
NECPA
Presents:
Accreditation
Overview
&
Achieving FL
Gold Seal

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Schedule a Meeting

Presented by NECPA

Who is NECPA?

A Quick History

Who is NECPA?

National Early Childhood Program Accreditation

- NECPA is a voluntary, independent accrediting body, serving home-based and center providers.
- Founded in 1991 – over 35 Years of Excellence
- Made by Providers for Providers
- National Teacher and Director Credentials (*DCF Approved/Children's Forum Scholarship*)
- National Child Care Association

Who is NECPA?

What makes NECPA different?

- Written with your program in mind.
- Written to enhance the quality not change the good work you are already doing.
- Can be adapted into your current program policies with minimal modifications.

Benefits

Why become accredited?

Benefits of Accreditation

High Quality and More!

1. Quality care lasts a lifetime.
2. National recognition enables your program to STAND OUT.
3. Military Child Care Fee Assistance
4. *AND…*

Benefits of Accreditation

High Quality and More!

1. Gold Seal Quality Care Designation
   - → Higher School Readiness Rates
     - → Min 20% higher reimbursement rate
   - → VPK Eligibility
   - → Up to 10% discount on licensing fees
   - → 100% Sales Tax Exemption
   - → DCF Directory Highlight

Where are you in your accreditation journey?

- *Curious*
- *Exploring*
- *Preparing*
- *Enrolled*
- *Already Accredited*
- *Here to Learn More*



How to Begin?

Steps to Accreditation Success

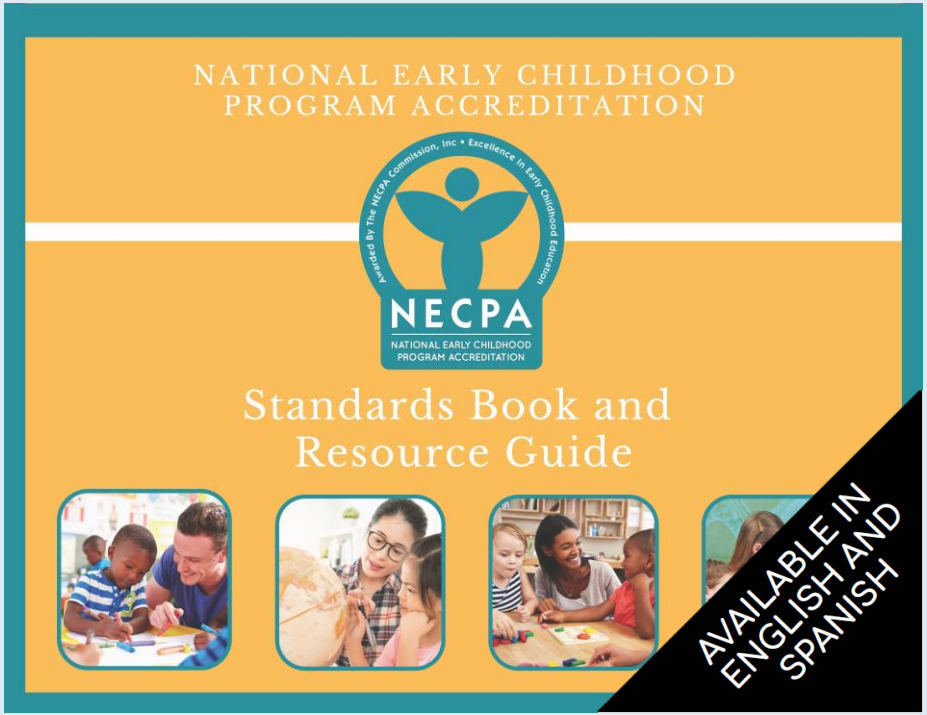
Steps to Success

Common Terms and Materials

1. Standards Book (SB)
2. Self Assessment Instrument (SAI)
3. Accreditation Terms –
    1. SB – Page 4 of the Intro
    2. SAI - Page 8 of 140

Standards Book (SB)

Standards Book (SB)



Standards Book (SB)

