations of the 175 specialists who responded. A draft of

the criteria was published in NAEYC's journal Young Children in

November 1983 and was distributed for review and comment to the

Association's 43,000 members. Many individuals and NAEYC Affiliate

Groups reviewed and critiqued the draft. Open hearings were also held at

NAEYC Conferences in 1982 and 1983 to receive comments about the

accreditation system. The criteria were then field-tested in 32 early

childhood programs in four areas of the country. The criteria were adopted

by NAEYC's Governing Board in July 1984 (NAEYC, 1985, p. 11).

NAEYC's accreditation process for early care and education

programs sets a standard of excellence but also allows for the diversity that

exists in the field. As Caldwell, NAEYC President from 1982 to 1984,

wrote:

> Our aim has been to formulate criteria which are general
>
> enough to cover different types of settings, yet specific enough
>
> to be objectively observable; which are precise enough to
>
> convey the true meaning of each component, yet
>
> comprehensive enough to allow for individual variations. We
>
> have not attempted to impose a narrow stereotype of quality
>
> in early childhood programs. Rather, we have identified
>
> specific areas of program realities which respect the diversity
>
> of educational philosophies without compromising what we
>
> know to be the developmental needs of young children.
>
> (NAEYC, 1991, p. x)

While only a few uses of this system have been cited above, the

effects of accreditation are evidently already extensive for centers, staff,

consumers and mostly children. This has fulfilled the hope that "through

this process (accreditation), parents and the public could be assured that a

center had been evaluated and met a set of nationally recognized

professional standards" (Slavenas, 1993, p. 34). As current functions

expand and new uses are devised, the criteria which predict quality, as well as the instruments and procedures of the accreditation process, are critical to the early childhood community and to parents seeking a professional endorsement of quality programming.

How does accreditation happen? The next section reviews the procedure.

Accreditation Process and Research

The accreditation procedure involves three steps. First, the early childhood program working toward accreditation completes a self-evaluation called a self-study. This process involves teachers and administrators independently observing various components of the program related to specific criteria and indicators and then working together to compare their findings. They then identify areas which do not meet the standards and execute improvements. When complete, the program mails the self-study, called a Program Description, to the NAECP and requests a validation visit. NAECP then contacts one of more than 600 validators, who have been trained on how to conduct a validation visit, and arranges a suitable date for both the program and the validator(s). This visit is step two. It is designed to allow NAECP's trained, objective, and professional validators to verify the results reported in the Program Description.

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Validators observe at least 50% of the classrooms in the program, independently rate the same criteria the program used in its self-study, and conduct an exit interview with program personnel. The report created is then mailed to NAECP for consideration by the Commission. The Commission, comprised of more than 300 individuals specifically chosen by NAECP to serve as part of a team, makes the final decision on accreditation. All Commission members must meet a rigid set of qualifications including extensive education and experiences in early childhood education as well as a broad understanding of applications and practices which reflect research and acknowledged best practice in the field.

Step three is a thorough and independent review of the program description by each of three Commissioners. Each Commissioner receives a copy of the Program Description and a criterion summary sheet on which they record information from each component area. The Validator's report becomes the eyes and ears of the Commission since they do not visit programs. Commissioners complete their individual review prior to meeting with others on the team. Their final decision, which must be unanimous, is reached after comparing their independent ratings. "For each case, the Commission has a choice of two decisions: grant accreditation or defer accreditation until improvements can be made or additional

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information is obtained. Decisions are made on professional judgements made within the limits of the Academy's Criteria" (NAEYC, 1985, p. 8). NAECP notifies the program in writing of the decision. If deferred, the program is sent a list of areas identified by the Commissioners as needing improvement. Once these criteria have been improved, the program can submit to another visit.

Bredekamp (1985) provided an estimate of the reliability of the observation instrument and procedures for this accreditation process. Separately, teachers and directors rated each criterion in the classroom. They then discussed their ratings, assessed their performance, made improvements and completed the self-study. Then, outside validators verified that the report completed and submitted by the program personnel was accurate by observing and independently rating a sampling of the same classrooms. The criteria were deemed reliable when Bredekamp's research examined the relationship of these ratings and found them to be consistent. That is, the validator's and program personnel rated most of the criteria the same on a scale of "1 = not met," "2 = partially met" and "3 = fully met." The results of this research were used to rewrite the accreditation criteria, with the goal to increase their clarity and thus, their reliability, creating the observation instrument which is used today.

Since this 1985 undertaking, no research has been done to estimate the reliability of the rewritten criteria for the accreditation process. When the criteria were first established, Bredekamp stated "the most pressing need for research will be a replication of this study using the revised instruments and a larger, more random sample" (1985, p. 177).

The Academy undertook a review of the criteria from 1989 to 1991. The criteria were revised "following a thorough review based on the first five years of experience applying the criteria in accreditation decisions" (NAEYC, 1985, p. 11). Responses from the profession were solicited by NAEYC to begin the review and the most current research findings were incorporated. Another dimension was added to this review through information obtained from individuals and programs in the Accreditation process. The research findings and information was scrutinized by Academy staff and the advisory panel and minor clarifying changes were made to the criteria in the classroom observation instrument and the administrator's report as well as parent and staff surveys. In these revisions, a few new criteria, examples and indicators were added, some criteria were deleted and the wording of some examples and indicators was clarified to help both program personnel and validators more objectively interpret the observed practices. Since that date, while hundreds of

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programs have entered and completed Accreditation, no research has been conducted to estimate the reliability of the criteria or processes.

The Purpose of the Study

The major advantage of this study is that it will provide valuable information and results about quality related to accreditation in early care and education to administrators, professionals, parents, and consumers. It will also add to our knowledge of the validity and reliability of the current NAEYC accreditation process. For more than four years, programs have been using a system for which validity and reliability have not been directly estimated.

The present study addresses these questions:

1. Is the current NAEYC Accreditation process reliable?

2. Which of the criteria are most frequently associated with the decision to accredit an early childhood program?

This study contributes to the body of knowledge related to quality in early childhood programs by:

1. estimating the reliability of the NAEYC accreditation criteria and instruments, and

2. identifying which components of criteria are most frequently

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associated with the decision to accredit a program.

This study will result in information which will be valuable to several groups. To parents and other consumers of child care, it will provide specific information which can be used accurately and easily to evaluate the quality of early childhood programs. A reliable instrument and process are also of value to the consumer because of both the subjective nature of many quality components and the limited time they have to observe the entire program. For accreditation to be meaningful and sound, it must allow for a variety of differing factors across states and communities including regulations and practices and distill the information into a reliable decision to accredit (Bredekamp, personal conversation, May 1994). Establishing the reliability of the criteria provides increased credibility for the accreditation process guidelines and adds to their strength as useful tools in the hands of persons and groups searching for quality in ECE programs. Also, state licensing agencies and state advocates for early childhood education can, with greater confidence, use the criteria to improve their state regulations.

For teachers, administrators and other professionals in the field, the results of this study will provide specific program guidance. The criteria most consistently found in accredited centers can be used as a guide in

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areas such as environmental design and organization, interactions and communications, and health and safety standards. Also impacted are curriculum and equipment selection, as well as administrative systems including staffing, program evaluation, training, and record keeping.

For the field of early care and education, a reliable process and identified key criteria can be the focus of additional research. The field can also use these criteria as a base and rationale for raising and maintaining the profession's quality standards. An increase in self-monitoring can lead to a profession open enough to encourage and respect voluntary monitoring of program's services. Such a process will only increase the value of the professional staff's work, the value to those who purchase those services, and the children in care .

To accomplish these purposes, the research will proceed in two steps. First, it will estimate the reliability of the accreditation process criteria at the item level and at the component level. Second, it will identify which components of criteria predict the decision to accredit a program.

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CHAPTER 2

REVIEW OF THE LITERATURE

Theoretical Foundations of Early Childhood

The theoretical foundation of NAEYC accreditation and the criteria

is based on early childhood theory and assessment research and practice

that began more than 80 years ago and has continued to evolve both in the

fields of psychology and education. Several psychological and theoretical

perspectives are woven together in current early childhood theory and

practice. These perspectives provide a framework to discuss the criteria,

how they support quality in early care and education and how they relate

to successful completion of accreditation. (The theoretical framework of

the evaluation methodology is presented in Chapter 3.) This same

framework will be used again later in Chapter 5 as the conclusions and

recommendations are described.

Processes and Components of Early Childhood Quality

Early childhood education programs vary extensively. Creating

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assessment processes and tools that identify key components common to all programs has been a focus of the early childhood profession since 1974 (Harms & Clifford, 1994). Researchers have looked to establish criteria for teacher competencies, learning environments, and interactions between the child and teacher in the classroom. Several examples of their efforts exist.

The Child Development Associate competency goals, which delineate professional competence in early childhood practice, were developed to increase the competence of staff. In 1985, the National Association for the Education of Young Children published "Accreditation Criteria and Procedures" for quality early childhood programs and launched its accreditation procedure for centers and schools. Although targeting different settings, these two accrediting/credentialling systems have common components of (a) staff-child interactions, (b) environment, (c) curriculum, (d) parent relations, and (e) professional development. These components were chosen based on research in education and psychology and are used as a framework for the accreditation self-assessment process, as will be reviewed later in this chapter. The two systems use criteria, also supported by research, which directly support the growth and development of young children.

Harms and Clifford (1994) list NAEYC accreditation as one of the

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three most "important advances in identifying the key components common to all early childhood settings" (p. 482). They go on to say that these "sets of empirically derived factors underscore the importance of structure and process variables in quality child care. They also support the importance of three key areas in the classroom--interactions, activities, and routines--identified in the theoretical framework" (p. 484).

Many practices used in today's early childhood classrooms are guided by the national guidelines and criteria that the NAEYC Accreditation process incorporates. The criteria create a framework that ties programs to a professional or industry set of standards by identifying the underlying components of quality that should be present in all programs. For these to be valued and credible, they must be proven reliable and accurate predictors of high quality programs. Harms and Clifford state that "additional factor and cluster analysis of other quality-assessment instruments are needed to further specify components of quality care" (1994, p. 484).

The next section describes influential theorists in the Early Care and Education field. Their writings provide the theoretical framework of NAEYC's components and criteria.

Influential Educational and Psychological Theorists

Freud influenced the child psychologists and early childhood educators with his psychoanalytic approach. Erikson expanded Freud's theory stressing the importance of the emotions and provided more detail in understanding children's personalities, emotional, and social developments. Piaget conducted research on how children learn and "revolutionized the field with [his] view of children as active beings who take responsibility for their own learning" (Berk, 1994, p. 22). His theory focused on the innate ability of children to explore openly and discover new information and make new generalizations about their environment. He said children constructed their own knowledge. Thus, his conceptual view of how children learn is called constructivism.

Educators embraced constructivism as they created the developmentally appropriate model of discovery learning using activity or learning centers. The widely used curriculum frameworks of High Scope and Bank Street College are examples of this model of early childhood education. The basic format of using learning centers in the classroom for particular types of play, planned and monitored by a professional teacher, allows children to explore a variety of games, activities and materials from which they learn as they play. It became a standard of good practice to

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prepare an appropriate environment for children and then allow them to

learn through self-directed play. Piaget's theory led educators to take a

child's need for active learning through exploration into the forefront of

educational practices and establish this method of teaching as central to

early childhood practice.

While Piaget was primarily interested in children's methods of

thinking and processing, other theorists were concerned with how the

environment could support learning in the early childhood stage of human

development. Their observations generated other theories that influenced

both philosophic approach and specific curriculum components such as the

environment, language, social studies, science and math. The investigations

affected both the environment of the classroom and the learning processes

that occur in that environment, as well as in the larger environment of the

school, home and community. Bronfenbrenner and Vygotsky specifically

are credited with significantly influencing the field of early childhood

education, especially in terms of the social aspects of how children learn

and the components viewed as important in creating an effective, good

quality classroom.

Bronfenbrenner's ecological systems theory (Berk, 1994) sees the

child's development as influenced by four layers of the environment. Each

layer influences the child's development, from the macro system that is the farthest away from the child such as the country's values, cultures and laws; to the microsystems, in which the impressions of home and school are more closely related to the child. Harms and Clifford (1994) cite Bronfenbrenner's work as that which "initiated a rethinking of the way in which early childhood professionals view learning settings for young children" (p. 479). His theory is based on a set of nested spheres of influence on young children that contain all the environmental factors responsible for the child's development.

These environmental elements range from the health and safety of the home or school to the adults, peers, siblings and community influences surrounding the child. The educational setting, in partnership with the family, is an important sphere of influence. "As we apply this framework to the study of the educational setting, we are concerned primarily with the influences on the child in the immediate setting itself and, to a lesser extent, on the direct and indirect influences on that setting from the outside" (Harms & Clifford, 1994, p. 480). These ecological ingredients all combine in dynamic and ever changing patterns to affect the child. Because children make choices and cause their own environmental changes, they are viewed as both the products and the producers of their

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environment. Thus, a network of everchanging interdependent influences and dymanic effects is formed.

Vygotsky's sociocultural theory focuses on how the culture, which is comprised of beliefs, customs, and social skills, is transmitted from generation to generation. He posits that children learn through meaningful conversations with adults or more experienced peers. This theory varies from Piaget's emphasis on the individual construction of knowledge. The added social perspective broadens the practitioner's focus by contributing a different point of view. Vygotsky's theory invites teachers to see children's cognitive learning taking place with and through many social processes, which can be used and/or structured by the teacher. Vygotsky ventured further that these processes may differ in different cultures.

While these theorists have made multiple contributions to early care and education theory and practice, we can summarize their contributions simply. Bronfenbrenner is important because of his understanding of the multiple ecological systems that lead to an awareness of the significant role of parent involvement. Vygotsky's emphasis on the impact of social environments lead to emphasizing the importance of teacher/child interactions and staff-to-child ratios. Piaget's constructivist theory influenced the early childhood profession's emphasis on particular types of

adult-child interactions, curriculum and physical environments. Freud and

Erikson contributed to early childhood profissionals understanding the

importance of emotional expression and the development of children's self-

concept in the developmental process, thus influencing recommended styles

of adult-child interactions and types of expereinces provided. These critical

theorists provided the framework for what is now called Developmentally

Appropriate Practice (DAP) in early childhood. DAP is the conceptual base

for accreditation and provides the foundation for each criteria and the

applications to how children learn. Each criterion, and each major

component of the accreditation process, has evolved from these theorists

and the combined research of psychologists and educators based on the

theoretical underpinnings of how young children learn and the multiple

influences on their development. The factors proven in research to be

critical to the development process have framed the practices early

childhood professionals use today.

The theory and practices for the assessment of early childhood

programs have gone through evolution and revision as have the criteria. In

"Studying Educational Settings," Harms & Clifford (1994) review several

quality assessment instruments commonly used in early childhood settings.

They create a taxonomy of quality early childhood practices that includes a

variety of educational settings for children in both home-based and center-based environments. The categories begin with parental care in the child's own home and move through nonparental care and family day-care homes to part day and full day programs at both private and publicly funded child care centers. This taxonomy explores the diversity of early childhood programs such as Head Starts, church-sponsored programs, proprietary child-care centers and family related care and considers the implication of a theoretical framework that links contextual with intra program dynamics. Bronfenbrenner's work, described earlier, has a major influence in the formation of this taxonomy. Quality improvement efforts must incorporate the entire scope of the program dynamics such as self-assessment, evaluation and staff development. This design increases our understanding of the human, routine, and environmental influences that directly affect the child's growth and development in an ECE setting.

The next section reviews specific research related to quality processes and components in early care and education. It includes separate portions which discuss each component area of NAEYC Accreditation criteria.

How do Researchers Approach Quality in Early Care and Education?

Bredekamp's (1986) work studied the reliability of the criteria in the

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observation instrument and the procedures used by the accreditation

system. She theorized that "teachers and directors could evaluate their own

performance against predetermined criteria and that their ratings of

compliance could be verified by outside observers during on-site visits. The

feasibility of implementing such a system nationwide depends on the

development of reliable instruments and procedures" (p. 9).

Since Bredekamp's work in 1985--1986, few researchers have

undertaken projects related primarily to isolating and describing the criteria

that define the components of quality in early care and education

programs. Two principal types of quality research that surfaced in

Bredekamp's research review were child outcome studies and process

quality studies. Outcome studies look at the results of certain criteria on

the behavior and/or development of children. Process studies focus on the

specific practices or regulations that a program uses in its operations.

Subsequent research continued to analyze both the processes that are part

of quality care production and the outcomes of this care for young children.

The present research review focuses on these two areas that "have provided

guidance about the effects on children of multiple components of an early

childhood program" (Bredekamp, 1985, p. 34). In addition, research that

relates specifically to the quality criteria identified in NAEYC's

accreditation will be presented. These component areas are staff

qualifications and development, interactions between staff and children,

staffing, staff-parent interaction, curriculum, administration, evaluation,

physical environment, nutrition and food service and health and safety.

Process and Regulation Studies

Studies in early childhood education often focus on either the

processes used with children such as teacher-child interactions and

curriculum or regulations used to monitor the program such as ratio and

group size, sometimes called structural quality issues.

A few new process measurement tools have been devised and some

have been researched since 1986. Three tools, the Infant Toddler

Environment Rating Scale (ITERS)(Harms, Cryer, & Clifford, 1987), the

Early Childhood Environment Rating Scale (ECERS)(Harms & Clifford,

1980) and the Assessment Profile for Early Childhood Programs (Abbott-

Shim & Sibley, 1987) are "the major research measures of process quality

in child care settings in the United States and several other countries"

(Scarr, Eisenberg, & Deater-Dekard, 1994, p. 134). While no published

research could be found by Scarr et al. (1994) or this author on the ITERS

or PROFILE, the ECERS instrument was used in research by Kontos and

Fiene (1987), and by Bredekamp (1985). The first study found 10 items on the ECERS to be good predictors of overall quality in child care centers as measured by teacher-child interactions and environmental observations. Bredekamp (1985) reported that three factors--curriculum, interactions and schedule--were good predictors of accreditation in 31 child care centers studied. The measure of quality in Bredekamp's research was the successful completion of NAEYC Accreditation through program improvements guided by the Early C hildhood Classroom Observation.

The most recent large scale study concerning quality was The Cost, Quality and Child Outcomes Study completed in 1995 (The Cost, Quality and Child Outcomes Team). This study included over 400 programs in four states and was conducted over approximately eighteen-months. Results are reported through a series of findings that indicate, overall, that quality is mediocre in child care. Results lead to several recommendations and four major action steps. These action steps, directed to providers, consumers and policymakers, are:

* Launch consumer and education efforts in the public and private sectors to help parents identify high-quality child care programs and to inform the American public of the liability of poor-quality programs.

* Implement higher standards for child care at the state level, as a major approach to eliminating poor-quality child care.

* Increase investments in child care staff to assure a skilled and stable workforce.

* Assure adequate financing and support of child care. (Helburn, 1995, p. 11-12)

This study, the first to combine research involving both economic factors and child outcomes, found that "unless poor-quality child care is curtailed, the development and well-being of large numbers of our nation's children may be jeopardized" (Helburn, 1995, p. 11).

Another recent large study was conducted in 120 child care centers in three states and encompassed 363 classrooms of infants, toddlers and preschoolers (Scarr, Eisenberg & Deater-Dekard, 1994). The goal of the study was to evaluate how well the quality of child care is measured by process and regulatable variables. Regulatable variables are criteria used by states to specify such items as teacher/child ratio, required square feet of space per child, and maximum group size.

Researchers identified three primary goals of quality measures and

several different approaches for developing and evaluating these measures.

The first two uses, for regulation and program improvement,

may necessitate exhaustive inventories of the many aspects of

quality care, even if the measure is redundant and

inefficient. . . . The third use of quality measures, for research on

effects of variation in quality of care, does not require exhaustive

inventories but reliable and valid measures of those aspects of quality

that can be assessed with efficient and inexpensive measurement.

(Scarr et al. p. 132)

Scarr concluded that the measures of quality had to be reliable and valid to

be used effectively in research. This study also asserts quality measures

must be credible and practical in order for them to be easily used by

parents, public policy makers and professionals.

Quality Variables Indicate Optimal Child Development

Bredekamp (1985) and Kontos & Fiene (1987) outlined the framework

and Scarr et al. (1994) further defined the dimensions of quality as

Based on a number of criteria, . . . the most commonly agreed

upon are health and safety requirements, responsive and warm

interaction between staff and children, developmentally

appropriate curriculum, limited group size, age-appropriate

care giver-child ratios, adequate indoor and outdoor space,

and adequate staff training in either early childhood education

or child development. (Scarr et al. p. 133)

It is not surprising then, that numerous studies that have

assessed the quality of child-care centers by these variables find more

optimal developmental outcomes for children in centers that score

more highly than for children enrolled in lower quality care. (Howes

and Marx, 1992, p. 349)

Scarr reported:

The most popular process measures of quality proved to be

highly redundant and inefficient research measures. The

ITERS and ECERS scales could be readily reduced to a single

quality factor that required no more than 12 randomly

selected items to be measured with excellent reliability and

validity. The profile was best represented by one factor.

(Scarr et al. p. 147)

Scarr is clear in concluding that the implications for both research

and child care centers are practical and apparent. First, assessment of quality can be researched much more efficiently and cost-effectively than previously thought. Second, regulatable variables such as ratios and staff training requirements "cannot be substituted for process measures of quality care" (Scarr et al. p. 149).

Quality Research Worldwide

Quality in early childhood is becoming a worldwide concern and the NAEYC criteria are influencing quality assessment in research and practice in other countries. The Division of Mental Health of the World Health Organization initiated a project "focusing on how the definition and assessment of quality day care are culturally specific" (Dragonas, 1993, p. 1). Using NAEYC's accreditation criteria, a Child Care Facility Schedule (CCFS) was developed and tested in ECE programs in Greece, Nigeria and the Philippines.

This initial study resulted in an 80-item schedule covering eight areas that define quality child care:

1. physical environment,
2. health and safety,
3. nutrition and food service,

4. administration,

5. staff-family interaction,

6. staff-children interaction,

7. observable child behavior, and

8. the curriculum.

Concurrent validity, criterion validity, and construct validity were examined by comparing CCFS scores in 12 day care centers with ratings based upon observation in the same centers. An additional study of 90 day care centers in Athens, Greece, further estimated CCFS validity. Results showed that the CCFS was reliable and valid. The use of a shorter 43-item version is suggested to render the measure more practical" (Dragonas, p. 1).

With uses of this process affecting research and practice worldwide, it is even more critical that the reliability of accreditation criteria is estimated again through this study. The sections which follow provide a historical look at accreditation processes throughout many professions. The discussion ends with research summaries on each component of NAEYC Accreditation criteria.

Accreditation

Accreditation formally began in the United States in 1909 when the

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North Central Accrediting Association adopted standards for colleges. The first list of accredited colleges was published in 1916, and in 1917 - 1918, standards were added for junior colleges and teachers' colleges.

Accreditation is "a process by which schools are evaluated and recognized as having met specific standards of adequacy or excellence. Accreditation certifies that a school meets minimum standards of quality adopted by the accrediting agency" (Alkin, 1992, p. 49-50).

Accreditation Across Professions

Accreditation has been used by the medical and education professions for years to standardize and increase the credibility of practices in hospitals and schools. In this author's experience, the process of accreditation has provided the field of early childhood education with a high quality base of criteria toward which programs can move and maintain. Their personal and group motivation to accomplish the process stems mostly from a pride and belief in their program's current high level of quality. The self-study both affirms that pride plus pinpoints areas that benefit from fine-tuning by staff.

Program accreditation has become a standard in educational settings. Parents and consumers expect public and private schools of all levels to be

accredited by some outside body of experts. Accreditation has become a

tool to (a) communicate excellence to consumers and professionals, and, (b)

to establish clear standards in theory and practice. It also serves to show

and articulate consistent quality to consumers. Accreditation also alleviates

"a larger concern - the strengthening of education to meet the needs of

individuals in a rapidly changing society" ((Alkin, 1992, p. 49).

Accreditation is a valuable indicator of quality to the public in other

professions (Bainbridge, 1991). Studies in the fields of

- Home Economics (Radar, 1988),

- Nursing and Home Health Care (Griffith, 1986),

- Dentistry (Journal of Dental Education, 1994),

- Journalism and Mass Communications (Garrison, 1983),

- Community College curriculum (Simmons, 1993),

- Elementary Schools (Coy & Hopfengardner, 1991),

- Post-Secondary Schools (Council on Postsecondary

   Accreditation, 1992), and

- Early Care and Education programs worldwide (McCrea,

   1989).

The benefits and value of an accreditation process have been

documented in each of these works. "The accreditation process provided a

valuable and necessary service in Home Economics units . . . it remains a major method of monitoring and promoting educational quality" (Radar, 1988, p. 5). "The accreditation process benefits institutions through self-knowledge, accountability, the establishment of a legal standard, and the competition it creates" (Zoffer, 1987, p. 27).

Coy and Hopfengardner (1991) conclude that the benefits of Accreditation justify the lengthy process. They identify several values. Each derives from an individual step: (1) self-evaluation generates communication within and among departments, grade levels and staff; (2) an on-site visitation brings new ideas for the curriculum, instruction, and organization and exposes staff to other innovative programs and personnel; and (3) the report from the visiting team presents constructive criticism that can be used further to improve the program.

The early childhood profession, through the Accreditation process, can increase credibility with the public, policy makers, and the profession. The above-mentioned organizations provide practical examples and research to document the benefits and value of such processes and standards.

The single most repeated benefit of accreditation across all sources listed above is promoting and monitoring quality standards. Others tout

accountability and establishment of agreed upon standards as positive results. Most interestingly, one reported benefit is increased competition known by itself to improve quality and service. Overall, the benefits of accreditation span a wide range of positive effects across many professions.

Accreditation in Early Childhood Programs

Accreditation has only been possible since 1986 in early care and education programs. Bredekamp's research and the development of NAECP's process began the movement toward a national and consistently applied standard of quality in this field. Since then research has continued that globally relates to the entire process and to the quality criteria.

Programs completing the accreditation process benefit in a variety of ways. When 106 day care center directors were surveyed, they reported accreditation helped the majority to market their programs better, improve program components, and improve staff morale (Herr, 1993). Program components cited as most frequently improved are curriculum, administration, and health and safety. Other benefits reported by directors are enhanced professionalism of staff, a source of pride for both parents and staff, and reduced rates from insurance companies. The criteria also serve as a catalyst for budgeting and for obtaining new, safer equipment and the

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necessary motivation for maintenance staff to provide more appropriate

playground surfacing and apparatus.

Parents and communities also benefit from the accreditation process.

Accreditation can be a key differentiator to parents who are shopping for

program of good to high quality with a developmental philosophy.

Whether a family is searching in their own community, or in a new area to

which they may be moving, they can ask about the program's accreditation

status or knowledge of and progress toward accomplishing accreditation.

Parents are reassured by classrooms and administrators who hold

themselves accountable to high, voluntary standards that go beyond state

regulations. McCrea (1989) reports that many community benefits accrue

from the accreditation system. She found that the self-study portion of the

accreditation process facilitates staff development, parent education,

accountability to the community, and raises awareness of young children's

needs for appropriate programs.

Children, parents, and communities are more likely to experience

better quality in accredited programs than in nonaccredited ones. In the

'Highlights of Major Findings' of the National Child Care Staffing Study

(1989), "better quality centers were more likely to be . . . accredited by the

National Association for the Education of Young Children" (Whitebrook,

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Phillips, & Howes, 1989, p. 4). The Cost, Quality and Child Outcomes

Study of Child Care Centers (1995) undertaken by a four-state team of

researchers coordinated through the University of Colorado at Denver

reported that accredited centers receive higher program quality scores.

Recommendations from this study include "increasing funding so more

programs can accomplish the Accreditation process" (Helburn, 1995, p.

12).

Accreditation Criteria and Quality

The specific accreditation criteria were chosedn based on a consensus

within the profession. These criteria provide the supporting framework to

move an early childhood program from their current status to one of higher

quality standards and practices.

Previous research (Bredekamp, 1989; Kontos & Fiene, 1987; Scarr et

al. 1994) and consensus in the profession concludes that early childhood

quality is based on a number of criteria. Commonly agree upon criteria are,

1. health and safety requirements,

2. responsive and warm interaction between staff and children,

3. a developmentally appropriate curriculum,

4. limited group size,

5. age-appropriate caregiver-child ratios,

6. adequate indoor and outdoor space, and

7. adequate staff training either in early childhood education or child development.

NAECP's accreditation program encompasses ten areas of quality identical to those listed above with four expansions. Four additional components are included:

1. staff-parent interaction

2. administration

3. evaluation

4. nutrition and food service

Each area contains at least seven and no more than forty-five items. These component areas and specific criteria are used by programs to direct their self-study which ultimately results in their program's improved education and care services for children and families.

The following segments will briefly review the research in each of these component areas, focusing on identifying those criteria that predict program quality and subsequently good outcomes for children and families.

Interactions Among Staff and Children

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Teachers and children's interactions are key components in creating a developmentally appropriate experience for young children. The quality of caregiver-child interactions has been found to be a strong predictor of developmental status of young children. Affective and informational verbal interactions between care-givers and children appear to accelerate verbal and cognitive skills (McCartney, Scarr, Phillips, & Grajek, 1985). When caregivers engage in more positive verbal interactions with the children, parents and caregivers rated children as more considerate, sociable, intelligent, and task-oriented (Phillips, McCartney, & Scarr, 1987).

Studies of children in child care and nursery school settings found that children with involved and responsive caregivers display more exploratory behaviors (Anderson, Nagel, Roberts, & Smith, 1981), are more positive (Clark-Stewart, 1987; Holloway & Reichhart-Erickson, 1988), and display better peer relations (Howes, Phillips, & Whitebrook, 1992). Such children are more focused and less aggressive despite their global program quality rating, adult-child ratios, or their caregiver's training (Anderson et al. 1981; Howes, 1990).

The quality of caregiver-child interactions also predicts children's behavior. The most positive effect on children is the appropriateness of the care-giving by the adults (e.g., appropriate involvement and interaction,

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encouragement of receptive and expressive language, appropriate scheduling and supervising of activities), not the appropriateness of the activities or room furnishings. In addition, amount of low-level teacher engagement predicted the intensity of children's negative affect and the amount of high-level teacher engagement predicted the intensity of children's positive affect. "It appears, then, that the appropriateness of the teacher's interactions and involvement is more strongly related to children's emotional experience in day care than the organization of the physical setting or the structural characteristics such as teacher-child ratio and group size" (Hestenes, Kontos, & Bryan, 1993, p. 304). This study demonstrates that important relationships do exist between child care quality and children's outcomes, specifically teacher-child interactions and emotional expression.

Curriculum and its Relationship to Quality

Bredekamp's (1986) research identified the curriculum as one key indicator of a high quality program. To define better the components of a curriculum that produce a high quality experience, Bredekamp and NAEYC developed a guidebook for teachers and administrators. Developmentally Appropriate Practices: Birth Through Age Eight (Bredekamp, 1991)

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clarifies and interprets each of the specific criteria and practices that must be included to ensure a high quality curriculum in the classroom for children from birth through age eight.

NAEYC's position statement on developmentally appropriate practice (DAP) clearly supports:

1. children working in small informal groups most of the time,

2. children choosing from activities the teacher sets up, and

3. learning through interaction with adults (presumably teachers but possibly parents or peers) during small group activities.

"The word 'informal' is used to communicate the flexible, changing nature of these groupings and to differentiate them from the traditional three groups employed for reading instruction" (Bredekamp, 1991, p. 117). NAEYC describes its recommendations on a curriculum for young children in a position statement on DAP developed in response to accreditation related concerns. This position statement "was originally intended to 'open up' curriculum and teaching practices and move them away from rigid, traditional approaches" (Bredekamp, 1991, p. 118). One of NAEYC's goals is the achievement of individually appropriate programs for all children. Bredekamp describes this goal as "an essential though neglected aspect of NAEYC's definition of developmentally appropriate"(Bredekamp, 1991, p.

118).

Using the developmentally appropriate nomenclature, Dunn's research on quality confirms children's positive outcomes in programs with appropriate curriculums. "Children in more developmentally appropriate classrooms exhibited lower levels of stress, e.g., hair twisting, finger drumming (Burns, Hart, Charlesworth, & Kirk, 1990), more creativity, and more prosocial behavior (Hirsh-Pasek, Hyson, & Rescorla, 1990) than children in less appropriate classrooms" (Dunn, 1993, p. 170).

Staff-Parent Interactions

Accreditation criteria guide program staff to strengthen and create more consistent interactions with parents. This support system has a positive impact on children and families. "The data indicate that although family characteristics are important in determining the child's developmental outcomes, day care quality does play an important role in the lives of children and families using this service" (Dunn, 1993, p.188).

Research also shows that parent-child relationships are influenced by high quality programs. "There were also strong correlations between child care quality ratings and mother-child and father-child interactions and the security of infant-parent attachment" (Owen & Henderson, 1989, p. 2).

Parents of children in high quality care are more sensitive and positive with their children. Interactions between fathers and their children in high quality care are affected also. Ackerman et al. (1989) shows that fathers of children in child care spent twice as much time with their children as do fathers with children who are cared for in their own homes (Howes, 1990, p. 76e).

Positive staff-parent interaction has been defined as daily communication, either verbal or written, teacher-parent conferences and an open door policy that encourages parent participation in their child's activities. These ongoing techniques increase the communication and interaction at home and also between home and the early childhood program. Feagans and Manlove (1994) studied children in three central Pennsylvania day care centers. Good communication was defined as interactions concerning the child at least three times per week between the family and the child's care-giver. The researcher stresses that good communication between the child's two worlds is necessary to support optimal development in both settings. Their study also revealed that parents and day care staff had many shared goals for the children and few areas of misunderstanding when communication was consistent. Parents and teachers agreed in the survey on two of five child behaviors considered

most desirable. Children being even-tempered and listening well to parents/day care staff was valued highly by both groups. In the other three desirable choices of child behavior, parents chose emotional characteristics (cheerful, outgoing and sociable, warm and affectionate toward family/day care staff), and teachers chose social characteristics (liked by other children, communicates well, and gets along well).

Staff Qualifications and Development

Levels of staff qualifications, content of training and the process of career development are a subject of much debate in the ECE profession. The most informative and broad-based study of these issues conducted to date, the National Child Care Staffing Study (NCCSS), was completed in 1989. This study identified a concern related to the amount of preservice training required for early childhood staff.

> Only 16 states require any preservice training for teachers in
> child care centers, and because most state certification
> standards do not address professional preparation for working
> with children in the preschool period, many practitioners
> teach the way they were taught in traditional, didactic
> fashion. (Bredekamp, 1993, p. 119)

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Limited staff training, then, may contribute to teachers using a more autocratic style with children.

Child care centers are either hiring staff with training or are providing in-service training. "The NCCSS also found that staff in child-care centers were more highly trained than required by state regulations" (Howes & Marx, 1992, p. 35).

NCCSS recommendations relating to staff training and qualifications are to 'promote formal education and training opportunities for child care teachers to improve their ability to interact effectively with children and to create developmentally appropriate environments, develop career ladders, establish a national training fund" (Whitebrook et al. 1989, p. 17). It is unclear, however, how much training is staff is necessary for affecting children's positive outsomes.

Higher education and ongoing training for early childhood professionals are separate categories in educational research. Research in both areas has shown that formal education and/or postsecondary training in early childhood education positively impacted children resulting in higher levels of interaction and language stimulation between teachers and children (Whitebrook, et al. 1989; Helburn, 1995). Higher education and training of staff have also been associated with higher levels of cooperation

and persistence in activities among children, improvements in children's language skills, general knowledge and lower ratings of both child apathy and dangers in their environment (Ruopp et al. 1979).

Administration

Administration in the accreditation system refers to the team of individuals who manage and lead the early care and education program. Usually this includes the director of the program and may also include an assistant director, educational program coordinator, and trainer. The impact of this person, or team, has been linked to higher quality in the overall experience for children. Research related to administrators and their roles and affect on programs follows.

Preparation Requirements. Doherty (1992) found agreement among 52 key informants across Canada and the U. S. that the role of an ECE administrator is "pivotal and requires both a solid grounding in early childhood education and additional training in administration and personnel management" (p. 43). This data concurred with Jorde-Bloom's (1989) study that found the director's formal education level (university degree or no university degree) was the strongest predictor of quality as

measured by the NAEYC scale. She also found a statistically significant relationship between quality and specialized training in ECE and between quality and training in the administration of a child care center.

Leadership as an Indicator of Program Quality. In her study of administrators/leaders in ECE programs, Culkin (1994) identified a "new type of leadership: shared responsibility and transformational leadership" (p. 193) emerging in quality centers. She concludes in her review of the literature that the role of an ECE administrator is a demanding one, not always clearly defined or predictable. The enthusiasm of her key-informants for their jobs was the fundamental basis for their decision to remain in a field where training is sporadic and inconsistent at best and salaries are not commensurate with advanced training and experience.

Reckmeyer (1990) studied outstanding centers and found them to have outstanding leaders. They were typically women with broad experiences in ECE who were also involved in community child advocacy efforts. They had several traits in common. For example, a sense of mission, a progressive attitude toward involvement of parents and staff that resulted in teamwork, a visibly structured organization and funding from more sources than tuition income.

Larkin (1992) found communication to be a central skill needed by ECE administrators. With little preparation for their new roles as leader in the center, they also needed proficiencies in facilities and budget management, curriculum knowledge, and negotiating. Larkin's results corroborate those of Buckner (1988). Studying ten outstanding centers in California, the commonalities of their administrators focused on communication as the essential skill of each. Both parents and teachers who interviewed for the study stated they wanted directors who were organized leaders who created teams in which both groups had valued and active roles in decision-making.