- Each standard has a specific ‘Standard Number.’
- The Standards Book (SB) consists of **219** numbered standards.
- The SB is organized using the ‘Standards Table’ which encompasses all standards throughout the **14 chapters**.
- The SB also includes a ‘Resource Guide’ with three sections:
  - **Section One –** Accreditation Process
  - **Section Two –** Documentation
  - **Section Three –** Observation

Standards Book (SB)

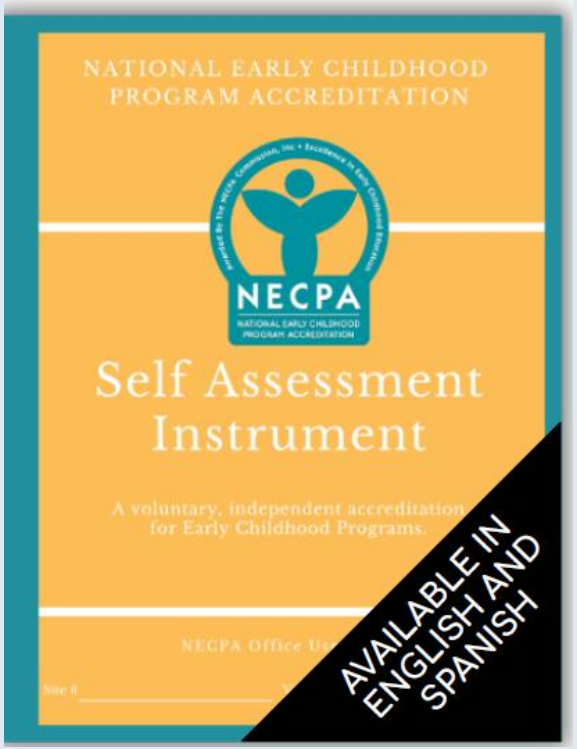
Using the NECPA Standards Table:

The standards table is divided into four (4) columns:

- **Column 1** identifies the NECPA Standard Number.
- **Column 2** identifies the required criteria to meet the standard.
- **Column 3** identifies possible evidence that may be used during your verification visit.
- **Column 4** identifies the Self Assessment Instrument Item that is used to verify a particular standard.

1	2	3	4
#	**NECPA Standard**	**Possible Evidence for Verification**	**SAI #**
10.10	A playground inspection log must be maintained at all times to reflect daily playground inspections.	Documentation may include: • Daily Playground Inspection Log	**A-114**

Self Assessment Instrument (SAI)



Self Assessment Instrument (SAI)

Self Assessment Instrument (SAI)

Part A – Documentation

- Part A has **131** Yes/No questions
  - 10 reserved items
- Each item is listed beginning with A.
  - Ex: A-1), A-2)...A-100).
- This part is sometimes referred to as the yellow section.

Part B – Observation

- Part B has **134** Yes/No questions
  - 10 reserved items
- Each item is listed beginning with B.
  - Ex: B-1), B-2)...B-100).
- This part is sometimes referred to as the blue section.

- All questions/'verification items' in Part A and Part B are divided into **14 Sections** based upon the chapters in the Standards Book for ease of self study and verification.

UNIFORM STANDARDS, UNIQUE APPROACHES.