Competencies for Administrators/Leaders. Early Childhood college texts have incorporated the findings of research in developing skills and tasks' lists of ECE administrators (Decker and Decker, 1988; Jorde-Bloom, 1989, 1991; Morgan, 1993). Gwen Morgan (1993) developed these fundamental capabilities into three global competencies of effective ECE administrators. They are:

1. the ability to maintain an effective organization, the facility, and the legal and financial scope of the business,

2. the ability to plan and carry out administrative systems,

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personnel management, and staff development that supports and promotes

the mission, goals and philosophy of the program, and

3. the ability to foster healthy community relations and positively

influence the child care policy that affects the program.

The abundance of literature focused on administration over the years

is evident. There has been less focus on the administrator. The emphasis is

changing, however, no doubt due to the new and challenging role of this

position. Early studies focused on establishing the importance of the role;

more recent ones have attempted to define the necessary competencies and

skills. The current trend may be moving toward a synthesis of the position

as a leader with the accompaniments required to manage a successful

center. Currently, several ECE organizations and individuals, including

representatives of NAEYC, NCCA, The American Business Collaboration,

and philanthropic communities and focused on beginning to investigate the

development of a director credentialling process that would add consistency

and credibility to the position nationally.

This development reflects practice in elementary education. "The

overwhelming body of professional literature about supervision and

administration points to the important role of the building principal or

director in creating a good learning climate" (Williams & Fromberg, 1992,

p. 491). Since the central concern of early childhood education is to create

an optimal early learning climate for young children, administrators and

leaders must manage programs that provide children a foundation of

lifetime learning and participation as citizens. Within all these

considerations, adults, whether teachers, administrators, or parents, have an

important responsibility to provide sensitive and intelligent caring and

education.

Staffing

In this accreditation process, staffing means the ratio of teachers or

caregivers to children at any given period during operating hours. This

differs from staff qualifications and development in that staffing does not

consider the abilities of the care-givers, only the numerical ratio of teachers

to children.

Although not identified as one key indicator of quality by

Bredekamp's research, the adult-to-child ratio of an early childhood

classroom has been found to affect the quality of the experience for

children. In the late 70's and throughout the 80's, studies concluded that

fewer children per teacher provided the most optimal environment for

adult-child conversations (Ruopp et al., 1979; Bruner, 1980; Francis &

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Self, 1982; Howes & Rubenstein, 1985).

The NCCSS also addressed the issue of staff-to-child ratios.
Completed in 1989, this project confirmed that "a commitment to pay for
quality requires an understanding of the ingredients demanded by quality.
It is widely accepted that staff in sufficient numbers will lead to good care"
(Whitebrook et al. p. 3).

The Cost, Quality and Child Outcomes in Child Care Centers study
(Helbum, 1995) lists among the action steps "increase investments in child
care staff to assure a skilled and stable workforce" (p. 12). A major finding
here and by Howes (1992) is that wages discriminate best between quality
levels of centers as did "the higher staff-to-child ratios" (p. 4) and the
training and education of staff and administrators.

Physical Environment

Some research has been conducted on the impact of the physical
environment on young children's behavior. These studies, primarily
completed prior to 1985, describe how much space (35 square feet per
child) and its arrangement as clearly critical to a high quality environment
(Howes, 1983; Clarke-Stewart & Grubber, 1984). Howes and Clarke-
Stewart and Grubber also found that child designed spaces contributes to

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children responding to each other more positively. Children enrolled "in high quality early childhood programs had higher social and cognitive competence" (Clarke-Stewart & Grubber, p. 3).

To create a consistent learning environment, Harms and Clifford developed the Early Childhood Environment Rating Scale (1980) (ECERS). The comprehensive scale includes a physical environment measurement tool that is accepted and used widely by administrators and researchers. This instrument uses a broad definition of an early childhood environment and provides a scale to assess the variations of quality across the basic elements included. The content was generated through research findings and a validation process with early childhood professionals, classroom teachers and their supervisors.

The scale of one (inadequate) to seven (excellent) describes each odd level related to the particular component being assessed. Reliability and validity studies of the scale (Bailey, Clifford, & Harms, 1982; Harms & Clifford, 1982) shows the device to be both reliable and valid. One additional study (McCartney, et al. 1982) relates the child's environment to outcome measures. The ECERS total score was predictive of language, intellectual development and social competence.

In an opposing view of the ECERS, Clarke-Stewart (1987) reports on

three studies using this tool. Their results were "surprisingly inconsistent" (p. 112) with researchers finding both positive and negative correlations of ECERS to social competence, intelligence and language of children in centers. Clarke-Stewart associates these incongruous findings to the fact that the ECERS scale was created from experts' suggestions and the fact that items were not empirically weighted but given equal weight across the entire device. She also alludes to the fact that the overall index of quality is achieved simply by adding up all items in a component, which arbitrarily weights the total by the number of items in a particular subscale.

The National Child Care Staffing Study (1989) also incorporated physical environment into its contents. The summary of findings reports "a commitment to pay for quality requires an understanding of the ingredients demanded by quality. It is widely accepted that . . . proper equipment and activities will lead to good care" (Whitebrook et al. p. 3).

Current discussion and opinion in the field of early childhood education supports the importance of privacy within the physical environment of young children. Solitary play areas and learning centers designed for only one child are two solutions used frequently to provide this privacy. Bredekamp's (1985) research showed a strong correlation between high quality programs and private spaces for children in group

settings.

The results of research in this area are compelling. The physical environment in high quality early childhood programs, including the use of child-designed spaces, learning centers and private spaces, positively impacts the social, cognitive and physical development of young children in most studies.

This data was used by NAEYC and Bredekamp to formulate the accreditation criteria resulting in a comprehensive section on physical environment. Eleven criteria are included which relate directly to establishing a classroom that promotes children's optimal growth and development. Clark-Stewart's article adds an interesting perspective to the body of research and identifies an important area on which more research should focus.

Health and Safety

Health and safety are the most consistently used criteria in the regulation of early childhood programs around the world. This is due to the comprehensive agreement across the profession and across cultures that all children require a safe and healthy environment. Prior to NAEYC's accreditation criterion focusing heavily on health and safety, the ECERS

scale included many criteria and references to healthy and safe components of an early childhood classroom. Recently, new criteria developed for school-age programs by the American Association of Family and Consumer Sciences (Tools for Schools), highlights health and safety as one of the "seven principles of developmentally appropriate school-age child care programs" (Albrecht & Plantz, 1993, p. 1).

Other studies, research and recommendations have included health and safety as primary components of a high quality and developmentally appropriate program for children (Missouri State Department of Elementary and Secondary Education, 1991; Southern Association on Children Under Six, 1990; Honig, 1987). The U.S. Congress (1984) drafted a report which

> . . . establishes a strategy for Federal action on behalf of the
>
> nation's children and their families. Section III specifies goals
>
> and recommendations for realizing in practice the four basic
>
> rights of children: (1) the right to a high quality education;
>
> (2) the right to grow up in a family that is economically
>
> self-sufficient; (3) the right to a healthy body, and (4) the
>
> right to a safe and livable environment. (Congress of the U.S.,
>
> p. 4)

Ignico (1994) researched young children in school physical education programs and found they had a "significant, positive effect on children's fundamental motor skill performances (Ignico, 1992a, 1992b) and health-related fitness" (Ignico, 1990). She reports that children enrolled in a program providing daily physical education perform much better on tests of health-related fitness than those children participating only twice weekly in a physical education program.

Research surrounding quality and accreditation consistently includes health and safety as prime ingredients (Marotz, Cross, & Rush, 1993). The Council on Physical Education for Children (1994) recommends that preschool children receive daily instruction in fundamental motor skills, movement concepts, and activities.

In the last five years, the profession has realized that "state licensing standards primarily address minimum health and safety issues and provide a base below which no early childhood programs should operate" (Missouri State Department of Elementary and Secondary Education, 1991, p. 1). The quality of accredited programs is set at a higher level in several developmental and pedagogical domains. Including health and safety is a universally agreed upon practice strongly supported by professional consensus.

Nutrition and Food Service

"Despite recognition of the importance of good nutrition for children's cognitive development, many children in America are poorly nourished" (Office of Educational Research and Improvement, 1994, p. 1). A nutrition component is recommended by the Food and Nutrition Service of the United States Department of Agriculture, the Expanded Food and Nutrition Education Program, and the National Dairy Council (Office of Educational Research and Improvement, 1994, p. 2).

A child's nutritional status affects behavior. Well nourished children are more alert and attentive and benefit more from learning experiences and physical activities. Poorly nourished children may be quiet and withdrawn, or hyperactive and disruptive during class activities (Underwood, 1987).

Resistance to infection and disease are also affected by nutrition. Children who are well nourished become ill less frequently; they also recover more quickly when they are sick. Poorly nourished children are more susceptible to illness and infection (Guthrie, 1989).

Nutritional deficiencies during infancy and early childhood may cause developmental abnormalities that cannot be remedied later. Thus, proper nutrition is critical during these early stages of development and periods of active growth. The USDA recommended dietary allowances and

patterns of feeding are held as the national standards of nutrition for young children. Proper nutrition and food choices are critical to the optimal growth and development of all children. Many state licensing regulations (e.g., Virginia, Colorado, Minnesota and California) include and monitor standards that dictate the portions and types of foods served. Very few states add standards that describe the teacher's role in modeling eating manners and positive attitudes toward trying new and eating a variety of foods. The current accreditation criteria include standards that define all these concerns plus the cultural variety of foods that should be offered to young children.

Evaluation

Evaluation has proven to be an important tool that positively affects program improvement (Cryanm, Ellet, McConnell, and Atyeo, 1978). Parents, teachers and administrators all have a decisive role in completing periodic evaluations, drawing implications from the results, and planning and executing the needed improvements. Many types of evaluation are possible in an early care and education program. Program evaluation, staff evaluation, parent response and even evaluations completed by the older children in the program can provide valuable information that can

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significantly improve the program's education and services to children and their families.

In the early 1960s, Head Start programs were the predominant groups effectively using parent involvement in programs for young children. Parents were used as classroom assistants and in other ways throughout the program, including evaluation. Parent Cooperative programs were also places that incorporated parent evaluation as a mandatory part of the program. Sadly, this practice did not permeate the profession. Parent participation can be difficult to achieve when parents are in full time jobs.

When accreditation standards were first published in 1985, few programs used parents or staff to evaluate the success and the ongoing goals of the program. Since the inception of the accreditation system, teachers and administrators have begun to more consistently request responses from parents and staff. Today, evaluation procedures are described as varied and well developed (Slavenas, 1993). Most programs gather information from several sources during the evaluation process, as does NAEYC Accreditation, and use more than one method. "Open ended, process oriented methods such as observation and interview are used more frequently than questionnaires and check sheets" (Slavenas, 1993, p. 44).

Decker and Decker (1988), provide an overview of the difficulties

encountered in evaluating early childhood programs. The most prevalent

issue is that various components of a program are often evaluated by

different people at different times. Despite this finding, Cryanm et al.

(1978), Decker and Decker (1988) and Slavenas (1993) found that

programs that conducted periodic evaluations improved consistently.

Greatest program improvement occurred in the personal and professional

behaviors of the teachers and the management structure of the center.

Summary

The literature and research reviewed in this section point to many

components that are clearly and directly related to early childhood program

quality. Researchers who look at the global context of quality in early care

and education have discovered that the criteria and indicators, while most

often researched separately, affect both each other and children directly and

indirectly (Doherty, 1991). Bredekamp's (1985) research identified

teacher-child interactions, curriculum, and health and safety as key quality

indicators. While research still supports the curriculum and interactions as

critical indicators of quality, the previous review presents new data. These

findings implicate staff education and training, wages, administrator

experience, administrator/teacher curriculum planning, evaluation, staff-

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parent interactions and teacher-child ratio as additional indicators of quality. Research has not yet identified the extent to which each of the previously mentioned components, or groupings of criteria within components, relate to a good or high quality program or predict the program's accomplishment of accreditation.

Implications of the Research

This proposed research is the next logical study specifically relating to the reliability of the accreditation criteria and instruments of the NAECP. Bredekamp (1985) states the need for this step in the conclusions of her study. In personal conversations (May 1994) with Bredekamp, she repeats how important this new research is to the integrity of the current process and, even more critical, to the credibility and the future direction of the accreditation system. This research may point out components and/or areas that need clarification, interpretation, revision or more emphasis as the process of reviewing the criteria is taking place.

The reliability of the observation instrument was analyzed in Bredekamp's original research (1986) by correlating the ratings of different observers--teachers, directors and validators--all rating the same classroom on at least three different occasions. These ratings were collected in 31

programs in four states. This study, using data from more than 450

programs, will provide a much broader national perspective and analysis.

For an accreditation system to be administered nationwide with any

degree of credibility, both the instruments and procedures must be reliable.

Directors seeking accreditation must be confident that the process applied

to their programs is consistent, dependable, predictable and stable.

Commissioners must be assured that the information they evaluate is

reliable. Parents must feel this objective, third party endorsement is one

they can be assured will consistently acknowledge and promote the optimal

program they seek for their children.

This study estimates the reliability of the accreditation criteria for

the academic community, practitioners, and the public. It adds to the

existing research base related to the reliability of accreditation criteria and

process, and documents specific criteria that predict success in

accreditation.

This chapter has reviewed the theoretical foundations of NAEYC

Accreditation criteria and processes. In Chapter 3, the theoretical

framework of the evaluation, the research questions, and the methodologies

used in this study will be discussed.

CHAPTER 3

METHODOLOGY

Theoretical Framework of the Methodology

This research utilizes classical test theory and several of their forms
as its primary theoretical framework. A brief description follows of the key
psychometric properties of reliability and validity as they relate to the
processes of accreditation and this study.

Educational testing has accepted and diligently used reliability and
validity for many years (Crocker & Algina, 1986; Alkin, 1992). Tests of
subject knowledge and course content, including intelligence testing tools
such as the Stanford Binet Intelligence Test and the Scholastic Aptitude
Test, have been researched to verify their reliability and validity. An
accreditation system must embody the same theoretical vigor in its base.
"The instruments and procedures must be stable, predictable, dependable,
and consistent in order to ensure objective and reliable program evaluation"
(Bredekamp, 1985, p. 9).

Reliability

"One of the most important characteristics of a test is its reliability" (Sills, 1968, p. 372). The ability of a test and its questions (or an accreditation system and its criteria) to measure information consistently is critical to education, industry and psychology. "Reliability estimates indicate the stability, internal consistency, and equivalence of the terms or parts composing the measurement device" (Klecka, 1980, p. 449). In observing behaviors and rating criteria, random errors such as guessing, inattention, misunderstanding or environmental influences must be as small as possible (Crocker & Algina, 1986). "The greater the consistency (reflected by a reliability coefficient that approaches +1.0), the greater the confidence test users have that test scores reflect differences in individuals rather than errors in measurement" (Williams & Fromberg, 1992, p. 289).

Reliability is also defined as the agreement by two observers or raters who are observing or rating the same phenomenon on different occasions (Medley & Mitzel, 1963). Agreement between observers is an essential form of reliability required when using observational procedures (Williams & Fromberg, 1992). This is the theory underlying the NAEYC Accreditation process.

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Inter-rater reliability is defined as the extent to which an observer, rater or examiner gives the same score to persons, criteria or processes that are comparable (Crocker & Algina, 1986). Since accreditation consists of different raters or observers rating the same criteria on different occasions, the inter-rater reliability is a critical part of the system.

Validity

Validity is the degree to which a test, observational device, or any other assessment procedure measures what it claims to measure in a way that is free from systematic error. In another approach "validation research involves developing a procedure for using test data to categorize examinees into two or more groups" (Crocker & Algina, 1986, p. 256). Two major forms of validity are of concern in this study.

Content validity relates to what the test or observation measures and how well it measures what it is used to measure (Crocker & Algina, 1986; Klecka, 1980). The most common application of content validity is the achievement test. In an achievement test, the questions are framed by the outcomes to be measured. "Content validation is employed when it seems likely that the test users will want to draw inferences from observed test

scores to performances on a larger **domain** of tasks similar to items on the test" (Crocker & Algina, 1986, p. 238).

The goal of NAEYC Accreditation is to authenticate programs that provide a high quality experience for children. The idea that the larger domain of high quality in early care and education can be met through NAEYC Accreditation criteria must be validated. NAEYC accomplished this task through the 1984 and 1991 reviews of the criteria by the early care and education profession. This study used a comprehensive review of current research to corroborate the content of the criteria.

Predictive validity considers whether a score on an observational measure is related to performance later on measures such as achievement tests, teacher ratings, or student grades (Crocker & Algina, 1986). Education, industry, clinical and personality psychologies often wish to predict people's behavior based on a set known information. "For reasons of efficiency and economy, we often look for a subset of total available information that by itself can explain and predict future performance or behavior to a useful degree" (Klecka, 1980, p. 398).

Since predictively valid tests are excellent indicators of future

performance, they directly apply to this study. The criteria in this study

guide the program to the high level of operational quality required to

achieve NAEYC accreditation. Assuming that some components are more

powerful in their relationship to the decision to accredit a program is

logical. These individual components, ascertained by a step-wise

discriminant analysis, are those which will most accurately predict

NAEYC's decision to accredit an early care and education program.

Reliability and validity are important to accreditation for two

additional reasons. The first focuses on the purpose of an accreditation

system. State regulations for the operation of early care and education

programs vary greatly, despite clear results of research in the field. NAEYC

developed an accreditation system in the belief that children would flourish

under a stronger, more detailed set of standards.

The second reason focuses on the use of accreditation. For this

system to be useable in all states, by many differently trained and educated

individuals, it had to be proven reliable. The early care and education

profession encompasses a diverse group of practitioners. In such a field,

which is also young and emerging, professional preparation programs are

diverse as well. Each individual using this system must be able clearly to interpret the goals and work to implement them accordingly, and do so in a consistent way.

Discriminant Analysis

The statistical process used in the second step of this study is discriminant analysis. The basis purpose of discriminate analysis is to estimate the relationship between a single non-metric dependent variable and a set of metric independent variables (Hair, 1979). In this research, the dependent variable is the decision to accredit. The independent variables are the components of criteria, rated by center and by validator. The initial plan was to use each criteria from the accreditation process individually. However, the variance in the ratings was so small that this proved impossible. For this analysis, the scores of each criteria grouped within related components are averaged and the mean is considered as one variable as rated by validator and a second variable as rated by center, producing twenty total scores. These twenty scores become the variables of the discriminant analysis.

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In this study, discriminant analysis is used to predict which components of criteria are most powerful in the decision to accredit a program. This process estimates each discriminant function by entering the independent variables sequentially, called the stepwise method. This procedure is accomplished according to the discriminatory power they add to the discriminant function. The result of this analysis will produce the variables, e.g., criteria components, which are the most powerful in the accreditation decision.

Discriminate analysis "identifies the variables with the greatest differences between the groups and derives a discriminate weighing coefficient to reflect these differences. It then uses the weights and each individual's ratings on the characteristics to develop the discriminate score for each respondent and finally assigns each respondent to a group according to the discriminate score" (Hair, 1979, p. 186).

There are some important assumptions underlying discriminant analysis. First, the dependent variables must be categorical, with at least two groups. Second, the analysis is adversely affected by collinearity among the independent variables. Multicollinearity denotes that two or

more independent variables are highly correlated, so that one variable can be highly explained or predicted by the other variables and thus adds little to the explanatory power of the entire set. This consideration becomes especially critical when stepwise procedures are employed. Third, variables must be measured at the interval ratio level. Fourth, each group must be drawn from a population which has a multi-variate normal distribution. The final assumption is that the population covariant matrices are equal for each group. Unequal covariant matrices can adversely affect the classification process. If the sample sizes are small and the covariant matrices are unequal, then the statistical significance of the estimation process is adversely affected. The large sample size and characteristics of the variables meet these assumptions, thus justifiying the use of discriminant analysis for step two of this study.

Summary

Since accreditation is synonymous with quality to practitioners, policy makers and consumers, the reliability and validity of an accreditation system are critical. Understanding which accreditation components may

predict the success of accreditation is also important to many audiences.

For practitioners, this voluntary procedure is a testimony to their dedication to uphold a higher set of professional standards. For policy makers, accreditation can be a standard used to distinguish one program from another when awarding state or federal funds. For consumers, these criteria, proven to be reliable and valid, can become a selection tool for the best program for their children. For children, these standards assure a high quality, individualized, developmentally appropriate experience that is warm and nurturing.

Research Questions and Design

This study is designed to use data from early care and education programs across the country that have completed the accreditation process. The data were collected by the Academy during the process of accrediting centers in the spring of 1994. Ratings on each criterion, by center and by validator, will be entered and analyzed. The Commission's decision to grant or defer accreditation will be entered and considered in the analysis. This accreditation decision will be the dependent variable in this analysis.

<u>Research Questions</u>

Two key research questions comprise this study:

1. Are the current Accreditation criteria and instruments reliable?

2. Which components of criteria are most frequently associated with

the decision to accredit an early childhood program?

<u>Design</u>

The following discussion describes how each question is addressed.

Question #1--Are the current Accreditation criteria and instruments

reliable? Estimates of reliability will be computed on the criterion (or item)

level and the component level. Two steps will be incorporated. Step one is

the item-by-item analysis of the percentage of agreement between centers

and validators on each of the 177 criteria. A contingency table will be

created to illustrate the total percentage of agreement of each criterion in

each of the ten NAEYC accreditation component areas. Additional tables

will also present number, percentage of occurance and frequency of

individual ratings and combinations of ratings by center and by validator.

Step two is a correlational analysis of the component level totals.

Two ratings, center and validator, are recorded for each criterion. A

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numerical score of "1", "2" or "3" indicating, "not met," "partially met," or "fully met," respectively, is given independently by the program personnel (the "center" rating) and the validator (the outside observer). The sum of these ratings will produce a total score by center and a total by validator for each component of criteria. These scores will be used in the correlational analysis.

During the program's self-study phase of accreditation, each criterion is rated independently by the center director and the classroom teacher. They discuss the ratings and, after making improvements, come to an agreement on a final rating of "1," "2, " or "3" for every criterion. These ratings are reported to the Academy in two documents, the Program Description and the Administrator's Report. The Academy then assigns an outside observer, a validator, to visit the program and observe and document the program's ratings. Validators accomplish this by completing an independent rating of the same criteria. Their report is returned to the Academy for consideration by a team of commissioners, who decide whether or not to accredit the program.

Question #2--Which components are most frequently associated

with the decision to accredit an early childhood program? Before this question can be answered, it is important to understand how the decision to accredit or defer a program is made by the Academy of Early Childhood Program's personnel.

The ratings submitted by centers combined with the ratings submitted by validators are recorded on the Program Description. These are randomly assigned to 3-member teams of commissioners. Commissioners receive training in the specific processes and key points necessary to decide whether or not to accredit an early childhood program. A select group of commissioners is asked to serve three year terms on NAEYC's Accreditation Advisory Panel. The May 1994 commission was comprised primarily of these Academy panel members. They are well respected in the field for their early childhood knowledge, expertise and practical experience. They also have a broad understanding of early childhood care and education across the United States and practical experience either managing or working in an operating program. This specific team of commissioners on the Advisory Panel, was the primary body responsible for the accreditation decisions of the May 1994

commission which encompasses at least half the 453 programs included in this study.

Prior to arriving at the site for the collaboration meeting, each commissioner receives copies of up to thirty program descriptions to review. Commissioners complete an independent evaluation of center and validator's numerical ratings which result in a valid or non valid designation on each criterion. The valid (V) and non valid (NV) status is ascertained by validators at the time of the visit and are based on a numerical scoring process established by the Academy of Early Childhood Programs. The specific numerical rules are a part of validator training and are provided to validators in writing. A brief synopsis of this ruling, as provided by NAEYC is as follows:

> For programs with fewer than seven classrooms, no more than
> two occasions of a one point difference in ratings between
> center and validator, and no occasion of a two-point
> difference, can occur for the criteria to be valid. For programs
> with more than seven classrooms, no more than three
> occasions of a one point difference in ratings among center

and validator, and no more than one occasion of a two point

difference, can occur for the criteria to be valid. (NAEYC,

1994, p. 7)

If ratings fall outside these parameters, the criterion is non valid due to the

variation in the program's report compared with the validator's observation.

As commissioners are independently evaluating the program, they

look at both numerical ratings and the valid/non valid designation of each

criterion. A criterion may be non valid for several reasons. The first reason

may be due to improvements which have occurred in the program between

the time the program submitted its materials to NAEYC and the actual day

of the validator's visit. These non validated items are treated positively and

reflect the program's continuous improvement within the specific criteria.

Secondly, non validated items may result from a discrepancy

between the center's rating and the validator's rating (here, the validator's

rating is lower than the center's rating). These are specifically noted by the

commissioners. After reviewing all non validated items and the numerical

scores, the commissioner makes a preliminary determination of

accreditation or deferral. This determination will be based on the sum of a

variety of impressions and facts reviewed throughout the program description. If a pattern of low scores exists in a specific classroom, the commissioner may determine accreditation should not be granted until this classroom has improved. Key component areas, which have been determined through research findings and discussed during the commissioner training, are also a focus for commissioners. If specific non-validated items in these areas occur frequently in several classrooms, then the decision may be to defer accreditation.

Commissioners are blind to the name, the sponsorship and operating auspices of the program. During training, they are guided to keep the following in mind when making accreditation decisions: 1) Always, the experience of the child is the most important consideration. 2) Key quality component areas such as teacher-child interactions, health and safety and curriculum are serious concerns when non validated. 3) The consistency and objectivity of Academy decisions are essential to the integrity of the accreditation process (Personal experience at NAEYC Commissioner training, May 1994).

The commissioners meet with their independent ratings already

established. Each commissioner has been given primary responsibility, by the Academy, to lead the discussion on a group of programs. The resulting discussion then focuses on each commissioner sharing his/her independent ratings and his/her decision to accredit or defer. If agreement is present, the deliberation is short. If questions or disparate views exist, commissioners work among themselves to resolve their concerns and arrive at a consensus. If more detail is needed, an Academy staff member may provide additional insight into the program or retrieve the precise program description in which validators commented as they were observing and completing their ratings. This often clarifies the question or concern on specific criteria for the commissioners. The deliberation continues until a consensus is reached by the team.

Since the Academy is acutely aware of the differences among states, provisions exist in the training of commissioners and the decision process to adapt to these differences. Child-staff ratio and group size are a prime example of these differences. NAEYC states, in the Guide to Accreditation,

Smaller group sizes and lower staff-child ratios have been

found to be strong predictors of compliance with indicators of

quality such as positive interactions between staff and

children and developmentally appropriate curriculum.

Variations in group sizes and ratios are acceptable in cases

where the program demonstrates a very high level of

compliance with criteria for interactions (A), curriculum (B),

staff qualifications (D), health and safety (H), and physical

environment. (Bredekamp, 1991, p. 47)

This view was taken to encourage programs which operated within states

whose regulations did not approach NAEYC's recommended standards to

participate in the accreditation process. In the early days, if programs had

felt they had to strictly meet NAEYC recommended ratios and group sizes,

they would not have attempted to complete the accreditation process

because they knew failure was inevitable.

A discriminant function analysis will be used to answer question #2--

which components are most frequently associated with the decision to

accredit an early childhood program? The variables are individual scores

averaged together to produce a mean for the component level and are

reported by center and by validator. This analysis will result in

identification of specific accreditation components by center and by validator, which are the most discriminating in the decision to accredit an early childhood program.

To validate this analysis, a secondary data sample will be used. In this smaller sample, ratings from every classroom in 26 select programs will be analyzed. Since the accreditation decision is based on the performance of the entire program, this secondary sample will reflect the mean rating of all classrooms, by center and by validator.

The mean component scores will become the variables used in the secondary discriminant analysis. The results of the secondary sample analysis will then be compared with the results of the primary sample.

Sampling

The data are taken from early childhood programs that completed the accreditation process in 1994. The unit of analysis is the program. The dependent variable is the decision to accredit or defer. The independent variables are 177 criteria, and their corresponding components, in the Classroom Observation instrument and in the Administrator's Report. (See Appendixes A & B.)

The data consist of a random group of 453 NAEYC accreditation Program Descriptions which were considered by Commissioners in May and June of 1994. These programs completed their self-study phase before March of 1994 and received a validation visit during April or May of 1994. Validators were assigned randomly to visit each program by Academy staff. An individual or a team of validators conducted the validation visit, depending on the size of the program. For example, a large program (e.g,: 200 children and nine classrooms) would require two validators for two days to complete the observations and verification of administrative documents. All validators on the team observe different classrooms, so the data available are not multiple observations of the same classroom. The data contains independent ratings on each criterion by center (teacher and director's ratings averaged to get one score) and by validator.

All programs considered by both commissions are included, except those that could not be decided upon by the team. These cases needed more information before a final decision could be rendered. These programs were either submitted incompletely to the Academy, were completed incorrectly or missing information in the classroom observation

or the administrative section.

Information is recorded which shows the program code, accreditation decision, first time accreditation or reaccreditation, the age of the program, total enrollment and age level of children in the classroom selected for data entry. The formal education completed and earned credentials of both the classroom teacher and the center director were also entered as separate variables. The same scale is used for both director and teacher education and credential level.

A staff qualification chart in the program description includes an executive director, administrator, or center director responsible for administering the program. If the director is also a classroom teacher that classroom is not chosen unless it is the only classroom in the entire program.

All program staff are listed on this chart. The staff person designated as the lead teacher for the selected classroom was utilized. Thus, the variables represent a specific age level classroom with the corresponding lead teacher's education and credentials.

A random assignment by classroom was completed to select the data.

If the program served only one age level child, that age classroom was selected for entry. Age level classrooms were only considered valid if the program and the validator both rated the specific criteria that corresponded to the appropriate age-level equipment. Only one classroom per program was used because the same dependant variable applied to all classrooms.

Primary Sample. The following synopsis outlines the characteristics of the primary sample population. Of the 453 programs included in this data set, 324 were accredited and 129 were deferred. This represents a 28.5% deferral rate and a 71.5% rate of accreditation. This deferral rate is slightly above NAEYC's published average of 25%.

The overwhelming number of programs in the data sample were in the accreditation process for the first time. Four hundred four, 89.2%, fell in this category, while 49 or 10.8% were accomplishing the accreditation process for the second or more time. (Programs must reapply for accreditation every three years to remain accredited by NAEYC. Should they not reapply, the accreditation automatically expires after three years.)

The combination of age levels across all programs in the data set encompasses programs with infants only through nine additional groupings

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and culminating with programs which serve children birth through age twelve. Table 3.1 illustrates the breakdown of age levels, combinations within programs, the frequency with which they occur in the primary sample and the percent of the total they represent.

More than 50% of the programs serve preschool children only. The next largest percent of ages within a program were toddlers and preschoolers combined, followed by preschool and schoolage combined. Thirty-six programs or 7.9% served infants, toddlers, preschool and schoolage. This sample represents every possible combination of age levels within an early childhood program serving children from birth through age twelve.

Table 3.1

Ages of Children Served by Programs

Ages of Children	Frequency	Percent
Infants Only	1	.2
Toddlers Only	1	.2
Preschool Only	235	51.8
Schoolage Only	6	1.3
Infants & Toddlers	4	.9
Toddlers & Preschool	73	16.1
Infants, Toddlers, & Preschool	20	4.4
Preschool & Schoolage	59	13.0
Toddlers, Preschool & Schoolage	18	3.9
Inf, Todd, Preschool & Schoolage	36	7.9
Total number of programs	453	99.7

Of the individual classrooms randomly selected, seen in Table 3.2, the frequency and percentage mirror the results of the age-level breakdown. Two hundred fifty-two or 55.6% of the programs containing only preschool classrooms were randomly selected for use. The next largest percentage, 21.2%, were toddler classrooms, serving children twelve months through

thirty-six months. Similar percentages of infant and schoolage programs,

12.4% and 10.8% respectively, were selected for entry as well.

Table 3.2		
Classrooms by Age		
Classrooms	Frequency	Percent
Infants (Birth - 12 months)	56	12.4
Toddlers (12 - 36 months)	96	21.2
Preschool (3, 4, & 5 yrs)	252	55.6
Schoolage (1st - 6th Grade)	49	10.8
Total	453	100.0

Programs must be in operation for a minimum of one year before a

NAEYC validation visit can be done. However, programs can be in

operation less than one year and still participate in the self-study process.

This is reflected in the number of years programs report having been in

operation. Six programs (1.3%) mailed materials to NAEYC before their

first year anniversary. In this data set, 51.7% of the programs have been in

operation for eight years or less; 67% had been in operation fifteen years or

less and more than 85% of the programs have been in operation less than

twenty-five years. At least one program in this sampling had been in operation every year from zero through 40 years. Three programs reported being in operation forty years, while two programs reported 43 years of existence. Three programs reported fifty years in operation and the oldest program had operated for 78 years.

The largest number and single percentage of programs, 48 (10.6%), were in operation for three years at the time they submitted their materials to NAEYC. The next highest number of programs, 41 (9.1%) had been open for two years. More than 56% of programs in this sample are less than ten years old.

Programs must serve a minimum of ten children to participate in the NAEYC accreditation process. This category represented the widest range of variance. The smallest program operating served 14 children, and the largest program served 700. Fifty percent of the programs served 75 children or less. Programs which served 121 or fewer children represented 75.7% of the total data set. An additional 18% of the programs served between 121 and 201 children. Only 7.2% of these served more than 200 children.

Both director education and director credential levels were recorded

in the data set. (See Tables 3.3 and 3.4.) The category recording the

highest percentage for education level was College Graduate: Other Field

such as Psychology, Sociology, and Elementary Education. This group

comprised 32.5%, 147 out of 453 directors. The next highest percentage

fell in the category of master's degree in ECE with 14.3%, followed by a

B.S. or a B.A. degree in ECE at 13.9% or 63 directors. At 10.2%, two

categories reported 46 directors. They were directors who had thirteen or

more units in ECE/CD and directors who reported no education level at all.

Table 3.3
Primary Sample
Director Education Level

Highest Level Attained	Frequency	Percent
None	46	10.2
Some High School	1	.2
High School Graduate	6	1.3
Some College	4	.9
1-6 Units in ECE/CD	6	1.3
7-12 Units in ECE/CD	4	.9
13 or more Units in ECE/CD	46	10.2

A.A. Degree in ECE/CD	15	3.3
B.A./B.S. Degree in ECE/CD	63	13.9
College Graduate - Other	147	32.5
Graduate Work in ECE/CD	42	9.3
Master's Degree in ECE/CD	66	14.6
Doctorate Degree in ECE/CD	7	1.5
Total	453	100.1

Table 3.4 reports director's level of state certification or achievement of the Child Development Associate (CDA) credential or achievement of specific training created by and required by their employer. Of the 453 directors, 218 or 48.1% recorded no credential or completion of any specific training. Forty-four or 9.7% reported achieving a CDA credential or state certification in early childhood education. Following closely behind that, 43 directors or 9.5% had completed specific training required by and provided by their employer. The highest percentage of directors who had achieved certification or achieved a credential were those achieving state certification in elementary education at 13.9% or 63 directors. The lowest number in any category was one director reporting a CDA credential and director qualification within his/her state.

Table 3.4
Primary Sample
Director Credential Level

Credential Acquired	Frequency	Percent
None	218	48.1
CDA Credential	44	9.7
State Certification - ECE	44	9.7
State Certification - Elementary Ed.	63	13.9
Director Qualified by State	11	2.4
CDA Credential & Dir. Qualified	1	.2
CDA Credential & State Cert. - ECE	6	1.3
CDA Credential & State Cert. - El. Ed.	3	.7
Completed Specific Employer Training	43	9.5
CDA Credential & Employer Training	20	4.4
Total	453	99.9

Also recorded is the highest education level achieved by staff and also the highest, or any, credential the staff member had attained, Table 3.5. The largest percentage of staff education level fell into the category of "other college graduate" at 22.5% or 102 of the 453 staff members. An additional 39% of the total was spread across three categories; two achieving identical percentages and one fell slightly below that. The staff

with a B.S./B.A. degree in ECE/CD and those with thirteen or more units in ECE/CD achieved 14.6% each or a total number of 66 in each individual category. Only 27% of the total reported had twelve units or less in early childhood education/child development, some college or high school. Slightly over 10% reported only some college or being a high school graduate. The same percentage, just over 10%, reported graduate work or a master's degree in early childhood education.

Table 3.5
Primary Sample
Staff Education Level

Highest Level Attained	Frequency	Percent
None	6	1.3
Some High School	1	.2
High School Graduate	20	4.4
Some College	26	5.7
1-6 Units in ECE/CD	39	8.6
7-12 Units in ECE/CD	31	6.8
13 or more Units in ECE/CD	66	14.6
A.A. Degree in ECE/CD	50	11.0
B.A./B.S. Degree in ECE/CD	66	14.6
College Graduate - Other	102	22.5
Graduate Work in ECE/CD	25	5.5
Master's Degree in ECE/CD	21	4.6
Doctorate Degree in ECE/CD	-	-
Total	453	99.8

Note. Cells containing a dash indicate no responses were reported in this category.

Staff credentialling levels are notably different from director credentialling levels. Table 3.6 shows 208 or 45.9% reporting no credential attained. The largest percentage in one specific credential category were

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staff who had attained the CDA credential; this represents 85 teachers and 18.8% of the total. The next 19% of the total fell into two categories, state certification in early childhood education/child development or state certification in elementary education. Three staff reported being director qualified in their state. Five staff reported having a CDA credential and either being director qualified or having a state certification in ECE or Elementary Education. Ten percent or 41 staff members reported completing specific training provided and required by their employer while 5.3% reported achieving both a CDA credential and completing their employer required training.

Table 3.6
Primary Sample
Staff Credential Level

Credential Acquired	Frequency	Percent
None	208	45.9
CDA Credential	85	18.8
State Certification - ECE	47	10.4
State Certification - Elementary Ed.	40	8.8
Director Qualified by State	3	.7
CDA Credential & Dir. Qualified	1	.2
CDA Credential & State Cert. - ECE	3	.7
CDA Credential & State Cert. - El. Ed.	1	.2
Completed Specific Employer Training	41	9.1
CDA Credential & Employer Training	24	5.3
Total	453	100.1

Secondary Sample. Since the accreditation decision is made by considering all classrooms within a program, an additional, secondary data set will be used to validate the results of the primary sample. Programs selected included those with the broadest range of enrollment. This resulted in a secondary sample of 28 programs with 153 classrooms serving infants through school-age children. This secondary sample will be

analyzed and compared with the larger sample. Results will demonstrate whether or not the data set with one classroom recorded will produce the same results as the smaller set of data with all classrooms recorded.

Secondary sample programs were relatively evenly divided with 13 accredited and 15 deferred. Every program in this sample was participating in accreditation for the first time. All programs included children from birth through age twelve. Age of the program varied from one year in operation to 78 years serving families and children. Twenty-one or 75% of the sample has been operating for twelve years or less. Total enrollment of the programs varied almost as much as the primary sample, from 56 children to 425 children. Only two programs had the same number, 117, of children enrolled.

Both director education level and director credential levels were recorded in the data set. (See Tables 3.7 and 3.8.) The category recording the highest percentage for education level was College Graduate: Other Field such as Psychology, Sociology, and Elementary Education. This group comprised 35.7%, 10 out of 28 directors. The next highest percentage fell in the category of master's degree in ECE with five directors

or 17.9%. B.S./B.A. or A.A. degree in ECE followed at 10.7% or three

directors in each category. Fourteen percent, six individuals reported

thirteen or more units in ECE and one director had 1-6 units in early

childhood. This sample differed from the primary sample in that no

directors reported some college or lower levels of education or earned

doctorates.

Table 3.7 Secondary Sample Director Education Level		
Highest Level Attained	**Frequency**	**Percent**
None	-	-
Some High School	-	-
High School Graduate	-	-
Some College	-	-
1-6 Units in ECE/CD	1	3.6
7-12 Units in ECE/CD	-	-
13 or more Units in ECE/CD	4	14.3
A.A. Degree in ECE/CD	3	10.7
B.A./B.S. Degree in ECE/CD	3	10.7
College Graduate - Other	10	35.7
Graduate Work in ECE/CD	2	7.1

Master's Degree in ECE/CD	5	17.9
Doctorate Degree in ECE/CD	-	-
Total	28	100.0

Note. Cells containing a dash indicate no responses were reported in this category.

Director Credential Level, Table 3.8, reports director's level of state certification or achievement of the Child Development Associate (CDA) credential or specific training required and provided by their employer.

Table 3.8
Secondary Sample
Director Credential Level

Credential Acquired	Frequency	Percent
None	16	57.1
CDA Credential	2	7.1
State Certification - ECE	2	7.1
State Certification - Elementary Ed.	3	10.7
Director Qualified by State	-	-
CDA Credential & Dir. Qualified	-	-
CDA Credential & State Cert. - ECE	1	3.6
CDA Credential & State Cert. - El. Ed.	-	-
Completed Specific Employer Training	3	10.7

CDA Credential & Employer Training	1	3.6
Total	28	99.9

Of the 28 directors, 16 or 57.1% recorded no credential or completion of any specific training. Two groups, three directors and 10.7%, each reported being state certified in elementary education and accomplishing specific required training provided by their employer. Following closely behind that, two groups of two directors or 7.1%, had each completed their CDA credential or were state certified in ECE. Two categories accounted for the lowest number. Both reported one director with a CDA credential and either ECE certification within their state or specific employer training.

Also recorded is the highest education level achieved by staff plus the highest, or any, credential the staff member had attained, Table 3.9. The largest percentage of secondary sample staff education level, 25% or seven staff, fell into the category of "other college graduate." Thirteen or more units in ECE/CD represented the next highest category with six individuals or 21.4%, followed by four reporting 1-6 units in ECE. Three, 10.7% each, reported some college, an A.A. degree in ECE or a B.S./B.A. degree in

ECE/CD. The remaining 7.2% of the total was spread across two categories

achieving identical, 3.6, percentages. These were high school education and

7-12 units in ECE.

Table 3.9
Secondary Sample
Staff Education Level

Highest Level Attained	Frequency	Percent
None	-	-
Some High School	-	-
High School Graduate	2	3.6
Some College	3	10.7
1-6 Units in ECE/CD	4	14.3
7-12 Units in ECE/CD	1	3.6
13 or more Units in ECE/CD	6	21.4
A.A. Degree in ECE/CD	3	10.7
B.A./B.S. Degree in ECE/CD	3	10.7
College Graduate - Other	7	25.0
Graduate Work in ECE/CD	-	-
Master's Degree in ECE/CD	-	-
Doctorate Degree in ECE/CD	-	-
Total	28	100.0

Note. Cells containing a dash indicate no responses were reported in this category.

Unlike the primary sample, staff credentialling levels are similar to director credentialling levels. Table 3.10 shows 16 or 57.1% reporting no credential attained. The largest percentage in one specific credential

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category were staff who had attained the CDA credential; this represents

four teachers and 14.3% of the total. The next 21.4% of the total fell into

two categories, state certification in elementary education or CDA

credential and specific employer training, with three teachers or 10.7%

each. Two staff, 7.1%, reported having a state certification in ECE.

Table 3.10 Secondary Sample Staff Credential Level		
Credential Acquired	**Frequency**	**Percent**
None	16	57.1
CDA Credential	4	14.3
State Certification - ECE	2	7.1
State Certification - Elementary Ed.	3	10.7
Director Qualified by State	-	-
CDA Credential & Dir. Qualified	-	-
CDA Credential & State Cert. - ECE	-	-
CDA Credential & State Cert. - El. Ed.	-	-
Completed Specific Employer Training	-	-
CDA Credential & Employer Training	3	10.7
Total	28	99.9

Note. Cells containing a dash indicate no responses were reported in this

category.

The summaries of the demographics of the primary and secondary sample populations indicate a wide representation of programs in the accreditation process. All ages from birth through age twelve are reported served and programs had been in existence for many years. The education and credential levels of directors and staff represent the broad range of individuals and various backgrounds of the men and women who provide services to children and families in this field. These demographics also subtly reflect the fluctuation of education and credentials required currently by state regulations.

This sample description represents a snapshot of 453 programs which were culminating their accreditation process in May and June of 1994. Their backgrounds and experiences, and the children and families they serve, accurately represent the profession of early care and education. With so many various representations included, the results from this study should be generalizable to any program in the NAEYC accreditation process.

CHAPTER 4

RESULTS

This chapter describes the data analyses and results of the study. Results are presented in the order in which the research questions were asked and the analyses were performed. This chapter will present the statistical results while Chapter five will discuss the significance of these results.

The two research questions prompted a number of different analyses. This section reviews each question and provides an overview of the data analysis performed and results obtained. The two research questions are:

1. Are the current NAEYC Accreditation criteria and instruments reliable?

2. Which components of NAEYC Accreditation criteria are most frequently associated with the decision to accredit an early childhood program?

Question One

Are the current Accreditation criteria and instruments reliable? This question examined 177 criteria (see Appendixes A & B) within ten components. The reliability of the accreditation criteria and instruments was estimated through an item-level analysis of the percentage of agreement of the ratings by center and by validator. Percentage of agreement is reported for each criteria within NAEYC Accreditations's ten component areas. Results are reported for the individual criteria at the item-level and then for the component-level. The reliability of each of the ten accreditation components is then analyzed by performing a correlational analysis at the component-level ratings by center and by validator.

Item-level Analysis

An overview of the primary data set is provided in Tables 4.1 and 4.2. Table 4.1 illustrates the item-level frequencies and percentages of time that each rating-scale option--3 (fully met), 2 (partially met), and 1 (not met)--by center and by validator, occurred. Table 4.2 presents the item-level numbers and occurrences of combinations of ratings by center/validator.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
A1	Staff interact frequently with children	n=445 98.2%	n=8 1.8%	n=0 0%	n=429 94.7%	n=24 5.3%	n=2 .4%
A2	Staff are available & responsive	n=443 97.8%	n=10 2.2%	n=0 0%	n=428 94.5%	n=25 5.5%	n=0 0%
A3a	Speech is friendly, courteous	n=434 95.8%	n=19 4.2%	n=0 0%	n=426 94.6%	n=27 6.0%	n=0 0%
A3b	Staff encourage language in all ages	n=444 98.0%	n=9 2.0%	n=0 0%	n=432 95.4%	n=21 4.6%	n=0 0%
A4a	Staff treat children & cultures equally	n=437 96.5%	n=15 3.3%	n=1 .2%	n=425 93.8%	n=28 6.2%	n=1 .2%
A4b	Staff provide both sexes equal opportunities	n=441 97.1%	n=12 2.6%	n=0 0%	n=440 96.1%	n=13 2.9%	n=2 .4%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
A5	Staff encourage independence when ready	n=445 98.2%	n=8 1.8%	n=0 0%	n=437 96.5%	n=16 3.5%	n=1 .2%
A6a	Staff use positive guidance approaches	n=416 91.8%	n=37 8.2%	n=0 0%	n=408 90.1%	n=45 9.9%	n=3 .7%
A6b	Staff do not use negative punishments	n=440 97.1%	n=13 2.8%	n=0 0%	n=445 98.2%	n=8 1.8%	n=0 0%
A7	Overall sound is pleasant	n=438 96.7%	n=15 3.3%	n=0 0%	n=437 96.5%	n=15 3.3%	n=0 0%
A8a	Children relaxed, happy, involved	n=452 99.8%	n=1 .2%	n=0 0%	n=447 98.7%	n=6 1.3%	n=0 0%
A8b	Staff help in dealing with anger, sadness	n=438 96.7%	n=15 3.3%	n=0 0%	n=416 91.8%	n=36 7.9%	n=1 .2

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
A9	Staff encourage prosocial behaviors	n=438 96.7%	n=15 3.3%	n=0 0%	n=429 94.7%	n=24 5.3%	n=1 .2%
A10	Staff expectations are dev. appropriate	n=445 98.2%	n=8 1.8%	n=0 0%	n=440 97.1%	n=13 2.9%	n=0 0%
A11	Staff encourage talking about feelings, ideas	n=437 96.5%	n=14 3.1%	n=0 0%	n=424 93.6%	n=29 6.4%	n=2 .4%
▲ B1	Written philosophy & goals	n=446 98.5%	n=7 1.5%	n=0 0%	n=443 97.8%	n=3 .7%	n=0 0%
▲ B2a	Written curriculum plans	n=422 93.2%	n=24 5.3%	n=0 0%	n=422 n=24 93.2%	n=0 0%	5.3%
▲ B2b	Environment & activities reflect philosophy	n=443 97.8%	n=2 .4%	n=0 0%	n=436 96.2%	n=0 0%	n=9 2.0%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ B3a46	Modifications for children w/ special needs	n=389 85.9%	n=41 9.1%	n=3 .7%	n=430 n=13 94.9%	n=0 0%	2.9%
B3a	Classroom modifications made for children with special needs	n=310 68.4%	n=99 21.9%	n=5 1.1%	n=336 n=11 72.2%	n=80 17.7%	.2%
▲ B3b	Professional referrals made	n=433 95.6%	n=9 2.0%	n=0 0%	n=439 96.9%	n=0 0%	n=4 .9%
▲ B3c	Staff aware of special needs & trained on IEP	n=358 79.0%	n=64 14.1%	n=3 .7%	n=378 n=64 83.4% 14.1%	n=0 0%	

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ B3d	Special child's parents involved/needs met	n=354 78.1%	n=69 15.2%	n=4 .9%	n=312 n=136 68.9% 30.0%	n=0 0%	
▲ B4a47	All ages play outdoors daily	n=424 93.6%	n=19 4.2%	n=5 1.1%	n=438 n=11 96.7%	n=0 0%	2.4%
B4a	All ages play outdoors daily	n=424 93.6%	n=21 4.6%	n=5 1.1%	n=438 96.7%	n=14 3.1%	n=1 .2%
▲ B4b47	Quiet/active play scheduled	n=448 98.9%	n=1 .2%	n=0 0%	n=446 98.5%	n=0 0%	n=3 .7%
B4b	Quiet/active play scheduled	n=445 98.2%	n=7 1.5%	n=0 0%	n=446 98.5%	n=6 1.3%	n=1 .2%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ B4c48	Option of indiv, large, small groups	n=436 96.2%	n=10 2.2%	n=0 0%	n=434 n=12 95.8%	n=0 0%	2.6%
B4c	Option of Indiv, large, small groups	n=441 97.4%	n=10 2.2%	n=0 0%	n=431 95.1%	n=21 4.6%	n=2 .4%
▲ B4d48	Balance of large/small muscle	n=440 97.1%	n=6 1.3%	n=0 0%	n=437 96.5%	n=0 0%	n=9 2.0%
B4d	Balance of large/small muscle	n=444 98.0%	n=7 1.5%	n=0 0%	n=440 97.1%	n=11 2.4%	n=1 .2%
▲ B4e48	Balance of child-, staff- initiated	n=435 96.0%	n=11 2.4%	n=0 0%	n=435 n=11 96.0%	n=0 0%	2.4%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
B4e	Balance of child-, staff-initiated	n=442 97.6%	n=7 1.5%	n=0 0%	n=431 95.1%	n=20 4.4%	n=1 .2%
B5a	Multiracial, nonsexist materials	n=361 79.7%	n=91 20.1%	n=0 0%	n=342 75.5%	n=110 24.3%	n=0 0%
B5b	DAP materials and equip, Infants	n=72 15.9%	n=1 .2%	n=0 0%	n=60 13.2%	n=7 1.5%	n=0 0%
B5c	DAP materials and equip, Toddlers	n=113 24.9%	n=8 1.8%	n=0 0%	n=95 21.0%	n=21 4.6%	n=0 0%
B5d	DAP materials and equip, Preschoolers	n=293 64.7%	n=11 2.4%	n=0 0%	n=270 59.6%	n=32 7.0%	n=0 0%
B5e	DAP materials and equip, School-agers	n=50 11.0%	n=10 2.2%	n=3 .7%	n=49 10.8%	n=9 2.0%	n=0 0%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
B6	DAP use of media	n=301 66.4%	n=25 5.5%	n=3 .7%	n=297 65.6%	n=27 6.0%	n=2 .4%
B7a	Foster positive self-concept	n=431 95.1%	n=20 4.4%	n=0 0%	n=428 94.5%	n=23 5.1%	n=1 .2%
B7b	Develop social skills	n=440 97.1%	n=12 2.6%	n=0 0%	n=439 96.9%	n=13 2.9	n=0 0%
B7c	Encourage thinking, reasoning, questioning	n=420 92.7%	n=31 6.8%	n=1 .2%	n=418 92.3%	n=34 7.5%	n=0 0%
B7d	Encourage language/literacy development	n=428 94.5%	n=25 5.5%	n=0 0%	n=417 92.1%	n=36 7.9%	n=0 0%
B7e	Enhance physical development	n=430 94.9%	n=23 5.1%	n=0 0%	n=423 93.4%	n=30 6.6%	n=0 0%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	**2**	**1**	**3**	**2**	**1**
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
B7f	Encourage health, safety, nutrition	n=423 93.4%	n=29 6.3%	n=0 0%	n=421 92.9%	n=31 6.8%	n=0 0%
B7g	Encourage creative expression	n=414 91.4%	n=39 8.6%	n=0 0%	n=395 87.2%	n=58 12.8%	n=0 0%
B7h	Respect cultural diversity	n=344 75.9%	n=107 23.6%	n=2 .4%	n=338 74.6%	n=115 25.4%	n=0 0%
B8	Children have time to select own activities	n=439 96.9%	n=14 3.1%	n=0 0%	n=426 94.0%	n=27 6.0%	n=0 0%
B9	Smooth, unregimented transitions	n=404 89.2%	n=47 10.4%	n=0 0%	n=405 89.4%	n=48 10.6%	n=0 0%
B10	Staff are flexible	n=451 99.6%	n=1 .2%	n=1 .2%	n=443 97.8%	n=10 2.2%	n=1 .2%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
B11	Routines tasks are relaxed and individual	n=442 97.6%	n=8 1.8%	n=0 0%	n=429 94.7%	n=22 4.9%	n=0 0%
▲ C1a	Written philosophy available to parents	n=443 97.8%	n=5 1.1%	n=0 0%	n=436 n=12 96.2%	n=0 0%	2.6%
▲ C1b	Written operating policies & nutritional plans	n=427 94.3%	n=14 3.1%	n=5 1.1%	n=395 n=53 87.2% 11.7%	n=0 0%	
▲ C2	Orientation to center for parents and children	n=436 96.2%	n=12 2.6%	n=0 0%	n=421 n=27 92.9%	n=0 0%	6.0%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ C3a	Staff and parents communicate about child rearing	n=405 89.4%	n=43 9.5%	n=0 0%	n=403 n=45 89.0%	n=0 0%	9.8%
▲ C3b	Staff give parents ideas for development and learning	n=386 85.2%	n=61 13.5%	n=0 0%	n=385 n=62 85.0% 13.7%	n=0 0%	
▲ C4a	Parents are welcome visitors at all times	n=443 97.8%	n=5 1.1%	n=0 0%	n=442 97.6%	n=0 0%	n=6 1.3%
▲ C4b	Parents and other family involvement encouraged	n=438 96.7%	n=11 2.4%	n=0 0%	n=434 n=15 95.8%	n=0 0%	3.3%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ C5a	Day-to-day happenings shared verbally/in writing	n=423 93.4%	n=26 5.7%	n=0 0%	n=425 n=24 93.8%	n=0 0%	5.3%
▲ C5b	Changes in physical/emotional state are reported	n=442 97.6%	n=6 1.3%	n=0 0%	n=437 n=12 96.5%	n=0 0%	2.6%
▲ C6	Conferences held at least once/ year, more if needed	n=407 89.8%	n=38 8.4%	n=0 0%	n=412 n=33 90.9%	n=0 0%	7.3%
▲ C7	Parents informed regularly using many avenues	n=441 97.4%	n=4 .9%	n=0 0%	n=440 97.1%	n=0 0%	n=5 1.1%
▲ C8a	Communication ensures smooth daily transitions	n=416 91.8%	n=17 3.8%	n=0 0%	n=420 n=24 92.7%	n=0 0%	5.3%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ C8b	Staff and parent communication ensures continuity from one year to next	n=384 84.8%	n=61 13.5%	n=1 .2%	n=322 71.1%	n=0 0%	n=125 27.6%
▲ D1a	Staff working with children are over 18	n=424 93.6%	n=22 4.9%	n=0 0%	n=444 98.0%	n=0 0%	n=4 .9%
▲ D1b	Teacher assists. are HS grads, have prof. dev.	n=375 82.8%	n=48 10.6%	n=3 .7%	n=436 96.2%	n=0 0%	n=12 2.6%
▲ D1c	Teachers have CDA, or AA degree in ECE/CD	n=294 64.9%	n=134 29.6%	n=12 2.6%	n=401 88.5%	n=0 0%	n=39 8.6%

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Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ D1d	School-age teachers trained in CD, ECE, Recre.	n=105 23.2%	n=17 3.8%	n=3 .7%	n=425 93.8%	n=0 0%	n=14 3.1%
▲ D1e	Training plans developed individuals/program	n=368 81.2%	n=41 9.1%	n=2 .4%	n=424 93.6%	n=0 0%	n=15 3.3%
▲ D2a	Director trained/experienced in ECE/HR/Fin.	n=424 93.6%	n=20 4.4%	n=3 .7%	n=430 94.9%	n=0 0%	n=17 3.8%
▲ D2b	ECS w/3yrs exp&/or MS directs program	n=365 80.6%	n=62 13.7%	n=19 4.2%	n=418 92.3%	n=0 0%	n=29 6.4%

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Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	**2**	**1**	**3**	**2**	**1**
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ D3	New staff oriented to program	n=398 87.9%	n=48 10.6%	n=1 .2%	n=403 n=44 89.0%	n=0 0%	9.7%
▲ D4a	Regular training opportunities provided	n=429 94.7%	n=18 4.0%	n=2 .4%	n=431 n=18 95.1%	n=0 0%	4.0%
▲ D4b	Specific training topics addressed	n=411 90.7%	n=37 8.2%	n=1 .2%	n=418 n=31 92.3%	n=0 0%	6.8%
▲ D5	Accurate and current staff qualifications kept	n=427 94.3%	n=21 4.6%	n=0 0%	n=427 n=22 94.3%	n=0 0%	4.9%

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Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ E1	Annual assessment of program conducted	n=404 89.2%	n=42 9.3%	n=2 .4%	n=418 n=30 92.3%	n=0 0%	6.6%
▲ E2	Written operating policies and procedures	n=442 97.6%	n=6 1.3%	n=1 .2%	n=442 97.6%	n=0 0%	n=7 1.5%
▲ E3a	Written personnel policies	n=387 85.4%	n=60 13.2%	n=1 .2%	n=409 n=40 90.3%	n=0 0%	8.8%
▲ E3b	Nondiscriminatory hiring practices	n=433 95.6%	n=12 2.6%	n=4 .9%	n=430 n=20 94.9%	n=0 0%	4.4%

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Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	**2**	**1**	**3**	**2**	**1**
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ E4	Benefits package for full-time staff	n=294 64.9%	n=146 32.2%	n=6 1.3%	n=388 n=62 85.7% 13.7%	n=0 0%	
▲ E5a	Staff & child attendance kept	n=445 98.2%	n=4 .9%	n=1 .2%	n=448 98.9%	n=0 0%	n=2 .4%
▲ E5b	Confidential staff personnel files kept	n=425 93.8%	n=222 4.9%	n=1 .2%	n=420 n=28 92.7%	n=0 0%	6.2%
▲ E6a	Written policies for Board members & staff	n=286 63.1%	n=9 2.0%	n=2 .4%	n=444 98.0%	n=0 0%	n=4 .9%
▲ E6b	Board informed about high quality, DAP	n=337 74.4%	n=5 1.1%	n=2 .4%	n=440 97.1%	n=0 0%	n=7 1.5%

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Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ E6c	Minutes kept of Board meetings	n=353 77.9%	n=4 .9%	n=5 1.1%	n=439 96.9%	n=0 0%	n=7 1.7%
▲ E7	Fiscal records kept, short & long term	n=422 93.2%	n=25 5.5%	n=1 .2%	n=440 97.1%	n=0 0%	n=8 1.8%
▲ E8a	Accident/liability insurance for children/staff	n=438 96.7%	n=8 1.8%	n=2 .4%	n=443 97.8%	n=0 0%	n=5 1.1%
▲ E8b	Vehicle insurance maintained	n=237 52.3%	n=1 .2%	n=1 .2%	n=444 98.0%	n=0 0%	n=3 .7%
▲ E9	Director uses community resources	n=438 96.7%	n=9 2.0%	n=1 .2%	n=431 n=17 95.1%	n=0 0%	3.8%

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#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ E10a	Frequent program/family communication	n=435 96.0%	n=12 2.6%	n=1 .2%	n=427 n=21 94.3%	n=0 0%	4.7%
▲ E10b	Staff plan and consult together	n=422 93.2%	n=26 5.7%	n=2 .4%	n=427 n=23 94.3%	n=0 0%	5.1%
▲ E10c	Regular staff meetings held to plan, train	n=434 95.8%	n=15 3.3%	n=0 0%	n=434 n=16 95.8%	n=0 0%	3.5%
▲ E10d	Staff provided paid planning time	n=378 83.4%	n=64 14.1%	n=7 1.5%	n=391 n=59 86.3% 13.0%	n=0 0%	

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#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ E11	Staff provided space away from children daily	n=330 72.8%	n=79 17.4%	n=17 3.8%	n=388 85.7% n=60 13.2%	n=0 0%	
▲ E12	Family/child/staff information confidential	n=418 92.3%	n=28 6.2%	n=1 .2%	n=429 94.7% n=18	n=0 0%	4.0%
▲ E13	Person of authority available in director's absence	n=443 97.8%	n=3 .7%	n=1 .2%	n=440 97.1%	n=0 0%	n=7 1.5%
▲ F1	Groups meet maximum size recommendations	n=373 82.3%	n=65 14.3%	n=9 2.0%	n=380 83.9% n=68 15.0%	n=0 0%	

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#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ F2a	Groups meet maximum staff-child ratio	n=387 85.4%	n=56 12.4%	n=5 1.1%	n=407 n=42 89.8%	n=0 0%	 9.3%
▲ F2b	Substitutes provided to meet ratios	n=355 78.4%	n=92 20.3%	n=0 0%	n=374 n=75 82.6% 16.6%	n=0 0%	
▲ F3a	Staff have primary responsibility for specific groups of children	n=419 92.5%	n=23 5.1%	n=5 1.1%	n=418 n=31 92.3%	n=0 0%	 6.8%
▲ F3b	Continuity of classroom staff maintained	n=442 97.6%	n=4 .9%	n=2 .4%	n=436 n=13 96.2%	n=0 0%	 2.9%

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#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	**2**	**1**	**3**	**2**	**1**
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ F3c	Same staff with infant/toddlers majority of day	n=177 39.1%	n=5 1.1%	n=1 .2%	n=429 n=18 94.7%	n=0 0%	4.0%
▲ F4	Child spends majority of day in groups which meet recommended ratios and group sizes	n=419 92.5%	n=26 5.7%	n=1 .2%	n=422 n=26 93.2%	n=0 0%	5.7%
▲ G1a67	35 sq. ft. Indoor play space/ child	n=414 91.4%	n=28 6.2%	n=6 1.3%	n=435 n=13 96.0%	n=0 0%	2.9%
G1a	Indoor space not crowded	n=424 93.6%	n=29 6.4%	n=0 0%	n=438 96.7%	n=15 3.3%	n=0 0%
▲ G1b67	75 sq. ft. Outdoor play space/ child	n=435 96.0%	n=4 .9%	n=7 1.5%	n=447 98.7%	n=0 0%	n=1 .2%

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#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
G1b	Enough useable outdoor space for each age	n=433 95.6%	n=16 3.5%	n=4 .9%	n=447 98.7%	n=5 1.1%	n=1 2.2%
G2	Space arranged for indiv/small/large groups	n=438 96.7%	n=15 3.3%	n=0 0%	n=436 96.2%	n=17 3.8%	n=0 0%
G3	Space facilitates variety of activities	n=399 88.1%	n=54 11.9%	n=0 0%	n=384 84.8%	n=69 15.2%	n=0 0%
G4	Variety of age appropriate materials/equip	n=418 92.3%	n=35 7.7%	n=0 0%	n=407 89.8%	n=46 10.2%	n=0 0%
G5	Space provided for each child's belongings	n=428 94.5%	n=23 5.1%	n=2 .4%	n=438 96.7	n=13 2.9%	n=0 0%
G6	Private areas indoors & outdoors	n=418 92.3%	n=30 6.6%	n=3 .7%	n=402 88.7%	n=49 10.8%	n=0 0%

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#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
G7	Soft elements available	n=415 91.6%	n=34 7.5%	n=2 .4%	n=395 87.2%	n=56 12.4%	n=0 0%
G8	Sound absorbing materials cut down noise	n=433 95.6%	n=18 4.0%	n=0 0%	n=436 96.2%	n=15 3.3%	n=0 0%
G9a	Variety of activities outdoors year-round	n=362 79.9%	n=83 18.3%	n=4 .9%	n=346 76.4%	n=103 22.7%	n=0 0%
G9b	Outdoor play area protected by fences/barriers	n=418 92.3%	n=25 5.5%	n=6 1.3%	n=414 91.4%	n=35 7.7%	n=0 0%
▲ H1	Program meets all local requirements & state licensing regulations	n=438 96.7%	n=6 1.3%	n=1 .2%	n=439 96.9%	n=0 0%	n=9 2.0%

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#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ H2a	Staff health records include TB/physical	n=345 76.2%	n=95 21.0%	n=5 1.1%	n=416 n=32 91.8%	n=0 0%	7.1%
▲ H2b	New staff serve probationary period	n=418 92.3%	n=20 4.4%	n=6 1.3%	n=443 97.8%	n=0 0%	n=5 1.1%
▲ H3	Child health records include health exam	n=436 96.2%	n=11 2.4%	n=1 .2%	n=429 n=19 94.7%	n=0 0%	4.2%
▲ H4	Written policies limiting sick children & staff	n=440 97.1%	n=8 1.8%	n=1 .2%	n=433 n=16 95.6%	n=0 0%	3.5%
▲ H5	Children released to authorized parties only	n=432 95.4%	n=16 3.5%	n=1 .2%	n=442 97.6%	n=0 0%	n=6 1.3%

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#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ H6	Vehicles licensed/maintained/restraint devices,	n=230 50.8%	n=15 3.3%	n=3 .7%	n=430 n=18 94.9%	n=0 0%	4.0%
H7a	Children supervised by adults at all times	n=445 98.2%	n=8 1.8%	n=0 0%	n=423 93.4%	n=30 6.6%	n=0 0%
▲ H7b	Parents informed/field trip procedures/policies	n=419 92.5%	n=14 3.1%	n=3 .7%	n=441 97.4%	n=0 0%	n=7 1.5%
▲ H8	Staff alert to children's health	n=444 98.0%	n=4 .9%	n=1 .2%	n=436 n=13 96.2%	n=0 0%	2.9%
▲ H9a	Procedures known for reporting abuse/neglect	n=447 98.7%	n=1 .2%	n=1 .2%	n=444 98.0%	n=0 0%	n=5 1.1%

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		CENTER RATINGS			VALIDATOR RATINGS		
#	**Brief Description of Criteria**	**3**	**2**	**1**	**3**	**2**	**1**
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ H9b	Suspected abuse/neglect reported	n=443 97.8%	n=2 .4%	n=1 .2%	n=442 97.6%	n=0 0%	n=6 1.3%
▲ H10	At least one staff w/ first-aid/CPR in center	n=407 89.8%	n=36 7.9%	n=5 1.1%	n=437 n=11 96.5%	n=0 0%	2.4%
▲ H11a	Adequate first-aid supplies available	n=442 97.6%	n=5 1.1%	n=1 .2%	n=439 96.9%	n=0 0%	n=9 2.0%
▲ H11b	Plan exits for medical emergency response	n=443 97.8%	n=5 1.1%	n=1 .2%	n=438 n=11 96.7%	n=0 0%	2.4%
H12	Children dressed appropriately in & outside	n=438 96.7%	n=15 3.3%	n=0 0%	n=446 98.5%	n=7 1.5%	n=0 0%

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		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ H13a	Facility cleaned daily, disinfected, trash removed	n=441 97.4%	n=7 1.5%	n=1 .2%	n=445 98.2%	n=0 0%	n=3 .7%
H13a36	Staff & children keep areas clean	n=450 99.3%	n=3 .7%	n=0 0%	n=438 96.7%	n=15 3.3%	n=0 0%
▲ H13b	Infant equipment washed and disinfected twice per week	n=118 26.0%	n=3 .7%	n=1 .2%	n=446 98.5%	n=0 0%	n=1 .2%
H13b3 7	Toileting & diapering areas sanitary	n=429 94.7%	n=16 3.5%	n=0 0%	n=423 93.4%	n=26 5.7%	n=1 .2%
▲ H14a	Staff was hands before preparing & serving meals, feeding children	n=444 98.0%	n=6 1.3%	n=2 .4%	n=412 90.9%	n=40 8.8%	n=5 1.1%
H14b	Running water close to diapering/toileting	n=420 92.7%	n=28 6.2%	n=1 .2%	n=409 90.3%	n=41 9.1%	n=1 .2%

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#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
H15a	Building/playground/equip safe/clean/repaired	n=314 69.3%	n=138 30.5%	n=1 .2%	n=288 63.6%	n=164 36.2%	n=0 0%
H15b	Infant/toddler toys too large to be swallowed	n=145 32.0%	n=0 0%	n=0 0%	n=139 30.7%	n=4 .9%	n=0 0%
▲ H16a	Bedding washed weekly/used by one child	n=287 63.4%	n=11 2.4%	n=1 .2%	n=440 97.1%	n=0 0%	n=9 2.0%
H16b	Occupied cribs have sides locked	n=70 15.5%	n=0 0%	n=0 0%	n=64 14.1%	n=2 .4%	n=0 0%
H17a	Toilets, water, sinks easily accessible/children	n=416 91.8%	n=24 5.3%	n=2 .4%	n=411 90.7%	n=29 6.4%	n=0 0%
H17b	Soap & disposable towels provided	n=447 98.7%	n=5 1.1%	n=0 0%	n=448 98.9%	n=5 1.1%	n=0 0%

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		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
H17c	Child wash hands/before meals/after toileting	n=398 87.9%	n=54 11.9%	n=0 0%	n=367 79.9%	n=87 19%	n=5 1.1%
▲ H17	Hot water for child doesn't exceed 110°	n=432 95.4%	n=8 1.8%	n=8 1.8%	n=425 n=24 93.8%	n=0 0%	5.3%
H18a	Areas well-lit, ventilated, temp. comfortable	n=431 95.1%	n=19 4.2%	n=0 0%	n=445 98.2%	n=5 1.1%	n=1 .2%
H18b	Electrical outlets capped (NA for school-agers)	n=411 90.7%	n=17 3.8%	n=2 .4%	n=403 89.0%	n=27 6.0%	n=1 .2%
H18c	Floor coverings attached or non-slip	n=440 97.1%	n=6 1.3%	n=3 .7%	n=435 96.0%	n=15 3.3%	n=1 .2%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ H18d	Certification of nontoxic building materials	n=375 82.8%	n=49 10.8	n=24 5.3%	n=417 n=31 92.1%	n=0 0%	6.8%
▲ H18e	Stairwells well-lighted w/ handrails	n=229 50.6%	n=0 0%	n=1 .2%	n=447 98.7%	n=0 0%	n=3 .7%
▲ H18f	Screens on windows which open	n=360 79.5%	n=33 7.3%	n=20 4.4%	n=434 n=15 95.8%	n=0 0%	3.3%
H19a	Cushioning under slides/swings/climbers	n=402 88.7%	n=34 7.5%	n=11 2.4%	n=388 85.7%	n=58 12.0%	n=2 .4%
H19b	Playground equip/furniture securely anchored	n=417 92.1%	n=27 6.0%	n=2 .4%	n=421 92.9%	n=26 5.7%	n=2 .4%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
H20a	Chemicals/dangerous products inaccessible	n=407 89.8%	n=41 9.1%	n=1 .2%	n=371 81.9%	n=78 17.2%	n=2 .4%
▲ H20b	Medication administered under policies	n=405 89.4%	n=3 .7%	n=7 1.5%	n=443 97.8%	n=0 0%	n=6 1.3%
▲ H21a	Staff know primary & secondary evacuations	n=385 85.1%	n=62 13.7%	n=1 .2%	n=400 n=49 88.3% 10.8%	n=0 0%	
▲ H21b	Written emergency procedures posted	n=446 98.5%	n=2 .4%	n=1 .2%	n=444 98.0	n=0 0%	n=5 1.1
▲ H22a	Staff familiar with emergency procedures	n=412 90.9	n=36 7.9	n=1 .2%	n=412 n=37 90.9%	n=0 0%	8.2%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ H22b	Smoke detectors and fire extinguishers provided and periodically checked	n=439 96.9%	n=8 1.8%	n=2 .4%	n=433 n=16 95.6%	n=0 0%	3.5%
▲ H22c	Emergency telephone numbers posted by telephones	n=447 98.7%	n=0 0%	n=1 .2%	n=437 n=12 96.5%	n=0 0%	2.6%
▲ 11	Meals/snacks meet child's nutritional req.	n=407 89.8%	n=18 4.0%	n=5 1.1%	n=431 n=14 95.1%	n=0 0%	3.1%
▲ 12a	Written menus posted for parents	n=365 80.6%	n=17 3.8%	n=19 4.2%	n=405 n=41 89.4%	n=0 0%	9.1%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ 12b	Infant/toddler parents provided feeding times & consumption information	n=142 31.3%	n=9 2.0%	n=0 0%	n=432 n=14 95.4%	n=0 0%	 3.1%
▲ 13	Foods of child's cultural background served	n=350 77.3%	n=77 17.0%	n=5 1.1%	n=434 n=11 95.8%	n=0 0%	 2.4%
▲ 13,42	Mealtime pleasant/social/learning exper.	n=401 88.5%	n=45 9.9%	n=1 .2%	n=376 83.0%	n=73 16.1%	n=0 0%
▲ 14	Parents educated on foods to be brought in	n=166 36.6%	n=9 2.0%	n=1 .2%	n=438 96.7%	n=0 0%	n=6 1.3%
▲ 15	Program complies with legal requirements	n=360 79.5%	n=3 .7%	n=6 1.3%	n=429 n=15 94.7%	n=0 0%	 3.3%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

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Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ J1a	Staff evaluated at least annually by supervisor	n=418 92.3%	n=27 6.0%	n=1 .2%	n=427 n=19 94.3%	n=0 0%	4.2%
▲ J1b	Written staff evaluation results confidential	n=428 94.5%	n=14 3.1%	n=4 .9%	n=426 n=20 94.0%	n=0 0%	4.4%
▲ J1c	Staff evaluations include classroom observation	n=432 95.4%	n=11 2.4%	n=3 .7%	n=424 n=22 93.6%	n=0 0%	4.9%
▲ J1d	Staff informed of evaluation criteria in advance	n=420 92.7%	n=26 5.7%	n=1 .2%	n=418 n=29 92.3%	n=0 0%	6.4%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ J1e	Staff may evaluate own performance	n=414 91.4%	n=31 6.8%	n=2 .4%	n=408 n=39 90.1%	n=0 0%	8.6%
▲ J1f	Training plan generated from evaluation	n=381 84.1%	n=62 13.7%	n=3 .7%	n=387 n=60 85.4% 13.2%	n=0 0%	
▲ J2a	Total school evaluation occurs once/year	n=356 78.6%	n=80 17.7%	n=4 .9%	n=320 n=123 70.6% 27.2%	n=0 0%	
▲ J2b	Evaluation reviews compensation, benefits, and turnover; plan developed to improve	n=343 75.7%	n=75 16.6%	n=16 3.5%	n=359 n=83 79.2% 18.3%	n=0 0%	

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.1

Criteria Rating Frequencies and Percentages by Center and by Validator

#	Brief Description of Criteria	CENTER RATINGS			VALIDATOR RATINGS		
		3	2	1	3	2	1
		(fully met)	(partially met)	(not met)	(fully met)	(partially met)	(not met)
▲ J3	Written description of child's individual development used for planning/communicating	n=381 84.1%	n=61 13.5%	n=1 .2%	n=404 n=39 89.2%	n=0 0%	8.6%

Note. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

In summary, the overall trend in this table is an easily recognizable pattern of "3--fully met" ratings by centers and by validators. This is corroborated by the 73% accreditation rate of programs in the primary data sample. Also apparent is the consistency with which centers rate themselves higher than validators. The item-level discussion beginning with Table 4.3 provides more detail on the percentage of agreement between centers and validators.

The next presentation, Table 4.2, displays a summary of the center/validator's combined ratings on each item. The center has the option of rating all 177 criteria as "3--fully met," "2--partially met," or "1--not met." The number and percentages of time that each combination of ratings occurred is exhibited. Centers and validators have different rating options in the Classroom Observation booklet and in the Administrator's Report document. Validators have the same option on the 69 classroom criteria. However, on the 108 criteria in the Administrator's Report, validator's have two options. These are valid (entered as "3") and non-valid (entered as "1"). The ratio displays the center rating first, then the validator rating.

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
A1	Staff interact frequently with children	n=422 93.2%	n=23 5.1%		n=7 1.5%	n=1 .2%				
A2	Staff are available & responsive	n=420 92.7%	n=23 5.1%		n=8 1.8%	n=2 .4%				
A3a	Speech is friendly, courteous	n=411 90.7%	n=23 5.1%		n=8 3.3%	n=2 .9%				
A3b	Staff encourage language in all ages	n=423 93.4%	n=21 4.6%		n=9 2.0%	n=0 0%				
A4a	Staff treat children & cultures equally	n=415 91.8%	n=22 4.9%		n=9 2.0%	n=6 1.3%				

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
A4b	Staff provide both sexes equal opportunities	n=429 94.7%	n=12 2.6%		n=11 2.4%	n=1 .2%				
A5	Staff encourage independence when ready	n=429 94.7%	n=16 3.5%		n=8 1.8%	n=0 .0%				
A6a	Staff use positive guidance approaches	n=377 83.2%	n=39 8.6%		n=31 6.8%	n=6 1.3%				
A6b	Staff do not use negative punishments	n=433 95.6%	n=7 1.5%		n=12 2.6%	n=1 .2%				
A7	Overall sound is pleasant	n=425 94.0%	n=13 2.9%		n=12 2.7%	n=2 .4%				

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

		Table 4.2								
	Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating									
#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
A8a	Children relaxed, happy, involved	n=446 98.5%	n=6 1.3%		n=1 .2%	n=0 .0%				
A8b	Staff help in dealing with anger, sadness	n=403 89.2%	n=35 7.7%		n=13 2.9%	n=1 .2%				
A9	Staff encourage prosocial behaviors	n=417 92.1%	n=21 4.6%		n=12 2.6%	n=2 .7%				
A10	Staff expectations are dev. appropriate	n=433 95.6%	n=12 2.6%		n=7 1.5%	n=1 .2%				
A11	Staff encourage talking about feelings, ideas	n=410 90.9%	n=27 6.0%		n=12 2.7%	n=2 .4%				

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ B1	Written philosophy & goals	n=443 99.3%		n=3 .7%						
▲ B2a	Written curriculum plans	n=407 91.3%	n=15 3.4%	n=15 3.4%			n=9 2.%			
▲ B2b	Environment & activities reflect philosophy	n=435 97.8%		n=8 1.8%	n=1 .2%		n=1 .2%			
▲ B3a46	Modifications for children w/ special needs	n=381 88.0%		n=8 1.8%	n=36 8.3%		n=5 1.2%	n=3 .7%		n=0 .0%
B3a	Classroom mods for children w/ special needs	n=275 68.8%	n=26 6.5%		n=44 11.%	n=50 12.5%		n=5 1.3%	n=0 .0%	

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ B3b	Professional referrals made	n=430		n=3	n=8		n=1			
		97.3%		.7%	1.8%		.2%			
▲ B3c	Staff aware of special needs & trained on IEP	n=310		n=48	n=48		n=16	n=3		n=0
		72.9%		11.3%	11.3%		3.8%	.7%		.0%
▲ B3d	Special child's parents involved/needs met	n=247		n=107	n=40		n=29	n=4		n=0
		57.8%		25.1%	9.4%		6.8%	.9%		.0%
▲ 4a47	All ages play outdoors daily	n=416		n=8	n=16		n=3	n=5		n=0
		92.9%		1.8%	3.6%		.7%	1.1%		.0%
B4a	All ages play outdoors daily	n=416	n=8		n=16	n=5		n=5	n=0	
		92.4%	1.8%		3.6%	1.1%		1.1%	.0%	

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ B4b47	Quiet/active play scheduled	n=446 99.3%		n=2 .4%	n=0 .0%		n=1 .2%			
B4b	Quiet/active play scheduled	n=439 97.1%	n=6 1.3%		n=7 1.5%	n=0 .0%				
▲ B4c48	Option of indiv, large, small groups	n=427 95.7%		n=9 2.0%	n=7 1.6%		n=3 .7%			
B4c	Option of Indiv, large, small groups	n=421 93.3%	n=20 4.4%		n=9 2.0%	n=1 .2%				
▲ B4d48	Balance of large/small muscle	n=435 97.5%		n=5 1.1%	n=2 .4%		n=4 .9%			

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
B4d	Balance of large/small muscle	n=434	n=10		n=6	n=1				
		96.2%	2.2%		1.3%	.2%				
▲ B4c48	Balance of child-, staff-initiated	n=425		n=10	n=10		n=1			
		95.3%		2.2%	2.2%		.2%			
B4c	Balance of child-, staff-initiated	n=422	n=20		n=7	n=0				
		94.0%	4.5%		1.6%	.0%				
B5a	Multiracial, nonsexist materials	n=291	n=70		n=51	n=40				
		64.4%	15.5%		11.3%					
						8.8%				
B5b	DAP materials and equip,	n=60	n=7							
	Infants	89.6%	10.4%							

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
B5c	DAP materials and equip,	n=88	n=17		n=4	n=4				
	Toddlers	77.9%	15.0%		3.5%	3.5%				
B5d	DAP materials and equip,	n=260	n=28		n=7	n=4				
	Preschoolers	87.0%	9.4%		2.3%	1.3%				
B5e	DAP materials and equip,	n=41	n=6		n=7	n=3				
	School-agers	71.9%	10.5%		12.3%	5.3%				
B6	DAP use of media	n=269	n=15		n=12	n=12		n=3	n=8	
		86.5%	4.8%		3.9%	3.9%		1.0%	.0%	
B7a	Foster positive self-concept	n=410	n=21		n=18	n=2				
		90.9%	4.7%		4.0%	.4%				

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

		**Table 4.2**							

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
B7b	Develop social skills	n=428	n=12		n=11	n=1				
		94.7%	2.7%		2.4%	.2%				
B7c	Encourage thinking, reasoning, questioning	n=396	n=24		n=22	n=9		n=0	n=1	
		87.6%	5.3%		4.9%	2.0%		.0%	.2%	
B7d	Encourage language/literacy development	n=400	n=28		n=17	n=8				
		88.3%	6.2%		3.8%	1.8%				
B7e	Enhance physical development	n=404	n=26		n=19	n=4				
		89.2%	5.7%		4.2%	.9%				
B7h	Encourage health, safety, nutrition	n=398	n=24		n=22	n=7				
		88.2%	5.3%		4.9%	1.6%				

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

							Rating			

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
B7g	Encourage creative expression	n=365	n=49		n=30	n=9				
		80.6%	10.6%		6.6%	2.0%				
B7h	Respect cultural diversity	n=283	n=61		n=54	n=53		n=1	n=1	
		62.5%	13.5%		11.9%	11.7%		.2%	.2%	
B	Children have time to select own activities	n=417	n=22		n=9	n=5				
		92.1%	4.9%		2.0%	1.1%				
B9	Smooth, unregimented transitions	n=369	n=35		n=34	n=13				
		81.8%	7.8%		7.5%	2.9%				
B10	Staff are flexible	n=441	n=10		n=1	n=0		n=1	n=0	
		97.4%	2.2%		.2%	.0%		.2%	.0%	

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

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Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
B11	Routines tasks are relaxed and individual	n=422 93.8%	n=20 4.4%		n=6 1.3%	n=2 .4%				
▲C1a	Written philosophy available to parents	n=435 97.1%		n=8 1.8%	n=1 .2%		n=4 .9%			
▲C1b	Written operating policies & nutritional plans	n=381 85.4%		n=46 10.3%	n=9 2.0%		n=5 1.1%	n=2 .4%		n=3 .7%
▲C2	Orientation to center for parents and children	n=413 92.2%		n=23 5.1%	n=8 1.8%		n=4 .9%			
▲C3a	Staff and parents communicate about child rearing	n=371 82.8%		n=34 7.6%	n=32 7.1%		n=11 2.5%			

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ C3b	Staff give parents ideas for development and learning	n=337 75.4%		n=49 11.0%	n=48 10.7%		n=13 2.9%			
▲ C4a	Parents are welcome visitors at all times	n=441 98.4%		n=2 .4%	n=1 .2%		n=4 .9%			
▲ C4b	Parents and other family involvement encouraged	n=427 95.1%		n=11 2.4%	n=7 1.6%		n=4 .9%			
▲ C5a	Day-to-day happenings shared verbally/in writing	n=405 90.2%		n=18 4.0%	n=20 4.5%		n=6 1.3%			
▲ C5b	Changes in physical/emotional state are reported	n=435 97.1%		n=7 1.6%	n=1 .2%		n=5 1.1%			

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ C6	Conferences held at least once/ year, more if needed	n=384 86.3%		n=23 5.2%	n=28 6.3%		n=10 2.2%			
▲ C7	Parents informed regularly using many avenues	n=438 98.4%		n=3 .7%	n=2 .4%		n=2 .4%			
▲ C8a	Communication ensures smooth daily transitions	n=397 91.7%		n=19 4.4%	n=12 2.8%		n=5 1.2%			
▲ C8b	Staff and parent communication ensures continuity from one year to next	n=283 63.5%		n=101 22.6%	n=37 8.3%		n=24 5.4%	n=1 .2%		n=0 .0%
▲ D1a	Staff working with children are over 18	n=421 94.4%		n=3 .7%	n=21 4.7%		n=1 .2%			

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

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Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ D1b	Teacher assists. are HS grads, have prof. dev.	n=36.6 85.9%		n=9 2.1%	n=45 10.6%		n=3 .7%	n=3 .7%		n=0 .0%
▲ D1c	Teachers have CDA, or AA degree in ECE/CD	n=268 60.9%		n=26 5.9%	n=123 28.0%		n=11 2.5%	n=10 2.3%		n=2 .5%
▲ D1d	School-age teachers trained in CD, ECE, Recre.	n=95 76.6%		n=10 8.1%	n=13 10.5%		n=4 3.2%	n=2 1.6%		n=0 .0%
▲ D1e	Training plans developed individuals/program	n=357 87.1%		n=10 2.4%	n=36 8.8%		n=5 1.2%	n=2 .5%		n=0 .0%
▲ D2a	Director trained/experienced in ECE/HR/Fin.	n=410 91.7%		n=14 3.1%	n=18 4.0%		n=2 .4%	n=2 .4%		n=1 .2%

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

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Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ D2b	ECS w/3yrs exp&/or MS directs program	n=345 77.4%		n=20 4.5%	n=57 12.8%		n=5 1.1%	n=15 3.4%		n=4 .9%
▲ D3	New staff oriented to program	n=364 81.4%		n=34 7.6%	n=38 8.5%		n=10 2.2%	n=1 .2%		n=0 .0%
▲ D4a	Regular training opportunities provided	n=413 92.0%		n=16 3.6%	n=16 3.6%		n=2 .4%	n=2 .4%		n=0 .0%
▲ D4b	Specific training topics addressed	n=390 86.9%		n=21 4.7%	n=27 6.0%		n=10 2.2%	n=1 .2%		n=0 .0%
▲ D5	Accurate and current staff qualifications kept	n=406 90.6%		n=21 4.7%	n=20 4.5%		n=1 .2%			

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
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Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ E1	Annual assessment of program conducted	n=384 85.7%	n=0 .0%	n=20 4.5%	n=33 7.4%	n=0 .0%	n=9 2.0%	n=0 .0%	n=1 .2%	n=1 .2%
▲ E2	Written operating policies and procedures	n=439 97.8%	n=3 .7%		n=2 .4%	n=4 .9%		n=1 .2v	n=0 .0%	
▲ E3a	Written personnel policies	n=361 80.6%	n=26 5.8%		n=46 10.3%	n=14 3.1%		n=1 .2%	n=0 .0%	
▲ E3b	Nondiscriminatory hiring practices	n=416 92.7%	n=17 3.6%		n=10 2.2%	n=2 .4%		n=3 .7%	n=1 .2%	
▲ E4	Benefits package for full-time staff	n=255 57.2%	n=39 8.7%		n=124 27.8%	n=22 4.9%		n=5 1.1%	n=1 .2%	

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

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Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ E5a	Staff & child attendance kept	n=443	n=2		n=4	n=0		n=1	n=0	
		98.4%	.4%		.9%	.0%		.2%	.0%	
▲ E5b	Confidential staff personnel files kept	n=401	n=24		n=18	n=4		n=1	n=0	
		89.5%	5.4%		4.0%	.9%		.2%	.0%	
▲ E6a	Written policies for Board members & staff	n=284	n=2		n=7	n=2		n=1	n=0	
		95.9%	.7%		2.4%	.7%		.3%	.0%	
▲ E6b	Board informed about high quality, DAP	n=330	n=7		n=5	n=0		n=1	n=0	
		96.2%	2.0%		1.5%	.0%		.3%	.0%	
▲ E6c	Minutes kept of Board meetings	n=347	n=6		n=4	n=0		n=4	n=1	
		95.9%	1.7%		1.1%	.0%		1.1%	.3%	

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Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ E7	Fiscal records kept, short & long term	n=415	n=7		n=24	n=1		n=1	n=0	
		92.6%	1.6%		5.4%	.2%		.2%	.0%	
▲ E8a	Accident/liability insurance for children/staff	n=434	n=4		n=7	n=1		n=2	n=0	
		96.9%	.9%		1.6%	.2%		.4%	.0%	
▲ E8b	Vehicle insurance maintained	n=234	n=3		n=1	n=0		n=1	n=0	
		97.9%	1.3%		.4%	.0%		.4%	.0%	
▲ E9	Director uses community resources	n=422	n=16		n=8	n=1		n=1	n=0	
		94.2%	3.6%		1.8%	.2%		.2%	.0%	
▲ E10a	Frequent program/family communication	n=420	n=15		n=6	n=6		n=0	n=1	
		93.8%	3.3%		1.3%	1.3%		.0%	.2%	

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Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ E10b	Staff plan and consult together	n=405	n=0	n=17	n=22	n=0	n=4	n=0	n=1	n=1
		90.0%	.0%	3.8%	4.9%	.0%	.9%	.0%	.2%	.2%
▲ E10c	Regular staff meetings held to plan, train	n=419	n=15		n=14	n=1				
		93.3%	3.3%		3.1%	.2%				
▲ E10d	Staff provided paid planning time	n=334	n=44		n=49	n=15		n=7	n=0	
		74.4%	9.8%		10.9%	3.3%		1.6%	.0%	
▲ E11	Staff provided space away from children daily	n=287	n=43		n=64	n=15		n=15	n=2	
		67.4%	10.1%		15.0%	3.5%		3.5%	.5%	
▲ E12	Family/child/staff information confidential	n=406	n=12		n=22	n=6		n=1	n=0	
		90.8%	2.7%		4.9%	1.3%		.2%	.0%	

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

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Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ E13	Person of authority available in director's absence	n=437 97.8%	n=6 1.3%		n=2 .4%	n=1 .2%		n=1 .2%	n=0 .0%	
▲ F1	Groups meet maximum size recommendations	n=373 75.2%		n=37 8.3%	n=40 8.9%		n=25 5.6%	n=4 .9%		n=5 1.1%
▲ F2a	Groups meet maximum staff-child ratio	n=370 82.6		n=17 3.8	n=35 7.8		n=21 4.7	n=1 .2		n=4 .9
▲ F2b	Substitutes provided to meet ratios	n=304 68.0%		n=51 11.4%	n=68 15.2%		n=24 5.4%			
▲ F3a	Staff have primary responsibility for specific groups of children	n=397 88.8%		n=22 4.9%	n=17 3.8%		n=6 1.3%	n=2 .4%		n=3 .7%

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

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Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
G1a	Indoor space not crowded	n=415	n=9		n=23	n=6				
		91.6%	2.0%		5.1%	1.3%				
▲ G1b67	75 sq. ft. Outdoor play space/ child	n=435		n=0	n=4		n=0	n=6		n=1
		97.5%		.0%	.9%		.0%	1.3%		.2%
G1b	Enough useable outdoor space for each age	n=431	n=1	n=1	n=12	n=4	n=0	n=4	n=0	n=0
		95.1%	.2%	.2%	2.6%	.9%	.0%	.9%	.0%	.0%
G2	Space arranged for indiv/small/large groups	n=423	n=15		n=13	n=2				
		93.4%	3.3%		2.9%	.4%				
G3	Space facilitates variety of activities	n=353	n=46		n=31	n=23				
		77.9%	10.2%		6.8%	5.1%				

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Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
G4	Variety of age appropriate materials/equip	n=381 84.1%	n=37 8.2%		n=26 5.7%	n=9 2.0%				
G5	Space provided for each child's belongings	n=422 93.6%	n=6 1.3%		n=16 3.5%	n=7 1.6%				
G6	Private areas indoors & outdoors	n=382 84.7%	n=36 8.0%		n=18 4.0%	n=12 2.7%		n=2 .4%	n=1 .2%	
G7	Soft elements available	n=367 81.4%	n=48 10.6%		n=27 6.0%	n=7 1.6%		n=1 .2%	n=1 .2%	
G8	Sound absorbing materials cut down noise	n=421 93.3%	n=12 2.7%		n=15 3.3%	n=3 .7%				

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

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Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
G9a	Variety of activities outdoors year-round	n=302 67.3%	n=60 13.4%		n=41 9.1%	n=42 9.4%		n=3 .7%	n=1 .2%	
G9b	Outdoor play area protected by fences/barriers	n=393 87.7%	n=24 5.4%		n=15 3.3%	n=10 2.2%		n=5 1.1%	n=1 .2%	
▲ H1	Program meets all local requirements & state licensing regulations	n=429 96.4%		n=9 2.0%	n=6 1.3%		n=0 .0%	n=1 .2%		n=0 .0%
▲ H2a	Staff health records include TB/physical	n=324 72.8%		n=21 4.7%	n=85 19.1%		n=10 2.2%	n=4 .9%		n=1 .2%
▲ H2b	New staff serve probationary period	n=416 93.7%		n=2 .5%	n=18 4.1%		n=2 .5%	n=5 1.1%		n=1 .2%

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

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		Rating								
#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ H3	Child health records include	n=418		n=18	n=10		n=1	n=1		n=0
	health exam	93.3%		4.0%	2.2%		.2%	.2%		.0%
▲ H4	Written policies limiting sick	n=428		n=12	n=4		n=4			
	children & staff	95.5%		2.7%	.9%		.9%			
▲ H5	Children released to authorized	n=427		n=4	n=14		n=2	n=1		n=0
	parties only	95.3%		.9%	3.1%		.4%	.2%		.0%
▲ H6	Vehicles licensed/maintained/restraint devices,	n=214		n=16	n=13		n=2	n=2		n=0
		86.6%		6.5%	5.3%		.8%	.8%		.0%
H7a	Children supervised by adults at	n=418	n=27		n=5	n=3				
	all times	92.3%	6.0%		1.1%	.7%				

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
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Table 4.2									
Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating									

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ H7b	Parents informed/field trip procedures/policies	n=418 95.9%		n=1 .2%	n=9 2.1%		n=5 1.1%	n=2 .5%		n=1 .2%
▲ H8	Staff alert to children's health	n=433 96.4%		n=11 2.4%	n=2 .4%		n=2 .4%	n=1 .2%		n=0 .0%
▲ H9a	Procedures known for reporting abuse/neglect	n=442 98.4%		n=5 1.1%	n=1 .2%		n=0 .0%	n=1 .2%		n=0 .0%
▲ H9b	Suspected abuse/neglect reported	n=438 98.2%		n=5 1.1%	n=1 .2%		n=1 .2%	n=1 .2%		n=0 .0%
▲ H10	At least one staff w/ first-aid/CPR in center	n=398 88.8%		n=9 2.0%	n=34 7.6%		n=2 .4%	n=5 1.1%		n=0 .0%

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
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Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ H11a	Adequate first-aid supplies available	n=434 96.9%		n=8 1.8%	n=4 .9%		n=1 .2%	n=1 .2%		n=0 .0%
▲ H11b	Plan exits for medical emergency response	n=432 96.2%		n=11 2.4%	n=5 1.1%		n=0 .0%	n= 1 .2%		n=0 .0%
H12	Children dressed appropriately in & outside	n=434 95.8%	n=4 .9%		n=12 2.6%	n=3 .7%				
▲ H13a	Facility cleaned daily, disinfected, trash removed	n=438 97.8%		n=3 .7%	n=7 1.6%		n=0 .0%			
H13a36	Staff & children keep areas clean	n=436 96.2%	n=2 3.1%		n=2 .4%	n=1 .2%				

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

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Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ H13b	Infant equipment washed and disinfected twice per week	n=117 96.7%		n=1 .8%	n=3 2.5%		n=0 .0%			
H13b37	Toileting & diapering areas sanitary	n=405 91.2%	n=23 5.2%		n=13 2.9%	n=3 .7%				
▲ H14a	Staff wash hands before preparing & serving meals, feeding children	n=404 89.4%	8n=40 8.8%		n=6 1.3%	n=0 .0%		n=2 .4%	0 .0%	
H14b	Running water close to diapering/toileting	389 86.8%	30 6.7%		17 3.8%	11 2.5%		1 .2%	0 .0%	
H15a	Building/playground/equip safe/clean/repaired	n=235 52.0%	n=78 17.3%		n=53 11.7%	n=85 18.8%		n=0 .0%		n=1 .2%

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

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#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
H15b	Infant/toddler toys too large to be swallowed	n=134 95.7%	n=3 2.1%		n=2 1.4%	n=1 .7%				
▲ H16a	Bedding washed weekly/used by one child	n=279 93.3%		n=8 2.7%	n=10 3.3%	n=1 1.3%		n=1 .3%		n=0 .0%
H16b	Occupied cribs have sides locked	n=63 98.2%	n=2 .7%							
H17a	Toilets, water, sinks easily accessible/children	n=393 90.1%	n=18 4.1%		n=14 3.2%	n=9 2.1%		n=0 .0%	n=2 .5%	
H17b	Soap & disposable towels provided	n=444 98.2%	n=3 .7%		n=3 .7%	n=2 .4%				

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
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Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
H17c	Child wash hands/before meals/after toileting	n=411 91.7%		n=21 4.7%	n=6 1.3%		n=2 .4%	n=7 1.6%		n=1 .2%
▲ H17	Hot water for child doesn't exceed 110 °	n=336 74.3%	n=62 13.7%		n=30 6.6%	n=24 5.3%				
H18a	Areas well-lit, ventilated, temp. comfortable	n=427 94.9%	n=4 .9%		n=18 4.0%	n=1 .2%			n=2 .5%	n=0 .0%
H18b	Electrical outlets capped (NA for school-agers)	n=384 89.9%	n=24 5.6%		n=14 3.3%	n=3 .7%			n=2 .5%	n= 0 .0%
H18c	Floor coverings attached or non-slip	n=428 95.3%	n=12 2.7%		n=3 .7%	n=3 .7%		n=3 .7%	n=0 .0%	

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ H18d	Certification of nontoxic building materials	n=355 79.4%		n=20 4.5%	n=43 9.6%		n=6 1.3%	n=18 4.0%		n=5 1.1%
▲ H18e	Stairwells well-lighted w/ handrails	n=226 98.3%		n=3 1.3%				n=1 .4%		n=0 .0%
▲ H18f	Screens on windows which open	n=349 84.7		n=11 2.7%	n=30 7.3%		n=3 .7%	n=18 4.4%		n=1 .2%
H19a	Cushioning under slides/swings/climbers	n=355 79.8%	n=45 10.1%		n=23 5.2%	n=11 2.5%		n=9 2.0%	n=2 .4%	
H19b	Playground equip/furniture securely anchored	n=399 89.7%	n=17 3.8%		n=20 4.5%	n=7 1.6%		n=0 .0%	n=2 .4%	

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

		Table 4.2								
	Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating									
#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
H20a	Chemicals/dangerous products inaccessible	n=346 77.1%	n=61 13.6%		n=24 5.3%	n=17 3.8%		n=1 .2%	n=0 .0%	
▲ H20b	Medication administered under policies	n=399 96.1%	n=0 .0%	n=6 1.4%	n=3 .7%	n=0 .0%	n=0 .0%	n=6 1.4%	n=1 .2%	n=0 .0%
▲ H21a	Staff know primary & secondary evacuations	n=348 77.7%		n=37 8.3%	n=50 11.2%		n=12 2.7%	n=1 .2%		n=0 .0%
▲ H21b	Written emergency procedures posted	n=441 98.2%		n=5 1.1%	n=2 .4%		n=0 .0%	n=1 .2%		n=0 .0%
▲ H22a	Staff familiar with emergency procedures	n=380 84.6%		n=32 7.1%	n=31 6.9%		n=5 1.1%	n=1 .2%		n=0 .0%

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ H22b	Smoke detectors and fire extinguishers provided and periodically checked	n=425 94.7%		n=14 3.1%	n=7 1.6%		n=1 .2%	n=1 .2%		n=1 .2%
▲ H22c	Emergency telephone numbers posted by telephones	n=435 97.1%		n=12 2.7%				n=1 .2%		n=0 .0%
▲ 11	Meals/snacks meet child's nutritional req.	n=396 92.1%	n=0 .0%	n=11 2.6%	n=15 3.5%	n=0 .0%	n=3 .7	n=4 .9%	n=1 .2%	n=0 .0%
▲ 12a	Written menus posted for parents	n=337 84.0%		n=28 7.0%	n=13 3.2%		n=4 1.0%	n=10 2.5%		n=9 2.2%

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

		Rating								
#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ 12b	Infant/toddler parents provided feeding times & consumption information	n=130 86.1%		n=12 7.9%	n=7 4.6%		n=2 1.3%			
▲ 13	Foods of child's cultural background served	n=341 78.9%		n=9 2.1%	n=75 17.4%		n=2 .5%	n=5 1.2%		n=0 .0%
▲ 13,42	Mealtime pleasant/social/learning exper.	n=349 78.1%	n=52 11.6%		n=24 5.4%	n=21 4.7%		n=1 .2%	n=0 .0%	
▲ 14	Parents educated on foods to be brought in	n=161 91.5%		n=5 2.8%	n=9 5.1%		n=0 .0%	n=1 .6%		n=0 .0%
▲ 15	Program complies with legal requirements	n=347 94.0%		n=13 3.5%	n=2 .5%		n=1 .3%	n=5 1.4%		n=1 .3%

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ J1a	Staff evaluated at least annually by supervisor	n=406 91.0%		n=12 2.7%	n=20 4.5%		n=7 1.6%	n=1 .2%		n=0 .0%
▲ J1b	Written staff evaluation results confidential	n=414 92.8%		n=14 3.1%	n=10 2.2%		n=4 .9%	n=2 .4%		n=2 .4%
▲ J1c	Staff evaluations include classroom observation	n=414 92.8%		n=18 4.0%	n=9 2.0%		n=2 .4%	n=1 .2%		n=2 .4%
▲ J1d	Staff informed of evaluation criteria in advance	n=394 88.1%		n=26 5.8%	n=23 5.1%		n=3 .7%	n=1 .2%		n=0 .0%
▲ J1e	Staff may evaluate own performance	n=381 85.2%		n=33 7.4%	n=26 5.8%		n=5 1.1%	n=1 .2%		n=1 .2%

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.

▲ indicates Administration Report criteria.

Table 4.2

Number and Percentage of Occurrences for Each Possible Combination of Center and Validator Rating

#	Brief Description of Criteria	3/3	3/2	3/1	2/3	2/2	2/1	1/3	1/2	1/1
▲ J1f	Training plan generated from evaluation	n=335 75.1%		n=46 10.3%	n=49 11.0%		n=13 2.9%	n=2 .4%		n=1 .2%
▲ J2a	Total school evaluation occurs once/year	n=252 57.3%		n=104 23.6%	n=62 14.1%		n=18 4.1%	n=3 .7%		n=1 .2%
▲ J2b	Evaluation reviews compensation, benefits, and turnover; plan developed to improve	n=287 66.1%		n=56 12.9%	n=54 12.4%		n=21 4.8%	n=10 2.3%		n=6 1.4%
▲ J3	Written description of child's individual development used for planning/communicating	n=362 81.7%		n=19 4.3%	n=41 9.3%		n=20 4.5%	n=1 .2%		n=0 .0%

Note. The ratio, #/#, represents the center's rating first, then the validator's rating. Administrator Report criteria allow validators only two rating options, 3 = "valid" and 1 = "not valid." On all other criteria, validator's rating options are identical to center's options. The total number of centers equals 453.
▲ indicates Administration Report criteria.

Table 4.2 provides a comprehensive look at the combinations of the item-level center/validator ratings. Eighty-two percent of the criteria received ratings of 3/3, or fully met, by both centers and validators. Only 16% of the criteria were rated fully met, 3/3, less than 80% of the time and only 4 criteria, or 2%, were rated fully met less than 60% of the time.

Other interesting results from Table 4.2 include:

1. Component A, Interactions Among Staff and Children, only "3 - met" and "2 - partially met" ratings were recorded. There were no "1 - not met" ratings given by either centers or validators in this single component.

2. In the Staff Qualifications & Development and Administration components, validators rated centers higher than they did themselves 28% of the time on each of two specific criteria, D1c, "Teachers have CDA or AA degree in ECE/CD" and criterion E4, "Benefits package is available for full-time staff."

3. The highest rated criterion (99.8% fully met by centers and validators) was G1b67, "There is a minimum of 75 square feet of play space outdoors per child (when space is in use)." The lowest rated criterion in this data was B3d at 68.0% fully met by both center and validator "Parents are involved in development and use of individual education plans for

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children with special needs. Staff addresses the needs of children with special needs."

Percentages of Agreement

The following section presents the results of the item-level analysis, using percentage of agreement, between centers' and validators' ratings. This includes agreement at all three levels of "3 - met," "2 - partially met" and "1 - not met" ratings. Agreement is defined for classroom criteria as identical ratings of "1," "2," or "3" by center and by validator on any given item. For Administrator Report items, agreement is defined as any given center rating paired with a "3" rating (to indicate "valid") by the validator. Items are discussed separately within their overall component.

Interactions Among Teachers and Children. NAEYC's stated goal for this component is:

Interactions between children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness. Staff facilitate interactions among

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children to provide opportunities for development of self-esteem,

social competence, and intellectual growth. (NAEYC, 1991, p. 15)

This group of criteria (see Table 4.3) focuses on processes used by teachers

to interact with the children in their care.

Table 4.3	
Total Percentage of Agreement Between Centers and Validators for the Component - Interactions Among Staff And Children	
Criteria Number and Brief Description	Percentage of Agreement
A1 Staff interact frequently with children	93.4
A2 Staff are available & responsive	93.1
A3a Speech is friendly, courteous	91.6
A3b Staff encourage language in all ages	93.4
A4a Staff treat children & cultures equally	93.1
A4b Staff provide both sexes equal opportunities	94.9
A5 Staff encourage independence when ready	94.7
A6a Staff use positive guidance approaches	84.5
A6b Staff do not use negative punishments	95.8

Table 4.3
Total Percentage of Agreement Between Centers and Validators for the Component - Interactions Among Staff And Children

Criteria Number and Brief Description	Percentage of Agreement
A7 Overall sound is pleasant	94.4
A8a Children relaxed, happy, involved	98.5
A8b Staff help in dealing with anger, sadness	89.4
A9 Staff encourage prosocial behaviors	92.8
A10 Staff expectations are dev. appropriate	95.8
A11 Staff encourage talking about feelings, ideas	91.3

Percentages of agreement across all 15 criteria were 83% or higher.

Criterion A8a had the highest percentage of agreement of all the criteria in this section. It states "children are generally comfortable, relaxed, happy, and involved in play and other activities."[1] According to the analysis, programs and validators agreed this criterion was fully met 98.5% of the time.

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[1] All references to specific criteria in this chapter are from the Early Childhood Program Description, NAEYC, 1991.

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Criterion A6a had the lowest percentage of agreement at 84.5%.

This criterion reads "staff use positive approaches to help children behave constructively." This criterion involves staff using redirection, planning ahead, encouragement of appropriate behaviors, defining clear and consistent rules and discussing them with children, and encouraging children to think through and solve their problems or experience the logical and natural consequences of their behavior.

Of the 15 criteria in this component, 13 had over 90% agreement among validators and centers that the criteria were fully met. Only two criteria, A6a & A8b had 80% agreement.

In this component, there were not any criteria which were rated "1 or not met" and less than two percent of the criteria were agreed upon as "2 - partially met" by centers and by validators.

Curriculum. The goal of the curriculum criteria is to encourage children to be actively and enthusiastically involved in developmentally appropriate activities which teach them about themselves, their community and the world around them (NAEYC, 1991). Percentages of agreement range from 68% to 99%, as indicated in Table 4.4.

Table 4.4		
Total Percentage of Agreement Between Centers and Validators for the		
Component - Curriculum		
Criteria Number and Brief Description		Percentage of Agreement
▲B1	Written philosophy & goals	99.3
▲B2a	Written curriculum plans	94.6
▲B2b	Environment & activities reflect philosophy	98.0
▲B3a46	Modifications for children w/ special needs	97.0
B3a	Classroom mods for children w/ spec needs	81.3
▲B3b	Professional referrals made	99.1
▲B3c	Staff aware of special needs & trained on IEP	84.9
▲B3d	Special child's parents involved/needs met	68.1
▲B4a47	All ages play outdoors daily	92.9
B4a	All ages play outdoors daily	93.5
▲B4b47	Quiet/active play scheduled	99.3

▲ Administrator Report item.

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Table 4.4	
Total Percentage of Agreement Between Centers and Validators for the	
Component - Curriculum	
Criteria Number and Brief Description	Percentage of Agreement
B4b Quiet/active play scheduled	97.1
▲B4c48 Option of indiv, large, small groups	97.3
B4c Option of Indiv, large, small groups	93.5
▲B4d48 Balance of large/small muscle	98.0
B4d Balance of large/small muscle	96.4
▲B4e48 Balance of child-, staff-initiated	97.5
B4e Balance of child-, staff-initiated	94.0
B5a Multiracial, nonsexist materials	73.2
B5b DAP materials and equip, Infants	89.6
B5c DAP materials and equip, Toddlers	81.4
B5d DAP materials and equip, Preschoolers	88.3
B5e DAP materials and equip, School-agers	77.2
B6 DAP use of media	90.4
B7a Foster positive self-concept	91.3
B7b Develop social skills	94.9

▲ Administrator Report item.

Table 4.4
Total Percentage of Agreement Between Centers and Validators for the
Component - Curriculum

Criteria Number and Brief Description		Percentage of Agreement
B7c	Encourage thinking, reasoning, questioning	89.6
B7d	Encourage language/literacy development	90.1
B7e	Enhance physical development	90.1
B7f	Encourage health, safety, nutrition	89.8
B7g	Encourage creative expression	82.6
B7h	Respect cultural diversity	74.2
B8	Children have time to select own activities	93.2
B9	Smooth, unregimented transitions	84.7
B10	Staff are flexible	97.4
B11	Routines tasks are relaxed and individual	94.2

▲ Administrator Report Item

Of the 36 criteria in the curriculum component, 64% or 23, were

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rated at over 90% of agreement. The next highest group of criteria were in agreement over 80% of the time and this group contained 9 criteria or 25% of the total. The remaining 4 criteria represent 11% (70% agreement), and 3% (68% agreement). No criteria fell below 68% of agreement.

The criteria which rated highest on percentage of agreement were B1 and B4b47, at 99.3%. Criterion B1 states "the program has a written statement of its philosophy and goals for children that is available to staff and parents." B4b47 contends "the schedule provides for alternating periods of quiet and active play." B3b, at 99.1%, is the next in agreement and relates to teachers and administrators making professional referrals to families whenever necessary. At 97-98% of agreement, were criteria B2b, B4b, B4d48 and B10. B2b states "the learning environment and activities for children reflect the program's philosophy and goals. B4b and B4d48 state: "the schedule provides for alternating periods of quiet and active play." B4d48 directs centers to provide the option of individual activities plus small and large group choices. B10 states "staff are flexible enough to change planned or routine activities." These criteria reflect routine parts of an early childhood program which are easy to observe and discuss in the director interview.

The criteria which received the lowest percent of agreement was criterion B3d. Found in the administrator's report, B3d states "parents are involved in development and use of individual education plans for children with special needs. Staff address the needs of parents of children with special needs."

Other criteria which received lower percentages of agreement between centers and validators were B3a,B3c, B5a,B5e, and B7h. B3a states "modifications are made in the environment, staffing pattern, schedule, and activities to meet child's special needs."

B5a states "multiracial, nonsexist, nonstereotyping pictures, dolls, books, and materials are available." B7h states "respect cultural diversity." Both of these criteria deal with the same concern in the classroom of anti-biased curriculum being available to children in a wide variety of methods and materials. B5a states specific manipulative materials, dolls, pictures and dramatic play props should be available to children, while B7h relates primarily to the interaction of the teacher with the children, including providing materials, nonstereotypical images and activities, initiating positive discussions about children's cultural heritage, and infusing the curriculum in as many ways as possible with activities and programs which

encourage nonstereotypical roles and behaviors as well as cultural diversity.

B5e relates to developmentally appropriate materials being available for school-agers; and B3c reads "when disabled, developmentally delayed, or emotionally disturbed children are served, staff are aware of the identified/diagnosed special needs of individual children and are trained to follow through on specific intervention plans." Centers and validators agreed 82.6% and 84.7% of the time on B7g and B9 that describe efforts to encourage creative expression and conduct smooth, unregimented transitions for children throughout the day.

Staff-Parent Interactions. The goal of this component states that "parents should be well-informed about and welcome as observers and contributors to the program"(NAEYC, 1991, p. 26). These criteria relate to communications between administrators, parents and classroom teachers. The content of the communication encompasses program issues, classroom routines, curriculum, information about the child's needs and interests, as well as parents suggestions and involvement in the program.

Criteria C4a and C7, illustrated in Table 4.5, had the highest percentages of agreement (98.7% and 98.9%, respectively) and criterion

C8b had the lowest percentage of agreement (72.0%). C4a states "parents are welcome visitors in the center at all times (for example, to observe, eat lunch with the child, or volunteer to help in the classroom). Criterion C7 states "parents are informed about the program and about policy or regulatory changes and other critical issues that could potentially affect the program and/or the early childhood profession through regular newsletters, bulletin boards, frequent notes, telephone calls and other similar measures."

Table 4.5
Total Percentage of Agreement Between Centers and Validators for the Component - Staff/Parent Interactions

Criteria Number and Brief Description	Percentage of Agreement
▲C1a Written philosophy available to parents	97.3
▲C1b Written operating policies & nutritional plans	87.9
▲C2 Orientation to center for parents and children	94.0
▲C3a Staff and parents communicate about child rearing	90.0
▲C3b Staff give parents ideas for development and learning	86.1
▲C4a Parents are welcome visitors at all times	98.7
▲C4b Parents and other family involvement encouraged	96.7
▲C5a Day-to-day happenings shared verbally/in writing	94.7
▲C5b Changes in physical/emotional state are reported	97.3
▲C6 Conferences held at least once/ year, more if needed	92.6
▲C7 Parents informed regularly using many avenues	98.9
▲C8a Communication ensures smooth daily transitions	94.5
▲C8b Communication ensures program continuity	72.0

▲ Administrator Report item.

The criterion which received the lowest percent of agreement, 72%,

was C8b which states "staff and parents communicate to insure that the

programs from which children come and to which they go from one year to

the next provide continuity over time." This criterion refers to communication prior to the child moving into a new classroom within the program and/or prior to moving into a kindergarten program or their elementary school experience.

Of the criteria in this component, 77% were agreed upon by centers and validators over 90% of the time (a total of 10 criteria: C1a, C2, C3a, C4a, C4b, C5a, C5b, C6, C7 and C8a). 23%, or 2, of the criteria achieved 80% of agreement (C1b and C3b). Only one criterion, C8b, achieved 70% agreement, and no criteria were rated lower.

Staff Qualifications and Development. This component deals with educational and experiential qualifications of the program staff and their ongoing plan for professional development. "The program is staffed by adults who understand child development and who recognize and provide for children's needs"(NAEYC, 1991, p. 30).

Of these 11 criteria 91%, or 10, achieved 90% agreement or greater, (D1a, D1b, D1c, D1e, D2a, D2b, D3, D4a, D4b, and D5). See Table 4.6.

Table 4.6

Total Percentage of Agreement Between Centers and Validators for the Component - Staff Qualifications & Development

Criteria Number and Brief Description	Percentage of Agreement
▲D1a Staff working with children are over 18	99.1
▲D1b Teacher assists. are HS grads, have prof. dev.	97.2
▲D1c Teachers have CDA, or AA degree in ECE/CD	91.1
▲D1d School-age teachers trained in CD, ECE, Recre.	88.7
▲D1e Training plans developed individuals/program	96.3
▲D2a Director trained/experienced in ECE/HR/Fin.	96.2
▲D2b ECE w/3yrs exp &/or MS directs program	93.5
▲D3 New staff oriented to program	90.2
▲D4a Regular training opportunities provided	96.0
▲D4b Specific training topics addressed	93.1
▲D5 Accurate and current staff qualifications kept	93.1

▲ Administrator Report item.

One criterion, D1d, achieved 88%, the lowest percentage of agreement in this component.

D1a, the criterion which received the highest percentage of agreement (99.1%), states "staff who work directly with children are 18 years of age or older. Volunteers are 16 years of age or older, receive

orientation, and only work with children under supervision of qualified staff members."

At the opposite end of the scale, criterion D1d states "staff working with school-age children have training in child development, early childhood education, elementary education, recreation, or a related field." In this criterion, programs and validators agreed on this criteria 88.7% of the time.

Administration. Administration involves all the operations of the early care and education program. The goal of this component is "the program is officially and effectively administered with attention to the needs and desires of children, parents and staff" (NAEYC, 1991, p. 35). Criteria are included which evaluate the degree to which director and staff assess the program's strengths and weaknesses, comply with written policies and procedures, use written personnel policies, keep accurate records, manage a board of directors, keep long-range plans for budgeting and other financial operations, secure accident protection and liability insurance. Additional criteria are included which relate to using community resources to improve the services offered to, and provided for, staff and children (see

Table 4.7).

Table 4.7 Total Percentage of Agreement Between Centers and Validators for the Component - Administration	
Criteria Number and Brief Description	Percentage of Agreement
▲E1 Annual assessment of program conducted	93.3
▲E2 Written operating policies and procedures	98.4
▲E3a Written personnel policies	91.1
▲E3b Nondiscriminatory hiring practices	95.5
▲E4 Benefits package for full-time staff	86.1
▲E5a Staff & child attendance kept	99.6
▲E5b Confidential staff personnel files kept	93.8
▲E6a Written policies for Board members & staff	98.3
▲E6b Board informed about high quality, DAP	98.0
▲E6c Minutes kept of Board meetings	98.1
▲E7 Fiscal records kept, short & long term	98.2
▲E8a Accident/liability insurance for	98.9
▲E8b Vehicle insurance maintained	98.7
▲E9 Director uses community resources	96.2
▲E10a Frequent program/family communication	95.3
▲E10b Staff plan and consult together	95.1
▲E10c Regular staff meetings held to plan, train	96.4
▲E10d Staff provided paid planning time	86.9
▲E11 Staff provided space away from children	85.9
▲E12 Family/child/staff information confidential	96.0

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Table 4.7
Total Percentage of Agreement Between Centers and Validators for the Component - Administration

Criteria Number and Brief Description	Percentage of Agreement
▲E13 Person of authority available in director's	98.4

▲ Administrator Report Item

In this group of 21 criteria, 86%, or 18 criteria, received 90% or higher percentage of agreement between programs and validators. Three criteria, E4, E10d, and E11, received 80% or higher percentage of agreement, and none were rated less. The highest percentage of agreement was found in criterion E5a, 99.6%. Criterion 5a states "attendance records of staff and children are kept." At 98.9% and 98.7% of agreement, criteria E8a and E8b direct the center to maintain accident protection and liability insurance coverage for children and adults, plus vehicle insurance coverage. Several additional criteria, E2, E6a, E6, E6c, E7, and E13, all achieved at or above 98% of agreement.

The criterion which received the lowest percentage of agreement was criterion E11 (85.9%) which states "staff are provided space and time away from children during the day (when staff work directly with children for more than 4 hours, staff are provided breaks of at least 15 minutes in each

4-hour period)."

Staffing. Goal: "The program is sufficiently staffed to meet the needs of and promote the physical, social, emotional, and cognitive development of children"(NAEYC, 1991, p. 39).

Staffing criteria are those which relate to the number of children in a teacher's care and the group size or number of children in the classroom. Both segments are rated against NAEYC's recommendations based on the age of the child. The principle of the criteria is the younger the child, the smaller the group size and the smaller the number of children which should be cared for by one teacher. The research reviewed earlier supports smaller groups as directly related to the quality of the program (see Table 4.8).

Table 4.8
**Total Percentage of Agreement Between Centers and Validators for
the Component - Staffing**

Criteria Number and Brief Description	Percentage of Agreement
▲F1 Groups meet maximum size recommendations	85.0
▲F2a Groups meet maximum staff-child ratio	90.6
▲F2b Substitutes provided to meet ratios	83.2
▲F3a Staff have primary responsibility for specific groups of children	93.1
▲F3b Continuity of classroom staff maintained	97.1
▲F3c Same staff with infant/toddlers majority of day	90.1
▲F4 Child spends majority of day in groups which meet recommended ratios and group sizes	94.4

▲ Administrator Report Item

In the staffing component, five of seven criteria, or 71%, reach 90 or

higher percentage of agreement. Those criteria are F2a, F3a, F3b, F3c, and

F4. F3b states "every attempt is made to have continuity of adults who

work with children, particularly infants and toddlers." F3b had the highest

percentage of agreement at 97.1%. F4, at 94.4%, states "a majority of the

child's day is spent in activities utilizing recommended staff-child ratios

and group size limitations while minimizing the number of transitions or regrouping children experience." Criteria F2a, F3a, and F3c (90.6%, 93.1%, and 90.1%, respectively) deal specifically with teacher/child ratios, and primary care givers assigned to groups of children, specifically the infant/toddler classroom.

The lowest percentage of agreement was criterion F2b at 83.2%. This criterion states "substitutes are provided to maintain child-staff ratios when regular staff are absent. Substitutes for infants and toddlers are familiar with the children and oriented to children's schedules and individual differences in a systematic way before assignment." Criterion F1 was the next lowest in percentage of agreement at 85.0%. This criterion states "the number of children in a group is limited to facilitate adult-child interaction and constructive activity among children. Groups of children may be age-determined or multi-age."

Physical Environment. Goal: "The physical environment fosters optimal growth and development through opportunities for exploration and learning" (NAEYC, 1991, p. 43).

The criteria within this component include both indoor and outdoor

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physical environments, a minimum of 35 sq. ft. of useable space inside and

a minimum of 75 sq. ft. of useable space outside is recommended. The

criteria evaluate health, safety, cleanliness, spatial arrangements and age-

appropriate materials and equipment within the indoor and outdoor

setting, see Table 4.9.

Table 4.9 Total Percentage of Agreement Between Centers and Validators for the Component - Physical Environment	
Criteria Number and Brief Description	Percentage of Agreement
▲G1a67　35 sq. ft. Indoor play space/ child	97.1
G1a　　　Indoor space not crowded	92.9
▲G1b67　75 sq. ft. Outdoor play space/ child	99.8
G1b　　　Enough useable outdoor space for each age	96.0
G2　　　Space arranged for indiv/small/large groups	93.8
G3　　　Space facilitates variety of activities	83.0
G4　　　Variety of age appropriate materials/equip	86.1
G5　　　Space provided for each child's belongings	95.2
G6　　　Private areas indoors & outdoors	87.4
G7　　　Soft elements available	83.0
G8　　　Sound absorbing materials cut down noise	94.0

Table 4.9
Total Percentage of Agreement Between Centers and Validators
for the Component - Physical Environment

Criteria Number and Brief Description		Percentage of Agreement
G9a	Variety of activities outdoors year-round	76.7
G9b	Outdoor play area protected by fences/barriers	89.9

▲ Administrator Report Item

Of the 13 criteria in this component, 54%, or 7 achieved over 90% of agreement. Those criteria are G1a, G1a67, G1b67, G1b, G2, G5, G8. Five criteria, 38%, achieved over 80% of agreement. These criteria are G3, G4, G6, G7, and G9b. Only one criteria received 70% of agreement in this group of components, G9a.

At 99.8% of agreement, criterion G1b67, is the most consistently agreed upon in this component. This criterion states "there is a minimum of 75 sq. ft. of play space outdoors per child (when space is in use)." The additional criteria with 90% agreement or higher related to adequate and useable indoor play space, the arrangement of the indoor space, the availability of individual, private spaces for children and the use of sound

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absorbing materials within the room to reduce noise.

The criterion receiving the lowest percentage of agreement was G9a which states "a variety of activities can go on outdoors throughout the year." This criterion contains several indicators which must be satisfied for the criterion to be fully met. They include 1) a balance of shade and sun 2) a variety of surfaces, such as hard top for wheeled toys, grass for rolling, sand and soil for digging and 3) a variety of age-appropriate equipment for riding, climbing, balancing and individual playing." The other two lower-ranking criteria, G3 & G7, are at 83% of agreement. G3 states "space is arranged to facilitate a variety of activities for each age group" and G7 dictates soft elements used in the environment.

Health & Safety. Goal: The health and safety of children and adults are protected and enhanced" (NAEYC, 1991, p. 47).

Optimal health and safety for children and adults is essential. The criteria in this component focus on the prevention and spread of illness, preparation for emergencies, and the education of children regarding health and safety issues and practices, see Table 4.10.

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Table 4.10
Total Percentage of Agreement Between Centers and Validators for the Criteria - Health & Safety

Criteria Number and Brief Description		Percentage of Agreement
▲H1	Licensed by state/local agencies	98.0
▲H2a	Staff health records include TB/physical	92.8
▲H2b	New staff serve probationary period	98.9
▲H3	Child health records include health exam	95.8
*H4	Written policies limiting sick children & staff	96.4
▲H5	Children released to authorized parties only	98.7
▲H6	Vehicles licensed/maintained/restraint devices,	92.7
H7a	Children supervised by adults at all times	93.0
▲H7b	Parents informed/field trip procedures/policies	98.4
▲H8	Staff alert to children's health	97.1
▲H9a	Procedures known for reporting abuse/neglect	98.9
▲H9b	Suspected abuse/neglect reported	98.7
▲H10	At least one staff w/ first-aid/CPR in center	97.5

▲ Administrator Report Item

Table 4.10

Total Percentage of Agreement Between Centers and Validators for the Criteria - Health & Safety

Criteria Number and Brief Description		Percentage of Agreement
▲H11a	Adequate first-aid supplies available	98.0
▲H11b	Plan exits for medical emergency response	97.6
H12	Children dressed appropriately in & outside	96.5
▲H13a	Facility cleaned daily, disinfected, trash removed	99.3
H13a36	Staff & children keep areas clean	96.4
▲H13b	Infant equipment washed and disinfected twice per week	99.2
H13b37	Toileting & diapering areas sanitary	91.9
▲H14a	Staff wash hands before preparing & serving meals, feeding children	89.4
H14b	Running water close to diapering/toileting	89.3
H15a	Building/playground/equip safe/clean/repaired	70.8
H15b	Infant/toddler toys too large to be swallowed	96.4
▲H16a	Bedding washed weekly/used by one child	97.0

▲ Administrator Report Item

Table 4.10

Total Percentage of Agreement Between Centers and Validators for the Criteria - Health & Safety

Criteria Number and Brief Description		Percentage of Agreement
H16b	Occupied cribs have sides locked	96.9
H17a	Toilets, water, sinks easily accessible/children	92.2
H17b	Soap & disposable towels provided	98.6
H17c	Child wash hands/before meals/after toileting	79.6
▲H17	Hot water for child doesn't exceed 110°	94.6
H18a	Areas well-lit, ventilated, temp. comfortable	95.1
H18b	Electrical outlets capped (NA for school-agers)	90.6
H18c	Floor coverings attached or non-slip	96.0
▲H18d	Certification of nontoxic building materials	93.1
▲H18e	Stairwells well-lighted w/ handrails	98.7
▲H18f	Screens on windows which open	96.4
H19a	Cushioning under slides/swings/climbers	82.3
H19b	Playground equip/furniture securely anchored	91.3

▲ Administrator Report Item

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Table 4.10

Total Percentage of Agreement Between Centers and Validators for the Criteria - Health & Safety

Criteria Number and Brief Description		Percentage of Agreement
H20a	Chemicals/dangerous products inaccessible	80.9
▲H20b	Medication administered under policies	98.5
▲H21a	Staff know primary & secondary evacuations	89.1
▲H21b	Written emergency procedures posted	98.9
▲H22a	Staff familiar with emergency procedures	91.8
▲H22b	Smoke detectors/fire extinguishers checked	96.4
▲H22c	Emergency phone numbers posted by phones	97.3

▲ Administrator Report Item

Of the forty-five criteria in this component, 38 or 84%, have 90% of agreement or more between centers and validators. Those criteria are H1, H2a, H2b, H3, H4, H5, H6, H7a&b, H8, H9a&b, H10, H11a&b, H12, H13a&b, H13a&b37, H15b, H16a&b, H17a&b, H17, H18a,b,c,d,e&f, H19b, H20b, H21b and H22a,b&c.

The criteria receiving the highest percentage of agreement at 99.3%,

is H13a which mandates "the facility is cleaned daily, including disinfecting bathroom fixtures and removing trash." At 99.2%, criterion H13b states, "infant's equipment is washed and disinfected at least twice a week and toys that are mouthed are washed daily." H9a and H21b have the next highest percentage of agreement (98.9%) and state "staff know procedures for reporting suspected incidents of child abuse and/or neglect" and "written emergency procedures are posted in conspicuous places." Centers and validators agreed on their rating of this criterion 98.4% of the time. Close behind, are three criteria, H6, H9b, and H18e, with 98.7 agreement. H5 specifies children are released only to authorized individuals; H9b mandates consistent reporting to local authorities of suspected incidents of child abuse and neglect. H18e states "stairways are well-lighted and equipped with handrails."

The following 5 criteria, 11% of the total, are rated at 80 percentage of agreement; H14a&b, H19a, H20a, & H21a. H14a directs staff to wash hands at appropriate times during the day and H14b questions if there is a sink with running water of comfortable temperature close to diapering and toileting areas. H19a addresses proper cushioning materials in place under large indoor and outdoor equipment; H20a deals with the locked storage of

chemicals and potentially dangerous products or medicines; H21a asks if staff are familiar with both a primary and secondary evacuation route out of the building.

Two criteria, or 4%, only reach 70% of agreement. These are H15a and H17c. H15a documents the safe, clean and repaired condition of the playground and H17c discusses children washing hands after toileting and before meals. No criteria are rated lower than seventy percentage of agreement in the entire component by centers and validators.

In summary, 84% of the 45 criteria in the health and safety component achieved agreement 90% or more of the time. Criteria representing 11% and 4% of the total in this component are agreed upon 80% and 70% of the time, respectively. No criteria fall below the 70% agreement mark by centers and validators.

Nutrition and Food Service. Goal: "The nutritional needs of children and families are met in a manner that promotes physical, social, emotional and cognitive development" (NAEYC, 1991, p. 57).

Nutrition and food service relates to the foods children eat and the atmosphere and setting in which they do this. The U.S. Recommended

Daily Allowances are included in the criteria, and foods eaten during meals,

as well as at snack time, are evaluated (see Table 4.11).

Table 4.11 Total Percentage of Agreement Among Centers and Validators for the Component - Nutrition & Food Service	
Criteria Number and Brief Description	Percentage of Agreement
▲I1 Meals/snacks meet child's nutritional requirements	96.7
▲I2a Written menus posted for parents	89.8
▲I2b Infant/toddler parents provided feeding times & consumption information	90.7
▲I3 Foods of child's cultural background served	97.5
▲I3,42 Mealtime pleasant/social/learning exper.	82.8
▲I4 Parents educated on foods to be brought in	97.2
▲I5 Program complies with legal requirements	95.9

▲ Administrator Report Item

The atmosphere should be relaxed and social with at least one

teacher sitting with children to model behavior as well as attitude.

Children are encouraged to serve and feed themselves with special emphasis on their differing abilities from infancy through school age.

Of these seven criteria, five or 71% achieve over 90% and two are rated at 80% of agreement. The remaining one criterion emerges at 70% of agreement by centers and validators.

The criteria which receive the highest percentage of agreement are I3 at 97.5% and criterion I5 at 95.9%. Criterion I3 identifies that foods are served which represent the children's cultural backgrounds. I5 states "where food is prepared on the premises, the program is in compliance with legal requirements for food preparation and service. Food may be prepared in an approved facility and transported to the program in appropriate, sanitary containers and at appropriate temperatures."

At 80% of agreement, two criteria emerge. One, I2a (89%) focuses on policies for providing written menu information to parents. The second and lowest rating criterion at 82%, I3,42, states "mealtime is a pleasant social learning experience for children." This component also includes indicators which must be met including mealtimes promoting good personal habits, infants are held while bottle fed; one adult sits with children during meals; toddlers and preschoolers are encouraged to serve and feed

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themselves; and, appropriate chairs, tables and eating utensils are used for

the size and developmental levels of the children. Centers and validators

did not rate any criteria at less than 82% of agreement.

Evaluation. Goal: "Systematic assessment of the effectiveness of the

program in meeting its goals for children, parents, and staff is conducted to

ensure that good quality care and education are provided and maintained"

(NAEYC, 1991, p. 59).

Evaluation criteria vary from parent and staff evaluation of the

program to the administrator's use of the information. The long-term plan

for the center is also scrutinized to ascertain whether it meets the needs of

children, families, staff and the community (see Table 4.12).

Table 4.12
Total Percentage of Agreement Between Centers and Validators
for the Component - Evaluation

Criteria Number and Brief Description	Percentage of Agreement
▲J1a Staff evaluated at least annually by supervisor	95.7
▲J1b Written staff evaluation results confidential	95.5
▲J1c Staff evaluations include classroom observation	95.1
▲J1d Staff informed of evaluation criteria in advance	93.5
▲J1e Staff may evaluate own performance	91.3
▲J1f Training plan generated from evaluation	86.5
▲J2a Total school evaluation occurs once/year	72.0
▲J2b Evaluation reviews compensation, benefits, and turnover; plan developed to improve	80.9
▲J3 Written description of child's individual development used for planning/communicating	91.2

▲ Administrator Report Item

Of the nine criteria in this component, six or two-thirds achieve 90%
of agreement. Centers and validators agree 80% of the time on two criteria,
J1f and J2b. The criteria which achieve 90% of agreement are J1a, J1b, J1c,
J1d, J1e, and J3. The remaining criteria, J2a, achieves 70% of agreement.

The criteria which receives the highest percentages of agreement at
95.7%, 95.5%, and 95.1% are J1a, J1b, and J1c, respectively. J1a states

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staff are evaluated at least annually by their supervisor. J1b reads "results of staff evaluation are written and confidential. They are discussed privately with the staff member." J1c reads "staff evaluations include classroom observation." J3, 91% of agreement, mandates a written description of the child's individual development is used for classroom planning and communicating with parents.

At 80% of agreement are criteria J1f and J2b. J1f suggests a training plan be generated from the annual evaluation of each staff member. J2b states that the program's yearly evaluation review compensation, benefits and turnover and a plan developed to assist in recruiting and retaining staff to build continuity of relationships with children.

The lowest percentage of agreement individually represent 11% of the criteria at 70%, 60% and 50% of agreement, respectively. The criterion receiving the lowest percentage of agreement is criterion J2a, which states "at least once a year, staff, other professionals, schoolage children and parents are involved in evaluating the program's effectiveness in meeting the needs of children and parents." This criterion receives only 72% agreement between centers and validators.

Summary

These data analyses yields percentages of agreement between centers and validators for each of the 177 criteria which comprise NAEYC accreditation. The results indicate that over half of the criteria have a percentage of agreement of 90% or greater between centers and validators. A smaller number of criteria have percentages of agreement of 80% and 70%, with no percentage of agreement less than 68%.

Cultural influences on children have been the topic of both research and many books and articles since the accreditation process began. The interpretation of this criteria is very different across programs which operate differently throughout each of the United States. As much as these criteria have been described, this individual interpretation relates to the background culture and traditions of the teacher, the families and children in the program, as well as the administrators. Even the community creates a variety of responses which may account for lower percentage of agreement on some criteria.

Component-level Correlations

NAEYC Accreditation criteria are grouped into ten components of: A

- Interaction Among Staff and Children, B - Curriculum, C - Staff-Parent

Interactions, D - Staff Qualifications and Development, E - Administration,

F - Staffing, G - Physical Environment, H - Health and Safety, I - Nutrition

and Food Service, and J - Evaluation. Each component's reliability is

important to the reliability of the entire process. Table 4.13 gives the

correlations (for each component) between center and validator ratings.

The means and standard deviations are also given.

	Table 4.13 - Primary Sample Means, Standard Deviations, and Correlation Coefficients of Component Ratings							
Component Name	# of items	N =	Center Mean	SD	Validator Mean	SD	Correlation Coefficient
A. Teacher-Child Interact.	15	449	2.97	.07	2.95	.12	0.1837
B. Curriculum	36	453	2.65	.16	2.63	.15	0.7163
C. Staff-Parent Interactions	13	450	2.92	.17	2.83	.26	0.5265
D. Staff Qualifications & Development	11	450	2.63	.25	2.87	.24	0.3676
E. Administration	21	450	2.73	.25	2.90	.18	0.3338
F. Staffing	7	450	2.63	.27	2.82	.31	0.2094
G. Physical Environment	13	453	2.91	.15	2.91	.13	0.5855
H. Health & Safety	45	453	2.67	.19	2.81	.18	0.7762
I. Nutri. & Food Service	7	452	2.20	.45	2.87	.34	0.4091
J. Evaluation	9	447	2.87	.22	2.78	.34	0.3291
Total Center/Validator	177	453	2.80	.17	2.71	.17	0.8137

Component-level center and validator ratings correlated

highest for health and safety (.78), curriculum (.72), physical

environment (.59), and staff-parent interactions (.52). Ratings for

the teacher-child interactions component, however, had a standard

deviation of only .07 for the centers data and .12 for the validators

data, indicating lack of variability, which attenuated the correlations.

(Earlier in this chapter, Table 4.1 shows the consistent pattern of "3"

ratings, or "fully met," by centers and by validators for items within

the component--Teacher-Child Interactions.)

The same correlational analysis was applied to the total set of

ratings given by a validator or center, which included all ten

components. The total correlation was .81. This indicated a very

high estimate of reliability across all ten accreditation criteria

components.

The secondary sample correlational analysis is presented in

Table 4.14. This analysis is important to the ultimate decision to

accredit a program. As described earlier in Chapter Three--

Methodology, the decision to accredit a program incorporates

assessment of all classrooms. Since the primary analysis could only

use one classroom rating, a smaller, secondary sample was constructed to analyze the effects of all classrooms in one programs in the decision to accredit. The classroom ratings are averaged together to produce one variable which is used in the discriminant analysis.

Table 4.14 - Secondary Sample
Means, Standard Deviations, and Correlation Coefficients of Component Ratings

Component Name	# of items	N =	Center Mean	SD	Validator Mean	SD	Correlation Coefficient
A. Teacher-Child Interactions	15	153	2.97	.07	2.92	.16	.0534
B. Curriculum	36	153	1.88	.40	1.71	.18	.7698
C. Staff-Parent Interactions	13	28	2.93	.16	.92	.13	.5848
D. Staff Qualifications & Development	11	28	2.81	.17	.90	.12	.2644
E. Administration	21	28	2.63	.20	.89	.11	.3881
F. Staffing	7	28	2.79	.21	.83	.22	.3382
G. Physical Environment	13	153	2.54	.24	2.47	.17	.6773
H. Health & Safety	45	153	1.41	.66	1.18	.22	.9624
I. Nutrition & Food Service	7	150	.83	.87	.52	.31	.9574
J. Evaluation	9	27	2.82	.29	.84	.20	.4357
Total Center/Validator	177	153	2.39	.66	1.15	.22	.9734

In the secondary sample, component-level center and validator ratings correlated higher in seven areas: curriculum (.77), staff-parent interactions (.58), administration (.39), physical environment (.68), health and safety (.96), nutrition and food service (.96), and evaluation (.44). Only teacher-child interactions (.05) and staff qualifications and development (.26) correlated higher in the primary sample (.18 and .37, respectively).

Of the nine components, three (curriculum, staff-parent interactions and administration) correlated almost identically. As in the primary sample, the ratings for the teacher-child interactions component had a standard deviation of only .07 for the center's data and .16 for the validator's data indicating a lack of variability which affectuated the correlation. Physical environment, evaluation, and staffing correlate slightly higher in this secondary analysis. Health and safety and nutrition and food service correlated significantly higher in the secondary sample, at .77 to .96 and .41 to .95, respectively.

Again, the same correlational analysis was applied to the total set of ratings given by validators and centers, which included all ten components. The total correlation of the secondary sample was .97. This indicated an

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extremely high estimate of reliability at the component-level.

Question Two

Which components of criteria are most frequently associated with the decision to accredit an early childhood program? For the results to be clear, it is important to understand how the decision to accredit is made. This process is described in chapter 3--Methodology.

Discriminant Analysis - Primary Sample

Discriminant analysis was used to analyze the data. The independent variables are referred to as discriminating variables. These variables are constructed by incorporating ratings on all criteria in each component. Twenty potential discriminating variables, or predictors, are listed in Table 4.15.

Table 4.15 - Primary Sample Potential Discriminating Variables	
VARIABLE NAME	DESCRIPTION
TCIVAL	Teacher Child Interactions - Validator
TCICNTR	Teacher Child Interactions - Center
CURRVAL	Curriculum - Validator
CURRCNTR	Curriculum - Center
SPIVAL	Staff Parent Interactions - Validator
SPICNTR	Staff Parent Interactions - Center
SQDVAL	Staff Qualifications & Development - Validator
SQDCNTR	Staff Qualifications & Development - Center
ADMINVAL	Administration - Validator
ADMINCNTR	Administration - Center
STFGVAL	Staffing - Validator
STFGCNTR	Staffing - Center
PEVAL	Physical Environment - Validator
PECNTR	Physical Environment - Center
HSVAL	Health & Safety - Validator
HSCNTR	Health & Safety - Center
NFSVAL	Nutrition & Food Service - Validator
NFSCNTR	Nutrition & Food Service - Center
EVALVAL	Evaluation - Validator
EVALCNTR	Evaluation - Center

After comparing each variable separately against the dependent variable of "accreditation decision," the following 13 independent variables enter into the analysis: ADMINVAL, CURRVAL, EVALVAL, HSVAL, NFSVAL, PEVAL, SPIVAL, SQDVAL, STFGVAL, TCICNTR, ADMINCNTR, CURRCNTR, EVALCNTR.

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A stepwise process was selected with the selection rule focusing on minimizing Wilks' lambda. The stepwise method was selected to determine the strengths of each discriminating variable. This allowed interpretation of the strength of the prediction quality of the variable related to the decision to accredit the program.

The results of the analysis are that TCIVAL (F=100.00, p<.001), CURRVAL (F=72.43, p<.001), STFGVAL (F=59.24, p<.001), STFGCNTR (F=45.97, p<.001), and EVALCNTR (F=38.23, p<.001) were identified as the significant predictors of accreditation by the analysis. The remaining eight variables produced insufficient F levels and were not included in the analysis after step 5.

The discriminant analysis results in one canonical discriminant function, since the dependent variable consisted of two groups (accredited or deferred). In Table 4.16, the coefficient for each independent variable in the function is given.

Table 4.16 - Primary Sample Canonical Discriminant Functions Evaluated at Group Means (Group Centroids)	
Group	Function
0 = Deferred	-1.02857
1 = Accredited	.42527

The mean of the function is a linear combination of the variables

which were analyzed from the stepwise discriminant analysis. The two

groups, "0" indicating deferred or not accredited, and "1" indicating

accredited, have very different function values. The discriminant function

variable correlations in Table 4.17 are helpful in interpreting the

discriminant function.

Table 4.17 - Primary Sample Pooled Within-Groups Correlations Between Discriminating Variables and Canonical Discriminant Functions	
Discriminating Variables	**Function**
TCIVAL	.72355
CURRVAL	.63854
STFGVAL	.49667
CURRCNTR	.30630
EVALCNTR	.22760

The information in Table 4.17 shows the within-groups correlations of the variables and the discriminant function. A within-groups correlation is a better estimate of the relationships between the variables than a total correlation because it looks only within each group (accredited or deferred) to estimate the strength of the variable within the discriminating function. The table lists the variables ordered by size of correlation within the function. Teacher-child interactions as rated by validators (TCIVAL) and curriculum as rated by validators (CURRVAL) have the highest correlations within the function.

The standardized canonical discriminate function coefficients, Table 4.18, indicate the relative importance of each predictor variable to the

function. Again, teacher-child interactions as rated by validators (TCIVAL) has the highest discriminating power in the decision to accredit a program. Following closely behind, and similar to each other in power, are curriculum as rated by validators (CURRVAL) and staffing as rated by validators (STFGVAL). This one function represents 100% of the total variance explained.

Table 4.18 - Primary Sample Standardized Canonical Discriminant Function Coefficients	
Discriminating Variable	**Function Coefficient**
TCIVAL	.62106
CURRVAL	.44733
STFGVAL	.42432
EVALCNTR	.20677
STFGCNTR	- .22113

A classification table, Table 4.19, illustrates the numbers and percentages of centers that would be classified correctly using this one discriminant function to predict either accreditation or deferral.

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Table 4.19 - Primary Sample Table of Correctly Classified Cases			
		PREDICTED GROUP MEMBERSHIP	
ACTUAL GROUP	**NUMBER OF CASES**	Group 0	Group 1
Group 0 (Defer)	129	84 65.1%	45 34.9%
Group 1 (Accredit)	316	46 14.6%	270 85.4%
Percentage of "grouped cases correctly classified:		79.55%	

Eighty percent of the programs would be correctly predicted, in terms of classifications tables. The table also indicates that 35% of the programs which would have been predicted to be accredited based on the analysis actually were not accredited by the Academy. Of the accredited centers, about 15% were predicted to be deferred, according to the results of this analysis.

Conclusions

Based on the results of the discriminant analysis, the variables that best predict accreditation were, in order, validators' ratings of teacher-child

interactions, staffing, and curriculum. The next strongest predictors of

accreditation are centers' ratings of evaluation and staffing. The only

component in which both center and validator ratings emerge in this

analysis is staffing. Of the cases predicted to be accredited or deferred,

80% were correctly classified using these discriminating variables.

Discriminant Analysis--Secondary Sample

Discriminant analysis was used to analyze this data set also. The

independent variables are referred to as discriminating variables. Twenty

potential discriminating variables, or predictors, are listed in Table 4.20.

These variables are computed by averaging all classroom ratings together

within one program.

Table 4.20 - Secondary Sample Potential Discriminating Variables	
VARIABLE NAME	**DESCRIPTION**
SSTCIVAL	Teacher Child Interactions - Validator
SSTCICNTR	Teacher Child Interactions - Center
SSCURRVAL	Curriculum - Validator
SSCURRCNTR	Curriculum - Center
SSSPIVAL	Staff Parent Interactions - Validator
SSSPICNTR	Staff Parent Interactions - Center
SSSQDVAL	Staff Qualifications & Development - Validator
SSSQDCNTR	Staff Qualifications & Development - Center
SSADMINVAL	Administration - Validator
SSADMINCNTR	Administration - Center
SSSTFGVAL	Staffing - Validator
SSSTFGCNTR	Staffing - Center
SSPEVAL	Physical Environment - Validator
SSPECNTR	Physical Environment - Center
SSHSVAL	Health & Safety - Validator
SSHSCNTR	Health & Safety - Center
SSNFSVAL	Nutrition & Food Service - Validator
SSNFSCNTR	Nutrition & Food Service - Center
SSEVALVAL	Evaluation - Validator
SSEVALCNTR	Evaluation - Center

After comparing each variable separately against the dependent variable of "accreditation decision," the following 9 independent variables were entered in to the analysis: SSADMINVAL, SSCURRVAL, SSHSCNTR, SSNFSVAL, SSSPIVAL, SSSTFGVAL, SSSTFGCNTR, AND SSTCIVAL. Identical processes were followed in this sample. A stepwise

process was selected with the selection rule focusing on minimizing Wilks' lambda. The stepwise method was used to determine the strength of each discriminating variable related to the decision to accredit the program.

The results of the analysis are that SSHSVAL (F=10.78, p<.0030), SSSTFGCNTR (F=10.59, p<.0005), SSNFSVAL (F=9.814, p<.0002), and SSTCICNTR (F=9.25, p<.0002) were identified as the significant predictors of accreditation in the secondary sample analysis. The remaining five variables produced insufficient F levels and were not included in the analysis after step 4.

Discriminant analysis results in one canonical discriminant function, since the dependent variable consisted of two groups (accredited or deferred). In Table 4.21, the coefficient for each independent variable in the function is given.

Table 4.21 - Secondary Sample Canonical Discriminant Functions Evaluated at Group Means (Group Centroids)	
Group	Function
0 = Deferred	-1.11616
1 = Accredited	1.39520

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The mean of the function is a linear combination of the variables which were analyzed from the stepwise discriminant analysis. The two groups, "0" indicating deferred or not accredited, and "1" indicating accredited, have very different function values. The correlations between the discriminant variables and the canonical discriminant function displayed in Table 4.22 are helpful in interpreting the discriminant function.

Table 4.22 - Secondary Sample Pooled Within-Groups Correlations Between Discriminating Variables and Canonical Discriminant Functions	
Discriminating Variables	Function
SSHSVAL	.50638
SSNFSVAL	.433577
SSSTFGCNTR	.42213
SSTCICNTR	- .08519

The information in Table 4.22 shows the within-groups correlations of the variables and the discriminant function in the secondary sample. A within-groups correlation is a better estimate of the relationships

between the variables than a total correlation because it looks only within each group (accredited or deferred) to estimate the strength of the variable within the discriminating function. Table 4.22 lists the variables ordered by size of correlation within the function. Health and safety as rated by validators (SSHSVAL), nutrition and food service as rated by validators (SSNFSVAL), and staffing as rated by centers (SSSTFGCNTR) have the highest correlations within the function.

The standardized canonical discriminant function coefficients, illustrated in Table 4.23, indicate the relative importance of each predictor variable to the function. Again, health and safety as rated by validators (SSHSVAL) has the highest discriminating power in the decision to accredit a program. Following closely behind, and very close in power, are nutrition and food service as rated by validators (SSNFSVAL) and staffing as rated by centers (SSSTFGCNTR). This one function represents 100% of the total variance explained in the secondary sample analysis.

Table 4.23 - Secondary Sample	
Standardized Canonical Discriminant Function Coefficients	
Discriminating Variable	**Function Coefficient**
SSHSVAL	.87737
SSNFSVAL	.66704
SSSTFGCNTR	.50856
SSTCICNTR	- .59115

A classification table, Table 4.24, illustrates the numbers and

percentages of groups that be classified correctly using this one discriminant

function to make a prediction of either accredit or defer.

Table 4.24 - Secondary Sample			
Table of Correctly Classified Cases			
		PREDICTED GROUP MEMBERSHIP	
ACTUAL GROUP	**NUMBER OF CASES**	Group 0	Group 1
Group 0 (Deferred)	15	13 86.1%	2 13.3%
Group 1 (Accredited)	13	2 15.4%	11 84.6%
Percentage of "grouped" cases correctly classified:		85.71%	

Eighty-six percent of the centers would be correctly predicted in terms of this classification table. The table also indicates that only 2 or 13% of the programs which would have been predicted to be accredited based on the analysis, were actually not accredited by the Academy. Of the accredited centers, about 2% percent were predicted to be deferred, according to the results of this analysis.

Conclusions

Based on the results of the secondary sample discriminant analysis, the variables that best predict accreditation were, in order, validators' ratings of health and safety and nutrition and food service. The next strongest secondary sample predictors of accreditation were centers' ratings of staffing and teacher-child interactions. Of the secondary sample centers, 86% were correctly classified using this single function.

This chapter has discussed the results of the statistical analyses which are used to answer both research questions. The following chapter will discuss conclusions and recommendations which these results dictate.

CHAPTER 5

CONCLUSIONS & RECOMMENDATIONS

Chapter Overview

This chapter discusses the material presented in chapter four and

suggests reasons for the results. Here, I will also recommend additional

research which could benefit the accreditation process as well as programs

attempting to accomplish this industry milestone.

In the beginning of the chapter, I summarize the most salient points

based on the problem identified in chapter one. This is followed by a

summary of the answers to the research questions posed in chapter three

and a discussion of how these answers relate to previous research results.

Finally, specific recommendations, based on the results of this study, are

made to parents, consumers, programs and early childhood practitioners.

These recommendations relate to improving the NAEYC Accreditation

process as a tool to ascertain quality in early care and education programs.

Purpose of This Study

The purpose of this research is to re-establish the reliability of the

accreditation criteria and instruments of the National Academy of Early

Childhood Programs. The results are important to the establishment of the

integrity of the current process and to the credibility and future direction of

the accreditation system (personal conversation with Bredekamp, May

1994). The study estimated the reliability of the accreditation criteria and

components, and identified which components most strongly predict the

decision to accredit a program. It adds to the existing research base related

to the reliability of accreditation criteria and process and documents

specific criteria that predict success in accreditation.

The two questions addressed in this study are:

1.   Are the current accreditation criteria and instruments reliable?

2.   Which components of criteria are most frequently associated

       with the decision to accredit an early childhood program?

This study reexamined the criteria (originally researched by

Bredekamp, 1985) by estimating the reliability at the item-level and the

component-level. Percentages of agreement between child care centers and

validators on rankings of fully met, partially met and not met were used at

the item level. Correlation coefficients were computed at the component

level. This study also determined, through a discriminant analysis, which

components of criteria were most frequently associated with the decision to accredit a program.

Data for this study came from the National Association for the Education of Young Children and is comprised of 453 early care and education programs that completed the NAEYC accreditation process in the spring of 1994. Programs served children from birth through schoolage and represented 44 states and U.S. military programs operating in Germany and the United Kingdom. The primary sample used one classroom from all 453 programs. The secondary sample used every classroom, a total of 153, from 27 programs that all served infants through schoolage children.

The results of the item-level analysis show high percentages of agreement, 90% or greater, between centers and validators, in 132 out of 177 criteria. The lowest percentage of agreement in the study was 68% on one criteria. The component-level analysis revealed high correlation coefficients, .81 in the primary sample and .97 in the secondary sample, between centers and validators ratings in all ten criteria components. In the discriminant analysis of the primary sample, the components Teacher-Child Interactions, Curriculum, Staffing, and Evaluation predicted the decision to accredit a program. In the secondary sample analysis, the

components Teacher-Child Interactions and Staffing again predicted

accreditation along with Health and Safety and Nutrition and Food

Service.

The unit of analysis was the entire early childhood program. The

dependent variable was the decision to accredit or defer. The independent

variables for the item-level analysis are ten components that include 177

accreditation criteria found in the Classroom Observation instrument and

in the Administrator's Report. Variables used in the component level

analysis and the discriminant analysis are the ten accreditation

components.

The programs of two commissions were randomly selected for this

analysis from a population of nine commission meetings during 1994 and

encompass the broad diversity of early care and education programs.

Complete descriptions of the sampling can be found in Chapter 3.

The ratings from one classroom in a program are recorded in the

primary sample. Since the unit of analysis is the program and the decision

to accredit or defer applies to all classrooms, one classroom per program

could be used to determine the reliability of the criteria. Since the

accreditation decision is made by commissioners who consider all

classrooms within a program, an additional smaller secondary data set is used to validate the results of the primary sample. The demographics of the programs in the data set represent the broadest range of programs and professionals in the field of early care and education. The broad range of programs accurately represents the profession, and with so many various representations included, the results from this study should be generalizable to any program in the NAEYC accreditation process.

The following discussion summarizes the results reported previously and offers detailed conclusions.

Discussion and Conclusions

Question One: Are the NAEYC accreditation criteria reliable?

This question is answered by both item-level and component-level analyses. Item-level percentages of agreement are presented for each individual criteria. Component correlations are computed for the ten components of criterion, individually, as rated by validator and by center.

Item-level Analysis. The item-by-item analysis of percentage of agreement shows that the majority of NAEYC accreditation criteria are reliable. Centers and validators agree that 75% of the 177 criteria across all

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components were fully met 90% or more of the time. This high percentage

of agreement is a strong estimate of the reliability of the individual items,

called criteria, that comprise the NAEYC Accreditation.

The highest percentage of agreement, 99.8%, between centers and

validators occurred with criterion G1b67. This criterion states, "there is a

minimum of 75 square feet of play place outdoors per child (when space is

in use)."[2] This means that the center staff and outside validators agree that

the standards represented in this criterion have been fully accomplished.

Other criteria which centers and validators agreed upon at this same

level were from the administrative component (E5a), curriculum (B1,

B4b47), health and safety (H13a), and staff qualifications and

development (D1a). At 99.6% of agreement, centers and validators rated

criterion E5a, "attendance records of staff and children are kept," as fully

met. Also rated at fully met 99.3% of the time were two curriculum

criteria, B1 and B4b47. These criteria state "the program has a written

statement of its philosophy and goals for children that is available to staff

and parents" and "the schedule provides for alternating periods of quiet and

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[2]All references to specific criteria in this chapter are from the Early
Childhood Program Description, NAEYC, 1991.

active play." Criterion H13a was also agreed upon as fully met by centers and validators 99.3% of the time. This criterion states, "the facility is cleaned daily, including disinfecting bathroom fixtures and removing trash." Centers and validators agree 99.3% of the time that criterion D1a, "staff who work directly with children are eighteen years of age or older. Volunteers are sixteen years of age or older, receive orientation, and only work with children under supervision of qualified staff members" was fully met. While no research focuses on effects of the age of caregivers or outcomes for children and families, state regulations clearly specify the age of the caregivers allowed to work with young children. This criterion may be so highly agreed upon because this same requirement is mandated by the majority of states in their minimum regulations for operating early care and education programs.

Centers and validators had the least percentage of agreement on criterion B3d from the curriculum component (68.1%). This criterion states, "parents are involved in development and use of individual education plans for children with special needs. Staff address the needs of parents of children with special needs." This researcher's hypothesis on the low percentage of agreement between centers and validators on this

criterion is that many parents enrolled in early care and education programs do not have a child with special needs. This criterion is a component of the parent questionnaire, and thus all parents are asked this question, as well as staff. There is often a misunderstanding on the part of parents and some staff concerning whether the criterion must be responded to regardless of the parent's and staff's current experiences and immediate involvement with children with special needs.

The special needs criterion is an interesting one to study. This author's opinion is that if this criterion had been rated only by classroom teachers, centers and parents who individually served children with special needs, the percentage of agreement would have been significantly higher. In this criterion alone, the lower percentage of agreement may be due to the "1 =not met" rating referring to the fact that there were either no children in the program with special needs or a parent stating that their child did not have special needs. (While this analysis does not give detail data to support this statement, it is verified by personal experience guiding staff, parents and administrator's through the self-study process, and as a validator often questioned about this criterion during a validation visit.) Future clarification may benefit from the phrase "not applicable" being

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added to the classroom observation criterion as well as the parent survey criterion.

Other criteria which had low percentages of agreement are H15a, 70.8%; C8b and J2a, 72%; and B7h, 74%. Validators and centers only agreed 70% that criterion, H15a, was fully met. This criterion states, "the building, play yard, and all equipment are maintained in safe, clean condition, and in good repair." This criterion includes four indicators which must be checked by validators for the criterion to be rated fully met. These indicators include no sharp edges, splinters, or missing parts; glass and trash are removed from children's play areas; outdoor sandboxes are covered when not in use; and the water play table is cleaned and sanitized with a bleach solution daily when in use. This criterion encompasses many varied indicators. Reasons for a lower percentage of agreement on this criterion are undoubtedly due to the fact that centers have checked everything thoroughly but with the variety of items included, validators observe one or two scenarios during the validation visit which prevent the criterion from being fully met. Centers (Table 4.2) did rate themselves a "3--fully met" and validators rated them "2--partially met" over 17% of the time. Conversely, centers rated themselves "2--partially met" and validators

rated them higher at a "3--fully met" almost 12% of the time.   The combination is 29% of non agreement in this one criterion.

Other criteria which received lower percentages of agreement were C8b and J2a, 72%, and B7h, 74%.   Criterion C8b states, "staff and parents communicate to insure that the programs from which children come and to which they go from one year to the next provide continuity over time" and J2a, "at least once a year, staff, other professionals, and school-age children are involved in evaluating the program's effectiveness in meeting the needs of children and parents."   The last criterion, B7h, reads "respect cultural diversity."

While J2a appears to be a very objective criterion to evaluate, the other two criteria are open to a great deal of professional interpretation. This may be the primary reason for the lower percentage of agreement between centers and validators. Staff-Parent interaction, the "C" component and curriculum, the "B" component, both involve subjective interpretation of these specific criteria. C8b has no specific examples or indicators to describe communication among parents and staff relating to the transition children may go through as they enter or move on to the next program. The curriculum component contains several examples but, due to

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the diversity of the centers and children in the accreditation process and validators who are rating the centers, the interpretations can vary a great deal. Discrepancies may occur in expectations of communications regarding transitions as well as in the communication itself. For example, a teacher may feel that classroom activities planned to enhance a pre-kindergarten child's listening skills is a preparation for positive transition to the kindergarten program. An individual validator may feel this is a natural part of the curriculum and not see these activities as having been specifically planned to ease the child's transition. This misunderstanding could cause disagreement in the rating of this criterion.

Factors Influencing Agreement and Disagreement. This researcher's hypothesis is that several factors, including the self-study process, are primarily responsible for center's and validator's high percentages of agreement on most of the criteria. Low percentage of agreement can also be attributed to several factors. The following detail discusses these hypotheses.

Since 1985 when the NAEYC Accreditation system began, a variety of initiatives have helped professionals in early care and education increase the reliability of these criteria. The first is that continuing research has

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substantiated that the criteria are based on factors that are important for positive developmental outcomes for young children and their families. Mounting evidence that high quality programs for children must include specific program components compels programs and professionals in early care and education to strive toward understanding and achieving these standards expressed by the components.

NAEYC has published specific books focused on clarifying the importance and the specific definition of the criteria and their organizing components. Individual criteria have been clarified in articles or books or as a focus for a specific journal. For example, almost immediately after the accreditation criteria were published, the NAECP's phone inquiries increased dramatically. Many of these calls related specifically to individual criteria which were unclear to programs in the self-study process. Recently thereafter, NAEYC published Developmentally Appropriate Practice from Birth through Age 8, edited by Bredekamp (1986). A revision was completed in 1991 and reflects more detailed interpretations and clarifications of the criteria. This book is used consistently across the profession to clarify practices which are appropriate for use in each classroom.

Another interesting example of NAEYC's effort to clarify

interpretations of a specific criterion relates to B7h, the diversity criterion.

In 1992, NAEYC published <u>Antibiased Curriculum: Tools for Empowering

Young Children</u>. This book is a significant contribution to the body of

work describing antibiased curricula. It defines diversity and antibias for

the field and presents many new options for teachers' use in classrooms to

assist children in developing healthy images of themselves as related to

their gender, race, and cultural heritage. While this book provided much

needed clarification, the content also creates controversy among

professionals and parents in early childhood care and education. Diverse

groups of educators and parents continually debate the meaning and

efficacy of antibias curriculum. Early childhood teachers are challenged to

provide appropriate curriculum and materials for the growing number of

diverse children and families being served in their classrooms. In this

author's opinion, these two issues may be the reasons for a lower

percentage of agreement on this specific criterion.

Reflecting back on both the highest and lowest percentage of

agreement criteria among centers and validators produces an interesting

view. All six of the highest percentage of agreement criteria are contained

in the Administrator's Report. None of the criteria which centers and

validators agreed upon 99% or more of the time were found in the

Classroom Observation booklet. The lowest percentage of agreement

between centers and validators occurred in five criteria. Of these five, only

two, H15a and B7h, appear in the Classroom Observation booklet. The

remaining three criteria are found in the Administrator's Report. This fact

may indicate that some administrative report criteria are more difficult to

interpret, due to more subjective content, and thus could benefit from

clearer wording for both centers and validators.

This discussion has reviewed the criteria which centers and validators

agreed upon most often as well as those which were agreed upon a lower

percentage of the time. It is important to remember that even the lowest

percentage of agreement between centers and validators was only 68%, well

above a the half way mark which in mathematical analysis is statistically

significant (Crocker & Algina, 1986). Over all 177 criteria, 73% or 129

were agreed upon by centers and validators at a level of 90% or higher and

the remainder were received a 68% or higher percentage of agreement

rating, which represents a positive estimate of reliability at the item level.

Component-level Analysis. Review of the component level

correlational analysis by validator and by center again substantiates the

reliability. Four out of ten component scores correlate at .52 and above:

health and safety, .78; curriculum, .72; physical environment, .59 and staff-

parent interaction, .53. Two components correlate at the .70 level or

above, indicating very high correlation (Crocker & Algina, 1986).

The two components which rated the highest were curriculum, .72,

and health and safety, .78. Health and safety, at .78 correlation, are two of

the most consistently used criteria to regulate high quality in early care and

education programs around the world. These two highest correlated

components are identified by research again and again as significant

contributors to quality programs for young children. Bredekamp's 1985

research identified teacher child interactions, health and safety, and

curriculum as the primary indicators of quality. Centers themselves cite

curriculum and health and safety as the most frequently improved program

components as a result of the accreditation process (Herr, 1993). Both

curriculum and health and safety have continued as positive forces in

quality programming for young children (Burns, et al., 1990; Dunn, 1993;

Bredekamp, 1993). Research conducted since Bredecamp's original

accreditation study supports health and safety as a prime ingredient of

comprehensive criteria for high quality (Albrecht et al., 1993; The State of
Missouri, 1991; Southern Association on Children Under Six, 1990; Ignico,
1992a, 1992b, 1994; Marotz et al., 1993).

Center and validator ratings for Staff-Parent Interactions and
physical environment also correlated at significant levels (.53 and .59,
respectively). More recent research confirms that positive staff-parent
interaction (defined as some form of daily communication with the
caregiver) strongly correlates to quality child care ratings (Owen et al,
1989; Ackerman et al. 1989, 1989; Howes, 1990; Feagans and Manlove
1994). This research also reveals parents and staff have many shared goals
for children and few areas of misunderstanding when communication
between staff and parents is consistent.

While relatively few additional studies have been completed since
1985 regarding the effects of physical environment on the developmental
outcomes for young children, the use of the ITERS and ECERS have
become consistent environmental measurement tools for both programs
and research. These instruments provide a broad definition of a quality
early care and education environment and provide a scale to optimize the
quality across basic elements within the classroom. McCartney et al.

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(1982) studied the child environment related to child outcome measures and reported that total ECERS' scores as predictive of increased language ability, intellectual development, and social competence among preschool children. The body of research on physical environment in high quality early care and education programs concludes that the use of spaces designed specifically for children, as well as learning centers and private areas for children positively impacts their social, cognitive, and physical development (Harms et al., 1980, 1983, 1993; Ignico, 1990, 1992a, 1992b, 1994).

Of the six components in which ratings correlate below the .50 level, a deeper look at the item-by-item analysis (Table 4.1) reveals a consistent level of "3--fully met" ratings. This lack of variability in ratings by centers and by validators may be one reason for the lower correlations since a correlation analysis requires some variation in the scores to produce significant correlation coefficients. For example, in the component "Interactions Among Teachers and Children," the mean is 2.97 for the center scores and 2.95 for validators. There is little difference in these two means and even less difference in the standard deviations (.07 and .12, respectively) which further illustrates the high level of consistency in the

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ratings between centers and validators in this component.

Interactions Among Teachers and Children is one of the primary components identified by Bredekamp's original research as critical for a quality early care and education program. Subsequent research (McCartney et al., 1982; 1985; Phillips et al., 1987; Holloway et al., 1988, Howes et al., 1992; Hestenes, 1993) supports the positive effects of quality teacher-child interactions on children's development and behavior. Children are found to be more positive, display better peer relations, are more focused and less aggressive, and are found to be more involved in exploratory behaviors when caregivers are responsive, positive and interactive with children. This research substantiates the importance of fully met ratings and the high percentage of agreement, by centers and by validators, on criteria within this component. Thirteen out of fifteen, or 87% of the criteria within the "Interactions" component were rated fully met by centers and validators 90% or more of the time.

Other components which correlated below the .50 level show the same high percentage of consistent agreement between centers and validators. Staff qualifications and development, correlating at .37, shows ten out of eleven criteria agreed upon by centers and validators in excess of

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90% of the time. This represents the highest single percent of agreement. The Administration component follows the same trend. At .33 correlation, 18 out of 21 criteria are agreed upon by centers and validators at the fully met level more than 90% of the time. While not quite as highly agreed upon, the staffing criteria and the nutrition and food service criteria both report 71% of the criteria, or five of seven agreed upon by centers and validators in excess of 90% of the time. These two components correlated at .21 and .41, respectively. The research reviewed earlier in chapter two corroborates the inclusion of these criteria as important components for operating a high quality program for children.

The total center and validator correlation, which encompasses all ratings in all ten components, produces a .81 correlation coefficient. This indicates a stronger estimate of reliability across all components than any one single component. Accreditation decisions are made considering the entire program description which shows all ratings by centers and by validators. This correlation coefficient indicates the final accreditation decision is being made using a set of criteria which is estimated to be highly reliable.

In the secondary sample, the results of the total center and validator

correlation and the correlations of individual components follow the same pattern as the primary sample. Here again, Health and Safety, .96 and Curriculum, .77, rate among the three highest components. In this secondary sample, the rating for Nutrition and Food Service, .96, also correlated very highly. The addition of Nutrition and Food Service and the higher correlation coefficient for Health and Safety may be due to the inclusion of all classrooms' data in this sample. Including all classrooms results in more infant, toddler, and two-year-old classrooms being included in the averages. The additional focus in these classrooms of younger children on the critical health and safety and nutrition issues may be a key factor in these high correlation coefficients.

Staff-Parent Interactions, .58 and Physical Environment, .68, again correlated at a significant level in this secondary sample. Also following the same pattern as the primary sample, Teacher-Child Interactions, .05, Staff Qualifications and Development, .26, Staffing, .34, and Administration, .39 correlated lower. Again, looking at the high percentage of agreement and fully met ratings by both centers and validators (Table 4.2), it is important to note that the lack of variability in center and validator ratings may be the cause of these low correlation coefficients.

The total center and validator correlation, which again encompasses averages of all classroom ratings, produces a .97 correlation coefficient in the secondary sample. This indicates an extremely high estimate of reliability across all criteria in this secondary sample. This secondary sample correlation does seem to indicate that, when all classrooms are used to make the accreditation decision, the estimate of reliability of the criteria and the process is extremely high.

Possible reasons for high levels of reliability can be corroborated by further research. Studying the time which lapses between the center mailing their materials to the Academy and actually receiving a validation visit would be interesting. The effects of this time span (which is planned by the Academy to be approximately six to eight weeks) could have both a positive and negative impact on the center. Within this time, many things can happen in an early care and education program. The most positive of these possibilities involves the program and staff continuing to improve on the specific criteria which they may have rated partially met in their original program description. Conversely, during this period of time staff could change and other factors could impact the program which then may decrease the quality of the program.

The high percentage of agreement found among the criteria may be due to consistent and improved validator and mentor training as well as the mentor programs sponsored by NAEYC. Validator training has continued to go through refinement in the ten years of the accreditation process. The addition of a Training Coordinator position in the Academy in 1993 has further enhanced the consistency and content of validator training offered by NAECP throughout the country.

The mentor program sponsored by NAEYC has also had a very positive impact on centers in the self-study process. This program, which is a voluntary program coordinated through the Academy, involves program directors who have accomplished accreditation volunteering to act as mentors for other local programs in the self-study process. Programs who request a mentor through NAECP are assigned one by the Academy staff. The participation of these mentors provides a hands-on, week-by-week support system for both the classroom teachers and the administrator involved in accreditation. Mentors are trained by Academy staff and are provided support materials by the Academy. The Academy also acts as a resource to provide connections between mentors and programs seeking this additional level of support.

Low levels of agreement among centers and validators on some criteria may be caused by a variety of factors. My hypothesis is that differences in state standards may provide the greatest influence on these lower levels of agreement. Lower entry level skills of staff, lower requirements of professional preparation, and lower levels of support and resources available to programs across the country may combine to complicate agreement in some criteria. Controversial criteria within the early care and education profession, such as the anti-bias criteria, could also impact these low levels of agreement.

Differences in interpretation of the criteria that could benefit from additional clarification are differences in cultures, values, and beliefs within communities and across different regions of the country. As was stated earlier, misunderstandings in the interpretation of criteria such as those related to special needs may have a major effect on the level of agreement. The fact that most of the lower percentage of agreement between centers and validators exists within areas of the Administrative Report could provide a focus for clarification. Rewording these criteria might assist centers and validators in interpreting them more succinctly.

Summary. Overall, the consistently high percentage of agreement

points to a strong estimate of reliability in NAEYC accreditation criteria. This strong estimate of reliability tells programs accreditation can be a trusted process and it tells policy makers that it can be a solid foundation for accountability of quality when granting funding to early care and education programs. The strong estimate of reliability tells parents that they can be confident an accredited program will provide their child optimal development over time. It also tells teachers and administrators that the process of accreditation is as worthwhile for program improvement as it is for fostering professional growth and development.

Question Two: Which criteria components are most frequently associated with the decision to accredit an early childhood program?

Primary Sample Results. The discriminant analysis of the primary sample produced five discriminating variables which strongly predict the decision to accredit a program. These components are, listed in order, Teacher-Child Interactions, Curriculum, and Staffing as rated by validators and Evaluation and Staffing as rated by centers.

Teacher-child interactions and curriculum. Of these five discriminating variables, Teacher-Children Interactions and Curriculum

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were identified by Bredekamp's original research as key components in quality programs for children. The research completed prior to 1985 and additional studies reviewed in this work all corroborate the key role played by these two components in quality programs which produce positive developmental outcomes for children. Two of these, Teacher-Child Interactions and Curriculum, are consistently cited by the research in earlier sections as having positive relationships to both quality (Howes, 1990; Doherty, 1991; & Scarr et al., 1994) and optimal child development outcomes (Clark-Stewart, 1993).

Staffing. While staffing was not identified by the 1985 research as a key quality indicator, the research cited earlier has brought this component to the forefront along with interactions and curriculum as a key indicator of quality. This is the only component of criteria that discriminated both as rated by centers and as rated by validators in the decision to accredit a center. Both the Whitebrook (1989) study, and the Cost, Quality and Child Outcomes study (1995) identified more highly educated, trained and experienced child care staff as one of the prime ingredients demanded by quality programs. These studies include the training and education of both staff and administrators as an important component along with the staff-

child ratio when providing optimal quality. This is a logical conclusion based on the fact that staff in sufficient numbers does not automatically guarantee appropriate interactions and curriculum planning within an early childhood classroom (Hestenes et al., 1993). Only training and education can assure that appropriate curriculum and warm, supportive interactions are occurring.

Evaluation. The surprising and newly identified discriminant variable in this analysis is Evaluation. Although some have specifically related evaluation to the quality of the program, most researchers and practitioners do not see evaluation as a significant and individual contributor of accreditation. Therefore, the early childhood profession may not necessarily relate evaluation to high quality. Reflecting on the criteria within the evaluation component, clearly several elements are encompassed which directly and positively influence programs. Accreditation is about both meeting standards and improving the program. Evaluations are one means of communicating standards and subsequently improving the ability of those in the program who do not meet those standards.

In other profession's accreditation processes, evaluation is consistently mentioned and often referred to as monitoring (Radar, 1988;

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Coy, 1991). It is viewed as a valuable process in itself and one which assists the program in meeting the higher standards required by the individual accreditation. Through self-evaluation and ongoing monitoring, programs maintain the high standards and continuously improve upon them.

Evaluation of an Early Care and Education program allows teachers, children, parents and administrators to reflect on what is going on within the day-to-day operation, as well as look forward to what the program should be providing. When parents are actively involved in evaluation, the program improves based on their recommendations which ultimately meet their specific needs and those of their children. Evaluation accomplished in each classroom allows children the opportunity to share what they like and what is interesting to them. Since the early childhood profession values children's interests as key determinants of curriculum content, using their evaluations of the program will naturally focus both teachers and administrators on providing important and meaningful curriculum. This process, in itself, will make the program more likely to produce positive child outcomes as well as meet the needs of families as a whole. Programs which are more meaningful to families and staff will thrive on the

continued interactions and communications that ongoing evaluations will foster.

Recent research (Slavenas, 1993) identifies current program evaluation processes as varied and well developed. Several methods are used for collecting information and open-ended processes are most frequent. Greatest improvements are reported in personal and professional behaviors of teachers and in the management structure of the center (Decker & Decker, 1988; Slavenas, 1993).

Accuracy of classification. The classification table using the five discriminating variables is the test of the accuracy between the current group (0 or 1) and the predicted group within which the program should fall. In the primary sample, 80% of the 453 programs were classified correctly using the five discriminating variables. Based on these five discriminating variables, the classification table indicates 35% of the programs which were deferred should have been accredited by the Academy. Of the accredited centers, 14.6% should not have been according to the function of this analysis.

It is important to again bring out the fact that the decision to accredit is made comprehensively. Commissioners review all ten

components of criteria in both the Classroom Observation and the Administrator's Report to make the final decision, so it is vital that programs focus on meeting all criteria included. In looking at the programs as a whole, the commissioners may have found variables which led them to their decision to either accredit or defer the program. Since there may be variances unaccounted for in this analysis, it is not possible to know on the basis of this data which factors caused these specific commission decisions.

Equally important to consider in this analysis is the fact that data from only one classroom was included. In making the accreditation decision, the Academy staff and Commissioners always review the entire program. The ratings of the one randomly selected classroom, if not a true representation of all classrooms, may be the reason for the variance.

Secondary Sample Results. The smaller secondary sample included all ratings by centers and validators for all classrooms within each program. To create a statistically appropriate measure, the classroom ratings were averaged together to produce one score which was entered into the analysis. The dependent variable is accredit (1) or defer (0). The results of this secondary sample discriminant analysis produce four discriminating variables. These four variables divide equally into groups rated by centers

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and by validators.

Discriminating variables differ slightly. In order, the discriminating

variables are Health and Safety and Nutrition and Food Service as rated by

validators and Staffing and Teacher-Child Interactions as rated by centers.

The first two discriminating variables are different than the primary sample.

Health and Safety and Nutrition and Food Service as rated by validators

did not appear in the primary sample. This may have been caused by the

additional classrooms added in the secondary sample. It also may be

affected by the fact that all secondary sample programs included infants

and toddlers, while the primary sample was a mix predominantly weighted

by preschool classrooms. Health and Safety, as mentioned earlier, was an

original quality indicator as identified in Bredekamp's (1985) research.

Nutrition and Food Service has surfaced in the general research literature as

an important indicator of children's optimal functioning in a classroom

(Underwood et al., 1987; Guthrie, 1989). Over the last five years the U.S.

Department of Agriculture and the National Dairy Council have advocated

for expanded food and nutrition education programs as well as a more

comprehensive approach for providing two-thirds of the child's minimum

daily requirement of nutrients during the day in their early care and

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education program.

Teacher-child interactions and staffing resurface. Also identified as
discriminating variables in the secondary sample are Staffing and Teacher-
Child Interactions as rated by centers. These two components correspond
to the primary sample discriminating functions and confirm the importance
of these two components in the prediction of accreditation in both samples.
The fact that this secondary sample, although much smaller, included more
classrooms corroborates the importance of appropriate interactions as well
as staffing, which includes education and training, in the determination of
quality as indicated by NAEYC Accreditation.

Accuracy of classification. In the classification tables of the smaller
secondary sample, 86% of the cases were correctly classified. In each group
of accredited and deferred, only two programs out of the 27 included were
predicted to be incorrectly classified in the initial Academy commission
decision. In other words, two programs which were deferred by the
commission should have been accredited and two programs which were
accredited should have been deferred according to this classification using
these four discriminating variables.

Summary. Almost identical percentages of accredited programs were

both correctly and incorrectly classified in the primary and secondary samples. It is in the deferred group that the samples are significantly dissimilar. According to Table 4.19, 65% of these primary sample programs deferred were predicted to be accurately classified, while 35% which should have been accredited by the Academy (based on the discriminating factors) were not. In the secondary analysis, Table 4.24, only two or 13% of the deferred programs were predicted to be accredited.

The data and comparison seems to indicate that including more classrooms in the analysis produces more accurate decisions to accredit or defer. It substantiates the established Academy practice of reviewing and incorporating all classroom ratings in the final decision to accredit or defer a program.

This insight should encourage a strong focus and continued research on the components of the secondary sample discriminating variables of Health and Safety, Nutrition and Food Service, Teacher-Child Interactions and Staffing. The extremely strong total correlation coefficient, .97, of the secondary sample component-level analysis is another compelling indicator of the vigor of incorporating all classrooms in the final accreditation decision.

Recommendations for Further Research

This study has shown that while the original research still remains reliable and valid, it is crucial to continue to evaluate both processes and content. The Academy has undertaken one extensive review of the criteria in 1991 and a second is in process. The Academy's Advisory Panel is involved in soliciting comments and reviewing specific aspects of both the process and content. As a former member of this Advisory Panel, a former program manager, a validator and commissioner, and one who has observed and occasionally directly assisted over 200 programs in achieving NAEYC Accreditation, my comments and conclusions in the section come from many aspects of practical experience.

A further analysis of the individual characteristics of the incorrectly classified programs (based on the discriminating factors identified in this study) in both the accredited and non-accredited groups could be very enlightening. The results of this analysis could guide the Academy on such things as the interpretation of the weight of specific criteria, and center, validator, and commissioner training related to the parameters around which accreditation decisions are made.

Other recommendations for additional research include:

1. Determine the significance of director and staff education level and qualifications as predictors of NAEYC accreditation.

2. Identify and categorize NAEYC Accreditation criteria into categories of process related and regulation focused criteria and analyze these groups related to the accreditation decision. Such research might prove valuable to state regulators as they work to improve their internal monitoring and licensing criteria.

3. Conduct a nationwide survey of parents of children under six-years-old to ascertain their recognition and knowledge of NAEYC Accreditation. Additional insight into the value that parents place on accreditation, or third party endorsements in general, would be a valuable contribution in creating a more effective awareness of the value of NAEYC Accreditation to parents and other consumers.

4. Compare parents' specific needs and issues for their children with accreditation criteria to identify both the positive aspects and the deficiencies of the accreditation criteria from the parent's perspective. This research may help parents form positive perceptions of early childhood educators as supportive , interested and informed professionals.

5. Compare state regulations with the number of accredited centers

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within that state. Does the influence of state standards prevent or encourage programs to participate in NAEYC Accreditation?

Recommendations Related to NAEYC Accreditation Criteria

1. A thorough review of criteria which fall lower than 80% of agreement could be valuable for the future direction of Accreditation. Rewording these criteria may result in more clearly interpreted standards which would result in higher percentage of agreement between centers and validators.

2. Solicit reviews of the literature on the above identified criteria that fall into the lower percentages of agreement. These articles and publications could be published the Academy Update, Young Children, Parent, Child, and other publications related to the early care and education as well as those often read by parents. These reviews would assist programs, validators, parents and policymakers in a more thorough understanding of the details of individual criteria and provide clarification of a wide array of issues.

3. Presentations at early childhood and child development conferences on topics related to the criteria discussed in number one above

to create a more complete understanding and clearer interpretation of the meaning of the criteria.

4. Create opportunities for individuals within the field of early care and education to discuss and process criteria which represent areas of controversy within the field. Such forums and/or symposia could initiate discussion which would create consensus and allow clearer interpretation and best practice to evolve even within the most diverse group of professionals.

5. Re-engineer training for mentors and validators who could then assist centers in the interpretation of specific criteria as they proceed through the self-study.

6. Continually provide reviews of the research literature on specific criteria and components that are related to positive outcomes for young children (as well as keep current annotated bibliographies of research updated, e.g., Keeping Current in Child Care Research).

Recommendations to Parents

Parents of young children have double duty; to understand their work-related job and to understand their job as parent. The role of

parenting is often a dichotomy. It is fun but challenging, scary but exhilarating, exhausting but energizing and worrisome but also very rewarding. The choice of which type of child care program, preschool, nursery school, before and after school program and summer program to select is very confusing.

Applying the results of this research can clarify several important factors to use in the decision. To select the highest quality program which promotes optimal child development, the following components are critical:

1. Teacher-child interactions must be respectful, responsive, and consistent. Teachers will respond to children's requests and join in their play as well as offer directed experiences they know are appropriate for the developmental levels of the classroom.

2. Curriculum must be organized, balanced between child-initiated and teacher-directed, and interesting to the children. Activities offered should represent a range of things that are easy, moderate and slightly challenging to each child.

3. Staffing and group sizes must be appropriate for the age-level of the classroom. Infants, toddlers and two-year-olds require more teachers than preschool and schoolage children. The size of the group should allow

teachers time to focus on meeting the individual needs of children.

4. There must be varying opportunities for parents, teachers and older children to evaluate and comment on the program. At lease annually, a written evaluation should occur. Parents should be welcome to visit or spend longer periods of time in the program and classrooms at all times. Children's evaluations should ask about activity, schedule and snack preferences.

5. Procedures, policies and daily practices should be observable and focus on keeping children healthy and the program environment safe.

6. Foods served should follow the USDA recommended daily allowances, be served family style, and encourage children's choices and independence as they learn to serve and feed themselves.

Final Thoughts

Accreditation has grown to symbolize a higher level of quality in many professions. The conclusions of this study relate equally to Early Care and Education and to any other profession that values accreditation. Both processes and content must be continuously improved. As standards are set, results of research must be used to validate their reliability. As

standards are achieved, research can document next steps.

Specifically, the identification of evaluation as a critical predictor of accreditation relates across all professions. Education, nursing, home health care, dentistry, journalism, communications, and medicine have all identified evaluation as valuable. The evaluation component of their individual accreditation programs may also be a critical link to the quality products and services they offer.

Since the inception of the NAEYC Accreditation process in 1985, the standards of the early care and education profession have been raised to a higher level of quality. Many directors and administrators seek an objective, third-party endorsement for the parents of their program as well as for the professional pride of their staff. Accreditation is a source of pride to the entire team responsible for its accomplishment (Herr, 1993).

Both the NAEYC Accreditation process and the professionals in the field of early care and education are focused on continuous improvement. Increased numbers of centers entering the self-study process and becoming accredited are evidence of this fact. The NAEYC Accreditation process has been proven to be a valuable component for assuring the optimal development of children, the improvement of programs, and the

professional development of staff and administrators. The research surrounding the criteria has brought new focus to the resources necessary to provide optimal experiences for children. Intensified recognition can lead to enhanced respect of the profession which, in turn, can also lead to more resources for our children. Increased clarity of the criteria and continued work on improving best practice in the profession will continue to move early care and education toward its goal of being recognized as a viable profession alongside its closely related foundations of education and psychology.

Appendix A

NAEYC Accreditation--Classroom Observation Criteria

A. Interactions among Staff and Children

Ratings of Center & Validator

CRITERION

		GROUPS								

A-1. Staff interact frequently with children showing affection, interest, and respect.
- ☐ Staff interact nonverbally by smiling, touching, holding.
- ☐ Staff talk with and listen to individual children during activities and routines (arriving/departing, eating).
- ☐ Staff actively seek meaningful conversations with children.
- ☐ Staff give one-to-one attention to infants during feeding and diapering, allowing time for infants' responses.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating

VALIDATION DECISION ☐ V ☐ NV

For validator _____

A-2. Staff are available and responsive to children.
- ☐ Quickly comfort infants in distress.
- ☐ Reassure crying toddlers.
- ☐ Listen to children with attention and respect.
- ☐ Respond to children's questions and requests.
- ☐ Staff are aware of the activities of the entire group even when dealing with a smaller group: staff position themselves strategically and look up often from involvement.
- ☐ Staff spend time observing each child without interrupting an actively involved child.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating

VALIDATION DECISION ☐ V ☐ NV

For validator _____

A-3a. Staff speak with children in a friendly, courteous manner.
- ☐ Speak with individual children often.
- ☐ Staff include child in conversations: describe actions, experiences, and events; listen and respond to children's comments and suggestions.
- ☐ Speak with children at eye level.
- ☐ Call children by name.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating

VALIDATION DECISION ☐ V ☐ NV

For validator _____

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A. Interactions among Staff and Children *continued*

Ratings of Center & Validator

CRITERION

A-3b. Staff talk with individual children, and encourage children of all ages to use language.

For example,
Repeat infants' sounds, talk about things toddlers see, help 2-year-olds name things, ask preschoolers open-ended questions, provide opportunities for school-agers to talk about their day.

AVERAGE RATING		GROUPS																
		C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating **VALIDATION DECISION** ☐ V ☐ NV

For validator _____

A-4a. Staff treat children of all races, religions, family backgrounds, and cultures equally with respect and consideration.

For example,
Staff initiate activities and discussions to build positive self-identity and teach the value of differences.

Staff provide books, dolls, toys, dress-up props, photos, pictures, and music that reflect diverse images children may not likely see elsewhere, as well as those that reflect lives of those in the classroom.

Staff make it a consistent practice that a person's identity (age, race, ethnicity, family life, physical appearance, and ability) is valued, acknowledged, and represented in images and activities.

Staff talk positively about each child's physical characteristics and cultural heritage.

Staff react to teasing or rejecting among children by intervening to discuss similarities and differences.

AVERAGE RATING		C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating **VALIDATION DECISION** ☐ V ☐ NV

For validator _____

A-4b. Staff provide children of both sexes with equal opportunities to take part in all activities.

For example,
Provide models, props, and visual images that counter traditional sex-role limitations (i.e., female firefighters, male nurses).

Value positive levels of noise and activity involving both girls and boys.

When acknowledging individual children, avoid gender stereotypes in language references (i.e., use words such as *strong, gentle, pretty, helpful* for both girls and boys).

If small groups are designated, avoid dividing by gender.

AVERAGE RATING		C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating **VALIDATION DECISION** ☐ V ☐ NV

For validator _____

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A. Interactions among Staff and Children *continued*

Ratings of Center & Validator

CRITERION

GROUPS																		
C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	

A-5. **Staff encourage independence in children as they are ready.**

AVERAGE RATING

For example,
Infants: safe places for independent play.

Older infants: finger feeding self.

Toddlers: washing hands, selecting own toys.

Threes and fours: dressing, picking up toys.

Fives: setting table, cleaning, acquiring self-help skills.

School-agers: performing responsible jobs, participating in community activities.

Director's comments on rating

VALIDATION DECISION ☐ V ☐ NV

For validator _____

A-6a. **Staff use positive approaches to help children behave constructively.**

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Guidance methods include
☐ Redirection.
☐ Planning ahead to prevent problems.
☐ Encouragement of appropriate behavior.
☐ Consistent, clear rules developed in conjunction with children and discussed with them to make sure they understand.
☐ Staff describe the situation to encourage children's evaluation of the problem rather than impose the solution.
☐ Logical or natural consequences applied in problem situations.

Director's comments on rating

VALIDATION DECISION ☐ V ☐ NV

For validator _____

A-6b. **Staff do not use physical punishment or other negative discipline methods that hurt, frighten, or humiliate children.**

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

For example,
Staff do not force children to apologize or explain their behavior but help children recognize another child's feelings.

Food or beverage is never withheld as a discipline device.

Director's comments on rating

VALIDATION DECISION ☐ V ☐ NV

For validator _____ .

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A. Interactions among Staff and Children *continued*

Ratings of Center & Validator

CRITERION

A-7. Overall sound of group is pleasant most of the time.
For example,
Happy laughter, excitement, busy activity, relaxed talking.
Adult voices that do not dominate.

AVERAGE RATING

GROUPS

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ❏ V   ❏ NV

For validator _____

_____   _____
_____   _____
_____   _____
_____   _____

A-8a. Children are generally comfortable, relaxed, happy, and involved in play and other activities.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ❏ V   ❏ NV

For validator _____

_____   _____
_____   _____
_____   _____
_____   _____

A-8b. Staff help children deal with anger, sadness, and frustration by comforting, identifying, reflecting feelings, and helping children use words to solve their problems.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ❏ V   ❏ NV

For validator _____

_____   _____
_____   _____
_____   _____
_____   _____

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A. Interactions among Staff and Children *continued*

Ratings of Center & Validator

CRITERION

		GROUPS															

A-9. Staff encourage prosocial behaviors in children such as cooperating, helping, taking turns, talking to solve problems.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

For example,
Adults model the desired behaviors.

Director's comments on rating   **VALIDATION DECISION**   ❑ V   ❑ NV

Adults identify, describe, and offer strategies to develop prosocial behaviors.

For validator _____

Adults initiate opportunities for exploring and valuing similarities and differences.

A-10. Staff expectations of children's social behavior are developmentally appropriate.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

For example,
Infants interact (look, touch gently, vocalize) freely with one another as staff observe, alert to respond and model safe interaction when necessary.

Director's comments on rating   **VALIDATION DECISION**   ❑ V   ❑ NV

Two pieces of the same, popular equipment are available so toddlers are not forced to share too often.

For validator _____

Preschoolers are encouraged to cooperate in small groups.

School-agers have opportunities to participate in group games or to work or play alone.

A-11. Children are encouraged to talk about feelings and ideas instead of solving problems with force.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

For example,
Adults supply appropriate words for infants and toddlers to help them learn ways to get along in a group.

Director's comments on rating   **VALIDATION DECISION**   ❑ V   ❑ NV

Adults intervene quickly when children's responses to each other become physical and discuss the inappropriateness of such responses.

For validator _____

Adults discuss alternative solutions with children 2 years and older.

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B. Curriculum

CRITERION

Ratings of Center & Validator

		GROUPS															
		C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

B-3a. Modifications are made in the environment, staffing pattern, schedule, and activities to meet child's special needs.

☐ Indoor and outdoor environments are accessible to special needs child including ramps, bathroom, and playground access as needed.

☐ Schedule is modified as needed, such as shorter day or alternative activities.

☐ Program is modified as needed, such as provision of special materials and equipment, use of supportive services, individualization of activity.

☐ Individual education plans are developed and implemented in a developmentally appropriate manner.

☐ Therapy is developed appropriately and incorporated within classroom activities as much as possible, rather than removing the child from the classroom.

AVERAGE RATING

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

_____   *For validator* _____

_____   _____

_____   _____

_____   _____

B-4a. All age groups play outdoors daily, weather permitting.

AVERAGE RATING

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

_____   *For validator* _____

_____   _____

_____   _____

_____   _____

B-4b. The daily schedule provides for alternating periods of quiet and active play.

AVERAGE RATING

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

_____   *For validator* _____

_____   _____

_____   _____

B. Curriculum *continued*

CRITERION

Ratings of Center & Validator

B-4c. More than one option for group activity (individual, small group, or large group) is available most of the day. Infants and toddlers are not expected to function as a large group.

AVERAGE RATING

GROUPS																	
C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

For validator _____

B-4d. A balance of large muscle/small muscle activities is provided in the daily schedule.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

For validator _____

B-4e. A balance of child-initiated/staff-initiated activity is provided while limiting the amount of time spent in large group, staff-initiated activity.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

For validator _____

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B. Curriculum *continued*

CRITERION

Ratings of Center & Validator

GROUPS

B-5a. Multiracial, nonsexist, non-stereotyping pictures, dolls, books, and materials are available.

| AVERAGE RATING |

| C | V | C | V | C | V | C | V | C | V | C | V | C | V | C | V | C | V |

Director's comments on rating   **VALIDATION DECISION**   ☐ V   ☐ NV

For validator _____

Rate only for age group being observed.

B-5b. Developmentally appropriate materials and equipment are available for *infants.*
- ☐ Simple, lightweight, open-ended, easily washable toys such as containers, balls, pop-beads, nesting cups.
- ☐ Rattles, squeak toys, action/reaction toys.
- ☐ Cuddly toys.
- ☐ Toys to mouth such as teethers, rings.
- ☐ Pictures of real objects.
- ☐ Crawling area with sturdy, stable furniture to pull up self.

| AVERAGE RATING |

| C | V | C | V | C | V | C | V | C | V | C | V | C | V | C | V | C | V |

☐ Not applicable   **VALIDATION DECISION**   ☐ V   ☐ NV

Director's comments on rating   *For validator* _____

B-5c. Developmentally appropriate materials and equipment are available for *toddlers.*
- ☐ Push and pull toys.
- ☐ Stacking toys, large wooden spools/beads/cubes.
- ☐ Sturdy picture books, music.
- ☐ Pounding bench, simple puzzles.
- ☐ Play telephone, dolls, pretend toys.
- ☐ Large paper, crayons.
- ☐ Sturdy furniture to hold on to while walking.
- ☐ Sand and water toys.

| AVERAGE RATING |

| C | V | C | V | C | V | C | V | C | V | C | V | C | V | C | V | C | V |

☐ Not applicable   **VALIDATION DECISION**   ☐ V   ☐ NV

Director's comments on rating   *For validator* _____

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B. Curriculum *continued*

CRITERION

Ratings of Center & Validator

	GROUPS																		

B-5d. Developmentally appropriate materials and equipment are available for *preschoolers.*

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

- ❑ Active play equipment for climbing and balancing.
- ❑ Unit blocks and accessories.
- ❑ Puzzles, manipulative toys.
- ❑ Picture books and records, musical instruments.
- ❑ Art materials such as finger and tempera paints, crayons, scissors, and paste.
- ❑ Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, puppets.
- ❑ Sand and water toys.

❑ Not applicable   VALIDATION DECISION   ❑ V   ❑ NV

Director's comments on rating   *For validator* _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

B-5e. Developmentally appropriate materials are available for *school-agers.*

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

- ❑ Active play equipment and materials such as bars and balls for organized games.
- ❑ Construction materials for woodworking, unit blocks, accessories for blocks such as figures, signs, cars, trees.
- ❑ Materials for hobby and art projects, science projects.
- ❑ Materials for dramatics, cooking.
- ❑ Books, records, musical instruments.
- ❑ Board and card games.
- ❑ Complex manipulative toys (connecting or interlocking toys), jigsaw puzzles.

❑ Not applicable   VALIDATION DECISION   ❑ V   ❑ NV

Director's comments on rating   *For validator* _____

_____   _____

_____   _____

_____   _____

_____   _____

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B. Curriculum *continued*

CRITERION

Ratings of Center & Validator

		GROUPS															
		C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

B-6. The use of media, such as television, films, and videotapes, is limited to developmentally appropriate programming.
❏ Programs are previewed by adults prior to use.
❏ Another option for activity is always available.
❏ No child is required to view the program.
❏ Staff discuss what is viewed with children to develop critical viewing skills.
❏ Media are used as special events, rather than as regular, daily routine.

AVERAGE RATING

❏ Not applicable   VALIDATION DECISION   ❏ V   ❏ NV

Director's comments on rating   *For validator* _____

_____   _____

_____   _____

_____   _____

_____   _____

B-7. Staff provide a variety of developmentally appropriate hands-on activities for children to achieve the following goals:
(Rate each goal separately considering the examples related to the age group being observed.)

B-7a. Foster positive self-concept.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating , VALIDATION DECISION   ❏ V   ❏ NV

_____   *For validator* _____

_____   _____

_____   _____

_____   _____

For example.

Infants/younger toddlers
Hold and touch, make frequent eye contact and communicate with babies especially during caregiving.
Talk and sing to babies.
Allow infants to achieve mastery of their bodies through self-initiated motor behavior such as rolling, sitting.
Allow toddlers to feed themselves and encourage their development of self-help skills when ready.
Encourage and support each toddler's developmental achievements such as pulling up self, walking, and climbing.
Listen and respond to toddler's emerging language.

Older toddlers/preschoolers
Allow time for children to talk about what they see, do, and like.
Use children's names frequently in songs, games.
Display children's work and photos of children and their families.
Encourage children to draw pictures and tell stories about self, family, and cultural practices.
Provide many opportunities for children to initiate activity, develop and demonstrate control of their bodies and self-help skills.

School-agers
Provide opportunities to express growing independence/self-reliance such as the ability to make choices, initiate own activities.
Allow opportunities to work or play alone.
Provide ways to ensure privacy.
Plan cooperative rather than competitive activities.
Recognize preference for self-selected peer groups.
Encourage children to draw pictures and tell stories about self, family, and cultural practices.
Display children's work and photos of children and their families.
Provide opportunities to explore cultural heritage.

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B. Curriculum *continued*

CRITERION

Ratings of Center & Validator

B-7b. Develop social skills.

AVERAGE RATING	GROUPS								
	C	V	C	V	C	V	C	V	C	V	C : V	C	V	C	V	C	V

Director's comments on rating   **VALIDATION DECISION**   ☐ V   ☐ NV

_____   *For validator* _____

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For example,

Infants/younger toddlers
Hold, pat, and touch babies.
Talk to, sing to, and play with each baby on a one-to-one basis.
Respond to and expand on cues coming from child.
Interpret infants' actions to other children to help them get along in the group. ("Mary had it first.")

Older toddlers/preschoolers
Assist toddlers in social interaction.
Create space and time for small groups of children to build blocks together or enjoy dramatic play.
Provide opportunities for sharing, caring, and helping, such as making cards for a sick child or caring for pets.
Explore ways to respond to biased comments and behaviors.

School-agers
Arrange planned and spontaneous activities in team sports, group games, interest clubs, board and card games.
Allow time to sit and talk with friend or adult.
Focus on activities rather than outcomes (scores, winners).

B-7c. Encourage children to think, reason, question, and experiment.

AVERAGE RATING	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C : V

Director's comments on rating   **VALIDATION DECISION**   ☐ V   ☐ NV

_____   *For validator* _____

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_____   _____

For example,

Infants/younger toddlers
Provide an appropriately challenging, safe environment for infants and toddlers to explore and manipulate.
Provide light colorful objects for babies to look at which they can reach for and grasp.
Play naming and hiding games such as peek-a-boo, pat-a-cake.
Provide simple toys that respond to infants' initiations so they may pay attention to cause and effect.
Provide large containers full of objects for toddlers to carry, dump, and refill.
Help toddlers' developing awareness by reflecting their experiences. ("You're pointing to the street; is it because you hear the garbage truck?")
Provide opportunities for making choices without interfering with selections.
Avoid interruptions of children's activities.

Older toddlers/preschoolers
Plan activities for labeling, classifying, sorting objects by shape, color, size.
Discuss daily and weekly routines in terms of time concepts, season of the year.
Extend children's thinking and learning during activities by adding new materials, asking open-ended questions, offering ideas or suggestions, joining in their play, and providing assistance in solving problems.
Observe natural events such as seeds growing, life cycle of pets.
Create opportunities to use numbers, counting objects.
Take walks around building or neighborhood.
Plan trips to provide new learning experiences for preschoolers.
Encourage water and sand play.

School-agers
Provide activities such as cooking, money-making projects, gardening, science experiments, trips in the community, interacting with visitors, multicultural experiences, computer projects.
Provide opportunities to complete homework if desired including peer or adult tutoring for children who request assistance.

B. Curriculum *continued*

CRITERION

Ratings of Center & Validator

B-7d. Encourage language and literacy development.

AVERAGE RATING	GROUPS																		
	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   **VALIDATION DECISION**   ☐ V   ☐ NV

For validator _____

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For example.
Infants/younger toddlers
Engage in many one-to-one, face-to-face interactions with infants.
Look at simple books and pictures.
Talk in a pleasant, calm voice, using simple language and frequent eye contact while being responsive to the infant's cues.
Verbally label objects and events within the infant's experience.
Respond to sounds infant makes, occasionally imitating infant's vocalization.
Describe children's and adult's actions and the events that occur in the child's environment.
Respond to toddlers' attempts at language in supportive ways, such as expanding their utterances and answering their questions, engaging in meaningful conversation about everyday experiences.

Older toddlers/preschoolers
Read books and poems, tell stories about experiences, talk about pictures, write down experience stories children dictate.
Provide time for conversation, ask child questions that require more than a one-word answer.
Answer children's questions.
Add more information to what a child says.
Label things in room, use written words with pictures and spoken language, provide a print-rich environment.
Use flannel board, puppets, songs, finger plays.
Encourage children's emerging interest in writing (scribbling, drawing, copying, and inventing own spelling).

School-agers
Provide opportunities to read books.
Write and produce plays, publish newspapers, write stories.
Share experiences with friends or adults.
Use audio-visual equipment such as tape recorders.
Make own filmstrips.

B-7e. Enhance physical development.

AVERAGE RATING																		
	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   **VALIDATION DECISION**   ☐ V   ☐ NV

For validator _____

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For example.
Infants/younger toddlers
Allow infants' self-initiated motor development such as rolling, sitting, walking at their own pace.
Provide open carpeted space as well as hard surfaces such as wood floors for crawling.
Provide low sturdy furniture for child to pull up self or hold on to while walking.
Provide accessible outdoor activities for infants.
Provide simple objects infants may reach for and grasp.
Allow non-mobile infants to move and breathe comfortably, lying freely on their backs while looking about, kicking, reaching, practicing eye-hand coordination.
Allow mobile infants to move about freely, play with and explore a safe environment.
Provide time, space, and objects (ramps, platforms, low steps) for toddlers' active play such as sitting, walking, climbing, jumping.
Provide toddlers objects for carrying, such as baskets, large empty plastic bottles, balls.
Provide toddlers simple puzzles, nesting toys, stacking toys, pop-beads, balls.

Older toddlers/preschoolers
Provide time and space for active play such as jumping, running, balancing, climbing, riding tricycles.
Provide creative movement activity using obstacle course or activity songs and records.
Provide fine-motor activities such as stacking rings, pop-beads, pegboards, and puzzles for toddlers; add lacing cards and woodworking for preschoolers.

School-agers
Provide opportunities to get physical exercise, use variety of outdoor equipment.
Encourage participation in group games, individual and team sports.
Provide fine-motor activities and hobbies such as sewing, macramé, pottery, leatherwork, carpentry.

B. Curriculum *continued*

CRITERION

Ratings of Center & Validator

B-7f. Encourage and demonstrate sound health, safety, and nutritional practices.

For example.
All ages
Cook and serve a variety of nutritious foods.
Discuss good nutrition.
Do activities to develop safety awareness in the center, home, and community.
Encourage health practices such as washing hands, brushing teeth, getting regular exercise and enough rest.
Talk about visiting doctor, dentist.
For infants/toddlers: Describe routine health activities as they are implemented.
For school-agers: Include discussions of life skills.

AVERAGE RATING

GROUPS

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating **VALIDATION DECISION**   ☐ V   ☐ NV

_____   *For validator* _____

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B-7g. Encourage creative expression and appreciation for the arts.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating **VALIDATION DECISION**   ☐ V   ☐ NV

_____   *For validator* _____

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For example.

Infants/younger toddlers
Use occasional music for movement, singing, or listening.
Sing to baby, appreciate infants' vocalizations and sounds.
Display interesting things to look at.
Provide time and space for movement and play.
Encourage scribbling with crayons.

Older toddlers/preschoolers
Do creative art activities such as brush painting, drawing, collage, and playdough.
Provide time and space for dancing, movement activities, creative dramatics.
Do musical activities such as singing, listening to records, playing instruments.
Most art activities are offered as an exploratory process rather than to produce a product.
Adult-made models, patterns, and pre-drawn forms are used infrequently.
Provide materials representative of a variety of cultures.

School-agers
Provide planned and spontaneous activities in arts and crafts such as mural and easel painting, ceramics, carpentry, weaving.
Encourage dancing, creative dramatics, record playing, singing, playing instruments.
Provide materials representative of a variety of cultures.

B. Curriculum *continued*

CRITERION

Ratings of Center & Validator

B-7h. Respect cultural diversity.

For example,
All ages
Provide materials, images, and experiences that reflect diverse cultures that children may not likely see, as well as those that represent their family life and cultural group.
Initiate discussions and hands-on activities to build appreciation for differences and counter biases.
Talk positively about each child's physical characteristics, family, and cultural heritage.
Avoid stereotyping of any group through materials, objects, language.
Cook and serve foods from children's various contemporary cultures.
Celebrate holidays of various cultures reflected in the group.
Read books, display pictures of various cultures.
Invite parents and other visitors to share arts, crafts, music, dress, and stories of various cultures.
Take trips to museums, cultural resources of community.
Infuse all curriculum topics with diverse cultural perspectives, avoiding a "tourist" approach.

		GROUPS																		
AVERAGE RATING		C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   **VALIDATION DECISION**   ❑ V   ❑ NV

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B-8. Staff provide materials and time for children to select their own activities during the day.

❑ Infants and toddlers have objects and materials for free choice.

❑ Several alternative activities are available for preschooler's choice.

❑ Staff respect the child's right not to participate in some activities.

❑ Staff pick up on activities that children start, or interests that children show.

❑ School-agers help prepare materials, plan and choose their own activities most of the time.

AVERAGE RATING		C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   **VALIDATION DECISION**   ❑ V   ❑ NV

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B. Curriculum *continued*

CRITERION

Ratings of Center & Validator

B-9. Staff conduct smooth and unregimented transitions between activities.

❑ Children are told to get ready for transition ahead of time.

❑ Children are not always required to move as a group from one activity to another.

❑ The new activity is prepared before the transition from the completed activity to avoid waiting.

❑ School-age children help plan and participate in the change of activity, have time to adjust to change from school to program.

	GROUPS								
AVERAGE RATING	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating **VALIDATION DECISION** ❑ V   ❑ NV

_____ *For validator* _____

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B-10. Staff are flexible enough to change planned or routine activities.

For example,
Staff follow needs or interests of the children.

Staff adjust to changes in weather or other unexpected situations in a relaxed way without upsetting children.

AVERAGE RATING	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating **VALIDATION DECISION** ❑ V   ❑ NV

_____ *For validator* _____

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B-11. Routine tasks such as diapering, toileting, eating, dressing, and sleeping are handled in a relaxed and individual manner.

❑ Routine tasks are used as opportunities for pleasant conversation and playful interaction to bring about children's learning.

❑ Self-help skills are encouraged as children are ready.

❑ Routines are tailored to children's needs and rhythms as much as possible.

For example,
Respecting infants' individual sleeping schedules, providing alternatives to preschoolers who are early risers, providing school-agers with a place to rest if they choose, respecting school-agers' increasing interest in personal grooming.

AVERAGE RATING	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating **VALIDATION DECISION** ❑ V   ❑ NV

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G. Physical Environment

CRITERION

Ratings of Center & Validator

G-1a. There is enough usable space indoors so children are not crowded.

AVERAGE RATING

GROUPS									
C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

_____   *For validator* _____

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G-1b. There is enough usable space for outdoor play for each age group.

For example,
Age groups use different areas or are scheduled at different times.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

_____   *For validator* _____

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G-2. Space is arranged to accommodate children individually, in small groups, and in a large group.

☐ There are clear pathways for children to move from one area to another without disturbing activities.

☐ Areas are organized for easy supervision by staff.

☐ Program staff have access to the designated space in sufficient time to prepare the environment before children arrive.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

_____   *For validator* _____

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G. Physical Environment *continued*

CRITERION

Ratings of Center & Validator

		GROUPS																	
		C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

G-3. Space is arranged to facilitate a variety of activities for each age group.

❑ Nonwalkers (infants/younger toddlers) are provided open space for crawling/toddling and protected space for play, separating groups of non-mobile and mobile infants for safety.

❑ Older toddlers and preschoolers have space arranged for a variety of individual and small group activities including block building, dramatic play, art, music, science, math, manipulatives, quiet book reading.

❑ Sand and water play and woodworking are available on regular occasions.

❑ School-agers are provided separate space for their program including both active and quiet activities to permit sustained work on projects.

AVERAGE RATING

Director's comments on rating

VALIDATION DECISION ❑ V ❑ NV

For validator _____

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G-4. A variety of age-appropriate materials and equipment are available for children indoors and outdoors.

❑ A sufficient quantity of materials and equipment is provided to avoid problems with sharing or waiting.

❑ Materials are durable and in good repair.

❑ Materials are organized consistently on low, open shelves to encourage independent use by children.

❑ Extra materials are accessible to staff to add variety to usual activities.

❑ Materials are rotated and adapted to maintain children's interest.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating

VALIDATION DECISION ❑ V ❑ NV

For validator _____

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G. Physical Environment *continued*

Ratings of Center & Validator

CRITERION

G-5. Individual space is provided for each child's belongings.
- ☐ There is a place to hang clothing.
- ☐ There are places for storing extra clothing and other belongings such as art work to be taken home.

AVERAGE RATING

GROUPS																			
C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating

VALIDATION DECISION   ☐ V   ☐ NV

For validator _____

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G-6. Private areas where children can play or work alone or with a friend are available indoors and outdoors.
For example,
Book corners, tunnels, or playhouses that are easy for adults to supervise.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating

VALIDATION DECISION   ☐ V   ☐ NV

For validator _____

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G-7. The environment includes soft elements.
For example,
Rugs, cushions, soft furniture, soft toys, comfortable chairs for adults to hold children in their laps.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating

VALIDATION DECISION   ☐ V   ☐ NV

For validator _____

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G. Physical Environment *continued*

CRITERION

Ratings of Center & Validator

	GROUPS									

G-8. Sound-absorbing materials such as ceiling tile and rugs are used to cut down noise.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   **VALIDATION DECISION**   ❑ V   ❑ NV

For validator _____

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G-9a. A variety of activities can go on outdoors throughout the year.
- ❑ Balance of shade and sun.
- ❑ Variety of surfaces such as hardtop for wheel toys, grass for rolling, sand and soil for digging.
- ❑ Variety of age-appropriate equipment for riding, climbing, balancing, individual playing.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   **VALIDATION DECISION**   ❑ V   ❑ NV

For validator _____

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G-9b. The outdoor play area is protected from access to streets and other dangers by fences or by natural barriers.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   **VALIDATION DECISION**   ❑ V   ❑ NV

For validator _____

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H. Health and Safety

CRITERION

Ratings of Center & Validator

H-7a. Children are under adult supervision at all times.

For example,
Infants and toddlers are never left unattended.

Preschoolers are supervised by sight and sound.

School-agers may not be in sight, but staff know where children are and what they are doing.

AVERAGE RATING		GROUPS																	
		C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   **VALIDATION DECISION**   ❑ V   ❑ NV

_____   *For validator* _____

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H-12. Children are dressed appropriately for active play indoors and outdoors.

❑ Extra clothing is kept on hand.

❑ Protective clothing such as smocks and mittens is kept on hand.

AVERAGE RATING		C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   **VALIDATION DECISION**   ❑ V   ❑ NV

_____   *For validator* _____

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H-13a. As children use the facility, staff and children keep areas reasonably clean.

❑ Tables are washed and floors are swept after meals.

❑ Toys are picked up after use.

AVERAGE RATING		C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   **VALIDATION DECISION**   ❑ V   ❑ NV

_____   *For validator* _____

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H. Health and Safety *continued*

CRITERION

Ratings of Center & Validator

	GROUPS								

H-13b. Toileting and diapering areas are sanitary.
- ☐ Soiled diapers are disposed of or held for laundry in closed containers out of reach of children.
- ☐ Changing table is disinfected and cover is disposed after each use.
- ☐ Toilet area is sanitized daily.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

For validator _____

H-14a. Staff wash their hands with soap and water at appropriate times:
- ☐ Before feeding.
- ☐ Before preparing or serving food.
- ☐ After diapering or assisting children with toileting or nose wiping.
- ☐ After handling pets or animals.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

For validator _____

H-14b. A sink with running water of comfortable temperature is very close to diapering and toileting areas.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

For validator _____

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H. Health and Safety *continued*

CRITERION

Ratings of Center & Validator

H-15a. The building, play yard, and all equipment are maintained in safe, clean condition and in good repair.
- ❑ No sharp edges, splinters, protruding or rusty nails, or missing parts.
- ❑ Glass, trash is removed from children's play areas.
- ❑ Outdoor sandboxes are covered when not in use.
- ❑ The waterplay table is cleaned and sanitized with a bleach solution daily, when in use.

AVERAGE RATING		GROUPS

Director's comments on rating

VALIDATION DECISION ❑ V ❑ NV

For validator _____

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H-15b. Infants' and toddlers' toys are large enough to prevent swallowing or choking.

AVERAGE RATING			

❑ Not applicable

VALIDATION DECISION ❑ V ❑ NV

Director's comments on rating   *For validator* _____

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_____   _____
_____   _____

H-16b. Sides of infants' cribs are in a locked position when cribs are occupied.

AVERAGE RATING			

❑ Not applicable

VALIDATION DECISION ❑ V ❑ NV

Director's comments on rating   *For validator* _____

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_____   _____
_____   _____

300

H. Health and Safety *continued*

CRITERION

Ratings of Center & Validator

GROUPS

H-17a. Toilets, drinking water, and handwashing facilities are easily accessible to children.

For example,
Facilities are either child-sized or made accessible by non-slip stools.

AVERAGE RATING

❑ Not applicable

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

VALIDATION DECISION   ❑ V   ❑ NV

Director's comments on rating   *For validator* _____

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H-17b. Soap and disposable towels are provided.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ❑ V   ❑ NV

_____   *For validator* _____

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H-17c. Children wash hands after toileting and before meals.

❑ Staff assist infants and toddlers with face- and handwashing as needed.

❑ Children are educated by staff members concerning handwashing procedures: use of running water, soap, rubbing, and single use of disposable towels.

❑ Children wash their hands before using the waterplay table, or separate wash bins are provided.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ❑ V   ❑ NV

_____   *For validator* _____

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301

H. Health and Safety *continued*

CRITERION

Ratings of Center & Validator

GROUPS																		
C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

H-18a. Areas used by children are well-lighted and ventilated and kept at a comfortable temperature.

AVERAGE RATING

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

For validator _____

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H-18b. Electrical outlets are covered with protective caps. (NA for rooms used by school-agers only.)

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ☐ V   ☐ NV

For validator _____

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H-18c. Floor coverings are attached to the floor or backed with non-slip coverings.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

☐ Not applicable   VALIDATION DECISION   ☐ V   ☐ NV

Director's comments on rating   *For validator* _____

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302

H. Health and Safety *continued*

Ratings of Center & Validator

CRITERION

H-19a. Cushioning materials such as mats, wood chips, or sand are used under climbing equipment, slides, and swings.

AVERAGE RATING

GROUPS																	
C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ❑ V   ❑ NV

For validator _____

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H-19b. Climbing equipment, swings, and large pieces of furniture are securely anchored. (Program submits verification if anchoring cannot be easily observed.)

For example,
Permanent equipment outdoors, tall storage shelves indoors. Heavy pieces of furniture such as video monitors are secured so they cannot be climbed on by children.

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ❑ V   ❑ NV

For validator _____

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H-20a. All chemicals and potentially dangerous products such as medicines or cleaning supplies are stored in original, labeled containers in locked cabinets inaccessible to children. (Diluted bleach solution used for sanitation purposes should be inaccessible but not necessarily locked.)

AVERAGE RATING

C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating   VALIDATION DECISION   ❑ V   ❑ NV

For validator _____

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303

I. Nutrition and Food Service

CRITERION

Ratings of Center & Validator

I-3. Mealtime is a pleasant social and learning experience for children.

- ☐ Mealtimes promote good nutrition habits.
- ☐ Infants are held while bottle fed and spoon fed so social interaction can occur.
- ☐ At least one adult sits with children during meals to provide a good role model and encourage conversation.
- ☐ Toddlers and preschoolers are encouraged to serve and feed themselves and assist with clean-up.
- ☐ Chairs, tables, and eating utensils are suitable for the size and developmental levels of the children.

AVERAGE RATING		GROUPS																	
	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V

Director's comments on rating

VALIDATION DECISION ☐ V   ☐ NV

For validator _____

_____   _____

_____   _____

_____   _____

_____   _____

Appendix B

NAEYC Accreditation--Administrator's Report Criteria

B. Curriculum

CRITERION

DIRECTOR'S RATING

Not met — Partially met — Fully met

VALIDATION PROCEDURE

B-1. The program has a written statement of its philosophy and goals for children that is available to staff and parents.

| 1 | 2 | 3 |

Director's comments on rating

_____

_____

_____

_____

Staff Questionnaire B-1

| | | |
1   2   3

Check documents

VALIDATION DECISION
□ V   □ NV

For validator _____

_____

_____

_____

B-2a. The program has written curriculum plans based on knowledge of child development and assessment of individual needs and interests.

| 1 | 2 | 3 |

Director's comments on rating

_____

_____

_____

_____

Staff Questionnaire B-2a

| | | |
1   2   3

Check documents

VALIDATION DECISION
□ V   □ NV

For validator _____

_____

_____

_____

B-2b. The learning environment and activities for children reflect the program's philosophy and goals.

| 1 | 2 | 3 |

Director's comments on rating

_____

_____

_____

_____

Staff Questionnaire B-2b

| | | |
1   2   3

Check documents

VALIDATION DECISION
□ V   □ NV

For validator _____

_____

_____

_____

306

B. Curriculum

CRITERION	DIRECTOR'S RATING	VALIDATION PROCEDURE

B-3a. Modifications are made in the environment and staffing patterns when necessary for children with special needs.

Not met [1]   Partially met [2]   Fully met [3]

Interview director; refer to Classroom Observation

VALIDATION DECISION
❑ V   ❑ NV

Director's comments on rating

_____   *For validator* _____

_____   _____

_____   _____

_____   _____

B-3b. Staff make appropriate professional referrals when necessary.

[1]   [2]   [3]

Interview director

VALIDATION DECISION
❑ V   ❑ NV

Director's comments on rating

_____   *For validator* _____

_____   _____

_____   _____

_____   _____

B-3c. When disabled, developmentally delayed, or emotionally disturbed children are served, staff are aware of the identified/diagnosed special needs of individual children and are trained to follow through on specific intervention plans.

[1]   [2]   [3]

Staff Questionnaire B-3c

[ ] [ ] [ ]
1   2   3

Check documents

VALIDATION DECISION
❑ V   ❑ NV

Director's comments on rating

_____   *For validator* _____

_____   _____

_____   _____

_____   _____

B. Curriculum

CRITERION

| DIRECTOR'S RATING | VALIDATION PROCEDURE |

B-3d. Parents are involved in development and use of individual education plans for children with special needs. Staff address the needs of parents of children with special needs.

DIRECTOR'S RATING

| Not met | Partially met | Fully met |
| 1 | 2 | 3 |

Director's comments on rating

_____

_____

_____

_____

VALIDATION PROCEDURE

Staff Questionnaire B-3d

| | | |
| 1 | 2 | 3 |

Parent Questionnaire 14

| | | |
| DK | No | Yes |

Check documents

For validator _____

_____

_____

_____

VALIDATION DECISION
□ V   □ NV

B-4. For each group of children a written daily schedule is planned to achieve a balance of activities on the following dimensions:

B-4a. All age groups play outdoors daily, weather permitting.

| 1 | 2 | 3 |

Director's comments on rating

_____

_____

_____

Check documents

VALIDATION DECISION
□ V   □ NV

For validator _____

_____

_____

_____

B-4b. The schedule provides for alternating periods of quiet and active play.

| 1 | 2 | 3 |

Director's comments on rating

_____

_____

_____

Check documents

VALIDATION DECISION
□ V   □ NV

For validator _____

_____

_____

_____

308

B. Curriculum

	DIRECTOR'S RATING	VALIDATION PROCEDURE
CRITERION	Not / Partially / Fully met	

B-4c. More than one option for group activity (individual, small group, or large group) is available most of the day. Infants and toddlers are not expected to function as a large group.

| 1 | 2 | 3 |

Check documents

VALIDATION DECISION
☐ V ☐ NV

Director's comments on rating   *For validator* _____

_____   _____

_____   _____

_____   _____

_____   _____

B-4d. A balance of large muscle/ small muscle activities are provided.

| 1 | 2 | 3 |

Check documents

VALIDATION DECISION
☐ V ☐ NV

Director's comments on rating

_____   *For validator* _____

_____   _____

_____   _____

_____   _____

B-4e. A balance of child-initiated/ staff-initiated activity is provided, while limiting the amount of time spent in large group, staff-initiated activity.

| 1 | 2 | 3 |

Check documents

VALIDATION DECISION
☐ V ☐ NV

Director's comments on rating

_____   *For validator* _____

_____   _____

_____   _____

_____   _____

309

C. Staff-Parent Interaction

CRITERION

| | DIRECTOR'S RATING | VALIDATION PROCEDURE |

C-1a. A written description of the program's philosophy is available to parents.

DIRECTOR'S RATING: Not met [1] Partially met [2] Fully met [3]

VALIDATION PROCEDURE: *Parent Questionnaire 1-a* — DK / No / Yes

Check documents

VALIDATION DECISION ☐ V ☐ NV

Director's comments on rating

_____

_____

_____

_____

For validator _____

_____

_____

_____

C-1b. Written operating policies and plans for meeting children's nutritional needs are available to parents.

DIRECTOR'S RATING: [1] [2] [3]

VALIDATION PROCEDURE: *Parent Questionnaire 1-b* — DK / No / Yes

Parent Questionnaire 1-c — DK / No / Yes

Parent Questionnaire 1-d — DK / No / Yes

VALIDATION DECISION ☐ V ☐ NV

Director's comments on rating

_____

_____

_____

_____

For validator _____

_____

_____

_____

C-2. A process exists for orienting children and parents to the center that may include a pre-enrollment visit, parent orientation meeting, or gradual introduction of children to the program.

DIRECTOR'S RATING: [1] [2] [3]

VALIDATION PROCEDURE: *Parent Questionnaire 2* — DK / No / Yes

VALIDATION DECISION ☐ V ☐ NV

Director's comments on rating

_____

_____

_____

_____

For validator _____

_____

_____

_____

310

C. Staff-Parent Interaction

CRITERION	DIRECTOR'S RATING	VALIDATION PROCEDURE

Not met / Partially met / Fully met

C-3a. Staff and parents communicate about childrearing practices in the home and at the program in order to minimize potential conflicts and confusion for children.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire C-3a

| | | |
| 1 | 2 | 3 |

Parent Questionnaire 3

| | | |
| DK | No | Yes |

*For validator*_____

VALIDATION DECISION
☐ V   ☐ NV

C-3b. Staff give parents specific ideas for promoting children's healthy development and learning at home.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire C-3b

| | | |
| 1 | 2 | 3 |

Parent Questionnaire 4

| | | |
| DK | No | Yes |

Check documents

*For validator*_____

VALIDATION DECISION
☐ V   ☐ NV

C-4a. Parents are welcome visitors in the center at all times (for example, to observe, eat lunch with a child, or volunteer to help in the classroom).

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire C-4a

| | | |
| 1 | 2 | 3 |

Parent Questionnaire 5

| | | |
| DK | No | Yes |

*For validator*_____

VALIDATION DECISION
☐ V   ☐ NV

311

C. Staff-Parent Interaction

CRITERION

DIRECTOR'S RATING

Not met — Partially met — Fully met

VALIDATION PROCEDURE

C-4b. Parents and other family members are encouraged to be involved in the program in various ways.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire C-4b

| 1 | 2 | 3 |

Parent Questionnaire 6

| DK | No | Yes |

VALIDATION DECISION
☐ V ☐ NV

For validator

C-5a. A verbal and/or written system is established for sharing day-to-day happenings that affect children.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire C-5a

| 1 | 2 | 3 |

Parent Questionnaire 7

| DK | No | Yes |

VALIDATION DECISION
☐ V ☐ NV

For validator

C-5b. Changes in a child's physical or emotional state are reported to parents regularly.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire C-5b

| 1 | 2 | 3 |

Parent Questionnaire 8

| DK | No | Yes |

VALIDATION DECISION
☐ V ☐ NV

For validator

C. Staff-Parent Interaction

CRITERION

DIRECTOR'S RATING

Not met | Partially met | Fully met

VALIDATION PROCEDURE

C-6. Conferences are held at least once a year and at other times, as needed, to discuss children's progress, accomplishments, and difficulties at home and at the program.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire C-6

| | | |
| 1 | 2 | 3 |

Parent Questionnaire 9

| | | |
| DK | No | Yes |

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

C-7. Parents are informed about the program and about policy or regulatory changes and other critical issues that could potentially affect the program and/or the early childhood profession through regular newsletters, bulletin boards, frequent notes, telephone calls, and other similar measures.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire C-7

| | | |
| 1 | 2 | 3 |

Parent Questionnaire 10

| | | |
| DK | No | Yes |

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

C-8a. Staff and parents communicate to ensure that children experience smooth transitions from one program to another during the day.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire C-8a

| | | |
| 1 | 2 | 3 |

Parent Questionnaire 11

| | | |
| DK | No | Yes |

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

313

C. Staff-Parent Interaction

CRITERION

DIRECTOR'S RATING

VALIDATION PROCEDURE

C-8b. Staff and parents communicate to ensure that the programs from which children come and to which they go from one year to the next provide continuity over time.

Not met	Partially met	Fully met
1	2	3

Director's comments on rating

_____

_____

_____

_____

_____

Staff Questionnaire C-8b

1	2	3

Parent Questionnaire 12

DK	No	Yes

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____

_____

_____

_____

D. Staff Qualifications and Development

D-1a. Staff who work directly with children are 18 years of age or older. Volunteers are 16 years of age or older, receive orientation, and only work with children under supervision of qualified staff members.

1	2	3

Director's comments on rating

_____

_____

_____

_____

Sample documents

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____

_____

_____

D-1b. Early Childhood Teacher Assistants (staff who implement program activities under direct supervision) are high-school graduates or the equivalent and participate in professional development programs.

1	2	3

Out of _____ teacher
(total number of)

assistants, _____ meet these
qualifications.

Director's comments on rating

_____

_____

_____

_____

Sample documents

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____

_____

_____

314

D. Staff Qualifications

CRITERION

| | DIRECTOR'S RATING | VALIDATION PROCEDURE |

D-1c. Early Childhood Teachers (staff who are responsible for the care and education of a group of children) have at least a CDA Credential or an A.A. degree in Early Childhood/Child Development or equivalent.

DIRECTOR'S RATING

Not met | Partially met | Fully met

[1] [2] [3]

Out of _____ teachers, (total number of)

_____ meet these qualifications.

Director's comments on rating _____

_____

_____

_____

VALIDATION PROCEDURE

Sample documents to verify Staff Qualifications reported in Center Profile.

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____

_____

_____

_____

D-1d. Staff working with school-age children have training in child development, early childhood education, elementary education, recreation, or a related field.

[1] [2] [3]

☐ Not applicable

Director's comments on rating

_____

_____

_____

_____

_____

Sample documents

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____

_____

_____

_____

D-1e. If staff members do not meet the specified qualifications, a training plan, both individualized and program-wide, has been developed and is being implemented for those staff members. Training is appropriate to the age group with which the staff member is working.
(Present training plan and evidence of ongoing, in-service training.)

[1] [2] [3]

Director's comments on rating

_____

_____

_____

_____

Sample documents

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____

_____

_____

315

D. Staff Qualifications

CRITERION

DIRECTOR'S RATING

Not met | Partially met | Fully met

VALIDATION PROCEDURE

D-2a. The chief administrative officer (director or other appropriate administrator) of the center has training and/or experience relevant to early childhood program administration such as human resource and financial management.

| 1 | 2 | 3 |

Director's comments on rating

Check documents

VALIDATION DECISION
☐ V ☐ NV

For validator _____

_____ _____
_____ _____
_____ _____
_____ _____

D-2b. An Early Childhood Specialist (an individual with a B.A. degree in Early Childhood Education/Child Development and at least 3 years of full-time teaching experience with young children and/or a graduate degree in ECE/CD) is employed to direct the educational program (may be the director or other appropriate person). In public schools, the individual who provides support to prekindergarten and kindergarten teachers and/or who is responsible for program development is a qualified Early Childhood Specialist.

| 1 | 2 | 3 |

Director's comments on rating

Check documents

VALIDATION DECISION
☐ V ☐ NV

For validator _____

_____ _____
_____ _____
_____ _____
_____ _____

D-3. New staff are adequately oriented about the goals and philosophy of the program, emergency health and safety procedures, special needs of children assigned to the staff member's care, guidance and classroom management techniques, planned daily activities of the program, and expectations for ethical conduct.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire D-3

| | | |
1   2   3

VALIDATION DECISION
☐ V ☐ NV

For validator _____

_____ _____
_____ _____
_____ _____
_____ _____

316

D. Staff Qualifications

CRITERION

DIRECTOR'S RATING

Not met / Partially met / Fully met

VALIDATION PROCEDURE

D-4a. The program provides regular training opportunities for staff to improve skills in working with children and families. Staff are expected to take part in regular training and professional development. The training may include workshops and seminars, visits to other programs, resource materials, in-service sessions, or course work.

[1] [2] [3]

Director's comments on rating

Staff Questionnaire D-4a

[ ] [ ] [ ]
1   2   3

VALIDATION DECISION
☐ V   ☐ NV

For validator_____

D-4b. Training addresses the following areas: health and safety, child growth and development, planning learning activities, guidance and discipline techniques, linkages with community services, communication and relations with families, detecting and reporting child abuse and neglect, advocacy for early childhood programs and the profession, the profession's code of ethical conduct, and other topics as needed. The program provides training and other opportunities for staff to keep abreast of the latest developments in the field, including new programs and practices and pending policy, legislation, or regulatory changes.

[1] [2] [3]

Director's comments on rating

Staff Questionnaire D-4b

[ ] [ ] [ ]
1   2   3

VALIDATION DECISION
☐ V   ☐ NV

Interview director

For validator_____

D-5. Accurate and current records are kept of staff qualifications including transcripts, certificates, or other documentation of continuing in-service education.

[1] [2] [3]

Director's comments on rating

Sample documents

VALIDATION DECISION
☐ V   ☐ NV

For validator_____

317

E. Administration
CRITERION

DIRECTOR'S RATING

Not met   Partially met   Fully met

VALIDATION PROCEDURE

E-1. At least annually, the director and staff conduct an assessment to identify strengths and weaknesses of the program and to set program goals for the year.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire E-1

| 1 | 2 | 3 |

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____
_____
_____
_____

E-2. The program has written policies and procedures for operating including hours, fees, illness, holidays, refund information, and termination of enrollment.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire E-2

| 1 | 2 | 3 |

Check documents

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____
_____
_____
_____

E-3a. The program has written personnel policies including job descriptions, compensation with increments based on performance and additional professional development, resignation and termination, benefits, and grievance procedures.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire E-3a

| 1 | 2 | 3 |

Check documents

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____
_____
_____
_____

318

E. Administration

CRITERION

DIRECTOR'S RATING

Not met / Partially met / Fully met

VALIDATION PROCEDURE

E-3b. Hiring practices are nondiscriminatory. *(Present copy of advertised position or other evidence of equal opportunity employment.)*

| 1 | 2 | 3 |

Check documents

VALIDATION DECISION
☐ V   ☐ NV

Director's comments on rating

For validator _____

_____ _____
_____ _____
_____ _____
_____ _____

E-4. Benefits packages for full-time staff are negotiated to meet staff members' needs and should include paid leave (annual, sick, and/or personal), medical insurance, retirement, subsidized child care, educational benefits, and other options unique to the situation. Benefits for part-time staff are available on a prorated basis.

| 1 | 2 | 3 |

Staff Questionnaire E-4

| | | |
 1   2   3

VALIDATION DECISION
☐ V   ☐ NV

Director's comments on rating

For validator _____

_____ _____
_____ _____
_____ _____
_____ _____

E-5a. Attendance records of staff and children are kept.

| 1 | 2 | 3 |

Check documents

VALIDATION DECISION
☐ V   ☐ NV

Director's comments on rating

For validator _____

_____ _____
_____ _____
_____ _____
_____ _____

E. Administration

CRITERION

DIRECTOR'S RATING	VALIDATION PROCEDURE

E-5b. Confidential personnel files are kept including résumés with record of experience, transcripts of education, documentation of in-service training, and results of performance evaluation. (See criterion J-1.)

Not met [1] Partially met [2] Fully met [3]

Sample documents

VALIDATION DECISION
☐ V   ☐ NV

Director's comments on rating

For validator _____

_____ _____
_____ _____
_____ _____
_____ _____

E-6a. In cases where the program is governed by a board of directors, the program has written policies defining roles and responsibilities of board members and staff.

[1] [2] [3]
☐ Not applicable

Director's comments on rating

Check documents

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____ _____
_____ _____
_____ _____
_____ _____

E-6b. Board members and other administrators such as school principals are informed about the elements and methods involved in implementing a high quality, developmentally appropriate program.

[1] [2] [3]
☐ Not applicable

Director's comments on rating

Check documents

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____ _____
_____ _____
_____ _____
_____ _____

E. Administration
CRITERION

	DIRECTOR'S RATING			VALIDATION PROCEDURE	
	Not met	Partially met	Fully met		

E-6c. Records of board meetings (minutes) are kept.

DIRECTOR'S RATING: [1] [2] [3]

Check documents

VALIDATION DECISION
☐ V ☐ NV

Director's comments on rating   *For validator* _____

_____   _____
_____   _____
_____   _____
_____   _____

E-7. Fiscal records are kept with evidence of long range budgeting and sound financial planning (projections of at least 1 year are needed). Operating budgets are prepared annually and there is a quarterly reconciliation of expenses to budget.

DIRECTOR'S RATING: [1] [2] [3]

Check documents

VALIDATION DECISION
☐ V ☐ NV

Director's comments on rating   *For validator* _____

_____   _____
_____   _____
_____   _____
_____   _____

E-8a. Accident protection and liability insurance coverage is maintained for children and adults.
(Present policy and/or most recent canceled check or receipt for payment.)

DIRECTOR'S RATING: [1] [2] [3]

Check documents

VALIDATION DECISION
☐ V ☐ NV

Director's comments on rating   *For validator* _____

_____   _____
_____   _____
_____   _____
_____   _____

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E. Administration
CRITERION

DIRECTOR'S RATING

Not met / Partially met / Fully met

VALIDATION PROCEDURE

E-8b. Vehicle insurance is maintained on any vehicle owned or leased by the facility and used to transport children.

[1] [2] [3]

☐ Not applicable

Director's comments on rating

Check documents

VALIDATION DECISION
☐ V   ☐ NV

For validator_____

_____
_____
_____
_____

E-9. The director (or other appropriate person) is familiar with and makes appropriate use of community resources including social services; mental and physical health agencies; and educational programs such as museums, libraries, and neighborhood centers.

[1] [2] [3]

Director's comments on rating

Staff Questionnaire E-9

[ ] [ ] [ ]
1   2   3

VALIDATION DECISION
☐ V   ☐ NV

For validator_____

_____
_____
_____
_____

E-10a. Staff and administrators communicate frequently about the program, children, and families.

[1] [2] [3]

Director's comments on rating

Staff Questionnaire E-10a

[ ] [ ] [ ]
1   2   3

VALIDATION DECISION
☐ V   ☐ NV

For validator_____

_____
_____
_____
_____

322

E. Administration

CRITERION

DIRECTOR'S RATING

VALIDATION PROCEDURE

E-10b. Staff plan and consult together.

Not met	Partially met	Fully met
1	2	3

Director's comments on rating

_____

_____

_____

_____

Staff Questionnaire E-10b

1	2	3

Interview director

VALIDATION DECISION
□ V   □ NV

*For validator*_____

_____

_____

_____

E-10c. Regular staff meetings are held for staff to consult on program planning, to plan for implementing and attaining goals, plan for individual children, and discuss program and working conditions (may be meetings of small group of or full staff).

1	2	3

Director's comments on rating

_____

_____

_____

_____

Staff Questionnaire E-10c

1	2	3

Interview director

VALIDATION DECISION
□ V   □ NV

*For validator*_____

_____

_____

_____

E-10d. Staff are provided paid planning time.

1	2	3

Director's comments on rating

_____

_____

_____

_____

Staff Questionnaire E-10d

1	2	3

Interview director

VALIDATION DECISION
□ V   □ NV

*For validator*_____

_____

_____

_____

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E. Administration

CRITERION

DIRECTOR'S RATING

Not met | Partially met | Fully met

VALIDATION PROCEDURE

E-11. Staff are provided space and time away from children during the day. (When staff work directly with children for more than 4 hours, staff are provided breaks of at least 15 minutes in each 4-hour period.)

[1] [2] [3]

Director's comments on rating

Staff Questionnaire E-11

[ ] [ ] [ ]
1   2   3

VALIDATION DECISION
☐ v   ☐ nv

*For validator*_____

E-12. Staff keep information about children, families, and associates confidential. Staff refrain from commenting about children or families in the presence of other adults or children.

[1] [2] [3]

Director's comments on rating

Staff Questionnaire E-12

[ ] [ ] [ ]
1   2   3

VALIDATION DECISION
☐ v   ☐ nv

*For validator*_____

E-13. An appropriate person on-site is designated to assume authority and to take action in an emergency, in the event of the director's absence.

[1] [2] [3]

Director's comments on rating

Staff Questionnaire E-13

[ ] [ ] [ ]
1   2   3

VALIDATION DECISION
☐ v   ☐ nv

Interview director

*For validator*_____

F. Staffing *(Refer to group size and staff-child ratio information in Center Profile.)*

F-1 and F-2. Staff-child ratios within group size

Age of children*					Group size						
	6	8	10	12	14	16	18	20	22	24	28
Infants (birth to 12 mos.)	1:3	1:4									
Toddlers (12 to 24 mos.)	1:3	1:4	1:5	1:4							
2-year-olds (24 to 30 mos.)		1:4	1:5	1:6							
2½-year-olds (30 to 36 mos.)			1:5	1:6	1:7						
3-year-olds					1:7	1:8	1:9	1:10			
4-year-olds						1:8	1:9	1:10			
5-year-olds						1:8	1:9	1:10			
6- to 8-year-olds								1:10	1:11	1:12	
9- to 12-year-olds										1:12	1:14

* Smaller group sizes and lower staff-child ratios have been found to be strong predictors of compliance with indicators of quality such as positive interactions among staff and children and developmentally appropriate curriculum. Variations in group sizes and ratios are acceptable in cases where the program demonstrates a very high level of compliance with criteria for interactions (A), curriculum (B), staff qualifications (D), health and safety (H), and physical environment (G).

CRITERION

F-1. The number of children in a group is limited to facilitate adult-child interaction and constructive activity among children. Groups of children may be age-determined or multi-age.
(Using the chart on this page, determine which groups meet or exceed the required group sizes.)

DIRECTOR'S RATING

Not met | Partially met | Fully met

| 1 | 2 | 3 |

Out of _____ groups,
(total number of)

_____ groups meet group size requirements.

Director's comments on rating

_____

_____

_____

_____

VALIDATION PROCEDURE

Staff Questionnaire F-1

| | | |
| 1 | 2 | 3 |

VALIDATION DECISION
☐ V   ☐ NV

Observe sample of classrooms and verify group sizes reported in Center Profile.

For validator _____

_____

_____

_____

_____

F. Staffing

CRITERION

DIRECTOR'S RATING

Not / Partially / Fully

VALIDATION PROCEDURE

F-2a. Enough staff with primary responsibility for working with children are available to provide frequent personal contact, meaningful learning activities, and supervision, and to offer immediate care as needed.
(Using the chart opposite, determine which groups meet or exceed the required staff-child ratios.)

[1] [2] [3]

Out of _____ groups, *(total number of)*
_____ groups meet staff-child ratio requirements.

Director's comments on rating

Staff Questionnaire F-2a

[ ][ ][ ]
1 2 3

VALIDATION DECISION ☐ V ☐ NV

Observe sample of classrooms and verify group sizes reported in Center Profile

For validator _____

F-2b. Substitutes are provided to maintain staff-child ratios when regular staff are absent. Substitutes for infants and toddlers are familiar with the children and oriented to children's schedules and individual differences in a systematic way before assignment. Volunteers who work with children complete a pre-assignment orientation and participate in ongoing training.

[1] [2] [3]

Director's comments on rating

Staff Questionnaire F-2b

[ ][ ][ ]
1 2 3

VALIDATION DECISION ☐ V ☐ NV

For validator _____

F-3a. Each staff member has primary responsibility for and develops a deeper attachment to an identified group of children. There is specific accountability for each child by one staff member.

[1] [2] [3]

Director's comments on rating

Staff Questionnaire F-3a

[ ][ ][ ]
1 2 3

VALIDATION DECISION ☐ V ☐ NV

Check Staffing Pattern

For validator _____

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F. Staffing

CRITERION

DIRECTOR'S RATING

VALIDATION PROCEDURE

F-3b. Every attempt is made to have continuity of adults who work with children, particularly infants and toddlers.

Not met	Partially met	Fully met
1	2	3

Director's comments on rating

_____
_____
_____
_____

Staff Questionnaire F-3b

1	2	3

Check Staffing Pattern

VALIDATION DECISION
☐ V   ☐ NV

*For validator*_____
_____
_____
_____

F-3c. Infants and toddlers spend the majority of the time interacting with the same person each day.

1	2	3

☐ Not applicable

Director's comments on rating

_____
_____
_____
_____

Staff Questionnaire F-3c

1	2	3

Check Staffing Pattern

VALIDATION DECISION
☐ V   ☐ NV

*For validator*_____
_____
_____
_____

F-4. A majority of the child's day is spent in activities utilizing recommended staff-child ratios and group size limitations while minimizing the number of transitions or regroupings children experience.

1	2	3

Director's comments on rating

_____
_____
_____
_____

Staff Questionnaire F-4

1	2	3

Check Staffing Pattern

VALIDATION DECISION
☐ V   ☐ NV

*For validator*_____
_____
_____
_____

327

G. Physical Environment

DIRECTOR'S RATING

VALIDATION PROCEDURE

CRITERION

Not met / Partially met / Fully met

G-1a. There is a minimum of 35 square feet of usable playroom floor space per child indoors.

| 1 | 2 | 3 |

Give actual square feet if less than 35 square feet _____.

Director's comments on rating

Observe facility

VALIDATION DECISION
☐ V ☐ NV

For validator_____

G-1b. There is a minimum of 75 square feet of play space outdoors per child (when space is in use).

| 1 | 2 | 3 |

Give actual square feet if less than 75 square feet _____.

Director's comments on rating

Observe facility

VALIDATION DECISION
☐ V ☐ NV

For validator_____

H. Health and Safety

H-1. The program presents valid certification that it is in compliance with all legal requirements for protection of the health and safety of children in group settings, such as sanitation, water quality, and fire protection. The program is licensed or accredited by the appropriate state/local agencies. If exempt from licensing, the program demonstrates compliance with its own state regulations for early childhood programs/child care centers subject to licensing.

| 1 | 2 | 3 |

Director's comments on rating

Check license

VALIDATION DECISION
☐ V ☐ NV

For validator_____

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H. Health and Safety

CRITERION

DIRECTOR'S RATING

Not met	Partially met	Fully met

VALIDATION PROCEDURE

H-2a. Staff health records include results of pre-employment physical, results of tuberculosis test (within last 2 years), and emergency contact information.

`[ 1 ]` `[ 2 ]` `[ 3 ]`

Sample documents

VALIDATION DECISION
☐ v   ☐ NV

Director's comments on rating   *For validator* _____

_____   _____
_____   _____
_____   _____
_____   _____

H-2b. New staff members serve a probationary period of employment during which their physical and psychological competence for working with children is evaluated.

`[ 1 ]` `[ 2 ]` `[ 3 ]`

Interview director

VALIDATION DECISION
☐ v   ☐ NV

Director's comments on rating   *For validator* _____

_____   _____
_____   _____
_____   _____
_____   _____

H-3. Child health records include results of recent health examination, up-to-date record of immunizations, emergency contact information, names of people authorized to call for the child, and important health history (such as allergies, chronic illness).

`[ 1 ]` `[ 2 ]` `[ 3 ]`

Sample documents

VALIDATION DECISION
☐ v   ☐ NV

Director's comments on rating   *For validator* _____

_____   _____
_____   _____
_____   _____
_____   _____

329

H. Health and Safety

CRITERION

	DIRECTOR'S RATING			VALIDATION PROCEDURE

H-4. The program has a written policy specifying limitations on attendance of sick children and staff. Provisions are made for the notification of the sick child's parent, the comfort of the child, and the protection of well children.

DIRECTOR'S RATING

Not Partially Fully Met Met Met
1	2	3

VALIDATION PROCEDURE

Parent Questionnaire 1-d

DK	No	Yes

VALIDATION DECISION
☐ V   ☐ NV

Director's comments on rating _____

Check documents

For validator _____

H-5. Provisions are made for safe arrival and departure of all children that also allow for parent/staff interaction. Any system exists for ensuring that children are released only to authorized people. A procedure for accountability when a child fails to show for the program is in place and followed. A system exists to ensure the safety of older school-age children whose parents have agreed to allow their children to leave the program on their own. The system includes written agreements between parents and the program and consistent sign-out procedures for released children.

1	2	3

Observe arrival/departure; interview director

Director's comments on rating _____

For validator _____

VALIDATION DECISION
☐ V   ☐ NV

H-6. If transportation is provided for children by the program, vehicles are equipped with age-appropriate restraint devices, and appropriate safety precautions are taken. The program presents certification that vehicles used in transporting children are appropriately licensed, inspected, and maintained.

1	2	3

☐ Not applicable

Director's comments on rating _____

For validator _____

Interview director; observe vehicles

VALIDATION DECISION
☐ V   ☐ NV

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H. Health and Safety

CRITERION

DIRECTOR'S RATING

Not met | Partially met | Fully met

VALIDATION PROCEDURE

H-7b. Parents are informed about procedures and policies for field trips. Parents are notified of all activities outside the center. Field trips are accompanied by parents and other volunteers to ensure adequate supervision. Field trips are preplanned and emergency procedures are prepared. Transportation meets requirements (see H-6).

[1] [2] [3]

Director's comments on rating

_____

_____

_____

_____

Parent Questionnaire 7

[ ] [ ] [ ]
DK   No   Yes

Interview director

For validator_____

_____

_____

_____

VALIDATION DECISION
☐ V   ☐ NV

H-8. Staff are alert to the health of each child. Individual medical problems and accidents are recorded and reported to staff and parents, and a written record is kept of such incidents.

[1] [2] [3]

Director's comments on rating

_____

_____

_____

Staff Questionnaire H-8

[ ] [ ] [ ]
1   2   3

Parent Questionnaire 8

[ ] [ ] [ ]
DK   No   Yes

For validator_____

_____

_____

_____

VALIDATION DECISION
☐ V   ☐ NV

H-9a. Staff know procedures for reporting suspected incidents of child abuse and/or neglect.

[1] [2] [3]

Director's comments on rating

_____

_____

_____

_____

Staff Questionnaire H-9a

[ ] [ ] [ ]
1   2   3

For validator_____

_____

_____

_____

VALIDATION DECISION
☐ V   ☐ NV

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H. Health and Safety

CRITERION

DIRECTOR'S RATING

VALIDATION PROCEDURE

Not met | Partially met | Fully met

H-9b. Suspected incidents of child abuse and/or neglect by parents, staff, or other persons are reported to appropriate local agencies.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire H-9b

| | | |

1   2   3

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

H-10. At least one staff member who has certification in emergency pediatric first-aid treatment, CPR for infants and children, and emergency management of choking is always in the center. Current certificates are kept on file.

| 1 | 2 | 3 |

Director's comments on rating

Check documents

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

H-11a. Adequate first-aid supplies are readily available.

| 1 | 2 | 3 |

Director's comments on rating

Staff Questionnaire H-11a

| | | |

1   2   3

Observe supplies

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

H. Health and Safety

CRITERION

DIRECTOR'S RATING

Not met	Partially met	Fully met

VALIDATION PROCEDURE

H-11b. A plan exists for dealing with medical emergencies that includes a source of emergency care, written parental consent forms, and transportation agreements.

1	2	3

Director's comments on rating

Staff Questionnaire H-11b

1	2	3

VALIDATION DECISION
❑ V   ❑ NV

Check documents

*For validator*_____

_____
_____
_____
_____

H-13a. The facility is cleaned daily, including disinfecting bathroom fixtures and removing trash.

1	2	3

Director's comments on rating

Observe facility on tour
Interview director

VALIDATION DECISION
❑ V   ❑ NV

*For validator*_____

_____
_____
_____
_____

H-13b. Infants' equipment is washed and disinfected at least twice a week. Toys that are mouthed are washed daily.

1	2	3

❑ Not applicable

Director's comments on rating

Interview director

VALIDATION DECISION
❑ V   ❑ NV

*For validator*_____

_____
_____
_____
_____

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H. Health and Safety

CRITERION

DIRECTOR'S RATING

VALIDATION PROCEDURE

H-16a. Individual bedding is washed once a week and used by only one child between washings. Individual cribs, cots, and mats are washed if soiled.

Not met [1]   Partially met [2]   Fully met [3]

☐ Not applicable

Director's comments on rating

Staff Questionnaire H-16a

[ ] [ ] [ ]
1   2   3

VALIDATION DECISION
☐ V   ☐ NV

For validator_____

H-17. Hot water does not exceed 110°F (43°C) at outlets used by children.

[1] [2] [3]

Director's comments on rating

Feel water temperature

VALIDATION DECISION
☐ V   ☐ NV

For validator_____

H-18d. Program provides certification that nontoxic building materials, no lead paint or asbestos, are used in the facility.

[1] [2] [3]

Director's comments on rating

Interview director

VALIDATION DECISION
☐ V   ☐ NV

For validator_____

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H. Health and Safety

CRITERION

H-18e. Stairways are well-lighted and equipped with handrails.

DIRECTOR'S RATING

Not met | Partially met | Fully met
| 1 | 2 | 3 |

☐ Not applicable

Director's comments on rating

VALIDATION PROCEDURE

Observe facility

VALIDATION DECISION
☐ V ☐ NV

For validator _____

H-18f. Screens are placed on all windows that open (when appropriate).

| 1 | 2 | 3 |

Director's comments on rating

Observe facility

VALIDATION DECISION
☐ V ☐ NV

For validator _____

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H. Health and Safety

CRITERION

DIRECTOR'S RATING	VALIDATION PROCEDURE

H-20b. Medication is administered to children only when a written order is submitted by a parent, and the medication is administered by a consistently designated staff member. Written records are kept of medication given to children.

Not met	Partially met	Fully met
1	2	3

Director's comments on rating

Interview director; refer to Classroom Observation   VALIDATION DECISION   ❑ V   ❑ NV

*For validator*_____

_____

_____

_____

_____

H-21a. Staff are familiar with primary and secondary evacuation routes and practice evacuation procedures monthly with children.

1	2	3

Director's comments on rating

Staff Questionnaire H-21a

1	2	3

VALIDATION DECISION   ❑ V   ❑ NV

Check documents

*For validator*_____

_____

_____

_____

H-21b. Written emergency procedures are posted in conspicuous places.

1	2	3

Director's comments on rating

Observe facility   VALIDATION DECISION   ❑ V   ❑ NV

*For validator*_____

_____

_____

_____

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H. Health and Safety

CRITERION

DIRECTOR'S RATING

Not met / Partially met / Fully met

VALIDATION PROCEDURE

H-22a. Staff are familiar with emergency procedures such as operation of fire extinguishers and procedures for severe storm warnings (where necessary).

| 1 | 2 | 3 |

Director's comments on rating

_____
_____
_____
_____

Staff Questionnaire H-22a

| | | |
| 1 | 2 | 3 |

VALIDATION DECISION
☐ V   ☐ NV

For validator _____
_____
_____
_____
_____

H-22b. Smoke detectors and fire extinguishers are provided and periodically checked.

| 1 | 2 | 3 |

Director's comments on rating

_____
_____
_____
_____

Observe facility

VALIDATION DECISION
☐ V   ☐ NV

For validator _____
_____
_____
_____
_____

H-22c. Emergency telephone numbers including police, fire, rescue, and poison control services are posted by telephones.

| 1 | 2 | 3 |

Director's comments on rating

_____
_____
_____
_____

Observe facility

VALIDATION DECISION
☐ V   ☐ NV

For validator _____
_____
_____
_____
_____

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I. Nutrition and Food Service

CRITERION	DIRECTOR'S RATING			VALIDATION PROCEDURE

I-1. Meals and/or snacks are planned to meet the child's nutritional requirements in proportion to the amount of time the child is in the program each day, as recommended by the Child Care Food Program of the U.S. Department of Agriculture. Amount of food served is adjusted according to the age of the children since infants and toddlers require smaller amounts of food served more frequently and school-age children require much more food than preschoolers.

Not met [1] Partially met [2] Fully met [3]

Check meal plans, current food inspection certificate

VALIDATION DECISION
☐ v ☐ NV

Director's comments on rating

For validator _____

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

I-2a. Written menus are provided for parents.

[1] [2] [3]

ParentQuestionnaire I-c

DK No Yes

VALIDATION DECISION
☐ v ☐ NV

Director's comments on rating

Check documents

For validator _____

_____   _____
_____   _____
_____   _____
_____   _____

I-2b. Feeding times and food consumption information is provided to parents of infants and toddlers at the end of each day.

[1] [2] [3]

☐ Not applicable

Director's comments on rating

ParentQuestionnaire I-c

DK No Yes

VALIDATION DECISION
☐ v ☐ NV

For validator _____

_____   _____
_____   _____
_____   _____
_____   _____

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I. Nutrition and Food Service

CRITERION	DIRECTOR'S RATING Not / Partially / Fully met	VALIDATION PROCEDURE	
I-3. Foods indicative of children's cultural backgrounds are served periodically.	[1] [2] [3] *Director's comments on rating*	Check meal plans	**VALIDATION DECISION** ☐ V ☐ NV *For validator* _____
I-4. If the program does not provide food, parents are educated regarding well-balanced meals that may be brought from home. Food brought from home is stored appropriately until consumed.	[1] [2] [3] ☐ Not applicable *Director's comments on rating*	Check documents, observe facility	**VALIDATION DECISION** ☐ V ☐ NV *For validator* _____
I-5. Where food is prepared on the premises, the program is in compliance with legal requirements for food preparation and service. Food may be prepared at an approved facility and transported to the program in appropriate sanitary containers and at appropriate temperatures.	[1] [2] [3] *Director's comments on rating*	Check current food inspection certificate	**VALIDATION DECISION** ☐ V ☐ NV *For validator* _____

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J. Evaluation
CRITERION

DIRECTOR'S RATING

VALIDATION PROCEDURE

Not met	Partially met	Fully met

J-1a. All staff are evaluated at least annually by the director or other appropriate supervisor.

[1] [2] [3]

Director's comments on rating

Staff Questionnaire J-1a

☐ ☐ ☐
1   2   3

Check documents

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____   _____

_____   _____

_____   _____

_____   _____

J-1b. Results of staff evaluation are written and confidential. They are discussed privately with the staff member.

[1] [2] [3]

Director's comments on rating

Staff Questionnaire J-1b

☐ ☐ ☐
1   2   3

Check documents

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____   _____

_____   _____

_____   _____

_____   _____

J-1c. Staff evaluations include classroom observation.

[1] [2] [3]

Director's comments on rating

Staff Questionnaire J-1c

☐ ☐ ☐
1   2   3

Check documents

VALIDATION DECISION
☐ V   ☐ NV

For validator _____

_____   _____

_____   _____

_____   _____

_____   _____

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J. Evaluation

CRITERION

	DIRECTOR'S RATING			VALIDATION PROCEDURE

J-1d Staff are informed of evaluation criteria in advance.

Not met [1] Partially met [2] Fully met [3]

Staff Questionnaire J-1d

[ ] [ ] [ ]
1   2   3

Check documents

VALIDATION DECISION
❑ V   ❑ NV

Director's comments on rating

_____   *For validator*_____

_____   _____

_____   _____

_____   _____

J-1e Staff have an opportunity to evaluate their own performance.

[1] [2] [3]

Staff Questionnaire J-1e

[ ] [ ] [ ]
1   2   3

Check documents

VALIDATION DECISION
❑ V   ❑ NV

Director's comments on rating

_____   *For validator*_____

_____   _____

_____   _____

_____   _____

J-1f A plan for staff training is generated from the evaluation process.

[1] [2] [3]

Staff Questionnaire J-1f

[ ] [ ] [ ]
1   2   3

Check documents

VALIDATION DECISION
❑ V   ❑ NV

Director's comments on rating

_____   *For validator*_____

_____   _____

_____   _____

_____   _____

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J. Evaluation
CRITERION

DIRECTOR'S RATING

Not met / Partially met / Fully met

VALIDATION PROCEDURE

J-2a. At least once a year, staff, other professionals, school-age children, and parents are involved in evaluating the program's effectiveness in meeting the needs of children and parents.

| 1 | 2 | 3 |

Director's comments on rating

_____

_____

_____

Staff Questionnaire J-2a

| | | |
| 1 | 2 | 3 |

Parent Questionnaire 13

| | | |
| DK | No | Yes |

Check documents

For validator _____

_____

_____

_____

VALIDATION DECISION
☐ V ☐ NV

J-2b. The annual program evaluation examines the adequacy of staff compensation and benefits and rates of staff turnover, and a plan is developed to increase salaries and benefits so as to ensure recruitment and retention of qualified staff and continuity of relationships.

| 1 | 2 | 3 |

Director's comments on rating

_____

_____

_____

Staff Questionnaire J-2b

| | | |
| 1 | 2 | 3 |

Check documents

For validator _____

_____

_____

VALIDATION DECISION
☐ V ☐ NV

J-3. Individual descriptions of children's development and learning are written and compiled as a basis for planning appropriate learning activities, as a means of facilitating optimal development of each child, and as records for use in communications with parents.

| 1 | 2 | 3 |

Director's comments on rating

_____

_____

_____

Staff Questionnaire J-3

| | | |
| 1 | 2 | 3 |

Check documents

For validator _____

_____

_____

VALIDATION DECISION
☐ V ☐ NV

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