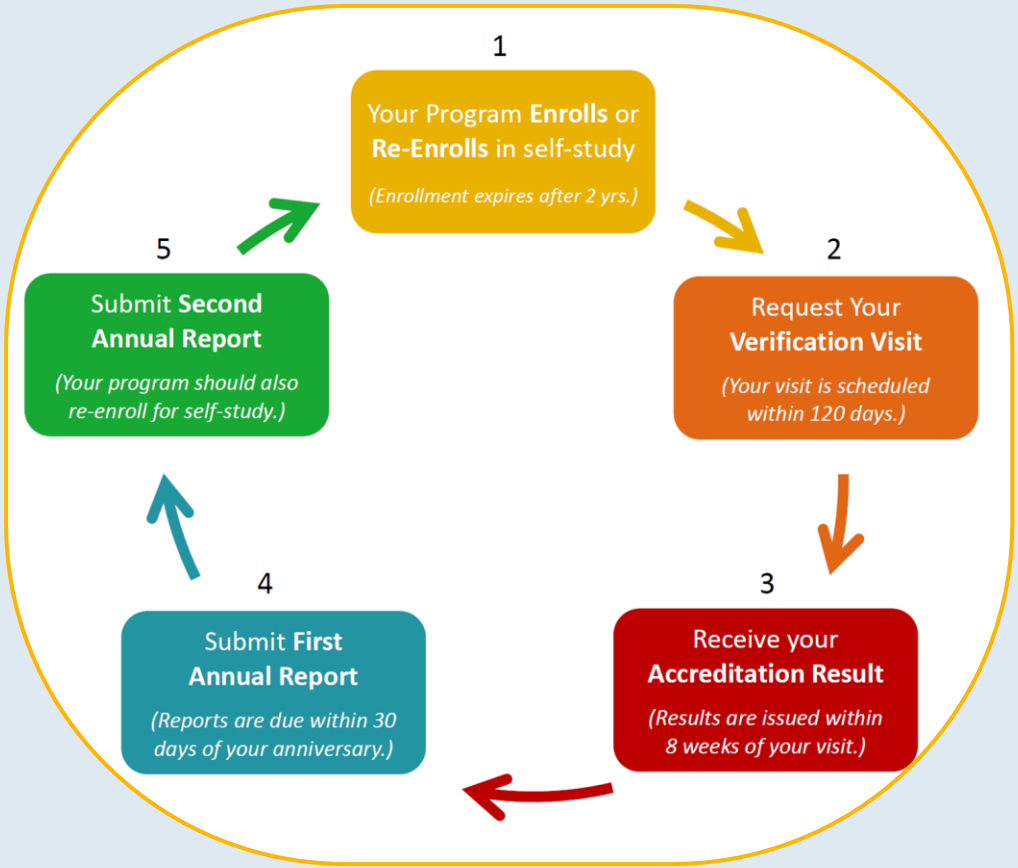
NECPA STANDARDS	FAMILY CHILD CARE HOMES
Chapter 1: Staff Qualifications & Professional Development	Individual provider training plans, mixed-role responsibilities, home-based professional growth
Chapter 2: Supervision	Continuous supervision within mixed-age home environments
Chapter 3: Behavior Management	Relationship-based guidance within family-style settings
Chapter 4: Health Protection & Promotion	Home-based wellness routines and individualized care practices
Chapter 5: Physical Environment & Safety	Safe, comfortable home learning environments
Chapter 6: Teacher-Child Interactions & Care	Close, family-style relationships and individualized interactions
Chapter 7: Infant & Toddler Care	Flexible caregiving routines within mixed-age care
Chapter 8: Curriculum	Flexible, interest-led learning experiences
Chapter 9: Developmental Program	Individualized learning embedded throughout the day
Chapter 10: Outdoor Play Area	Adaptable outdoor experiences in home-based spaces
Chapter 11: Staff-Family-Community Partnerships	Daily personal communication with families
Chapter 12: Health & Safety	Integrated home safety practices and routines
Chapter 13: Program Evaluation	Reflective self-assessment and continuous improvement
Chapter 14: Program Administration & Staff Relations	Owner/provider operational management

Steps to Success

Accreditation Process Overview

1. Self-Study/Enrollment
2. Verification and Results
3. Annual Reporting & Maintenance

Steps to Success



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What is your biggest concern or question about the accreditation process?

- Cost & Time
- Getting Started
- Standards & Compliance
- Implementation & Buy-in
- Support & Resources
- Staff Readiness & Training
- Documentation
- Assessment & Results

Steps to Success

Accreditation Process Overview

1. Self-Study/Enrollment
2. Verification and Results
3. Annual Reporting & Maintenance

Steps to Success

A quick look a self-study, what does it mean?

1. Evaluation
2. Implementation
3. Documentation

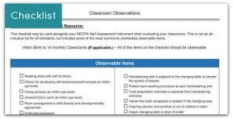
Steps to Success

Self-Study Step 1 - Evaluation

1. Independently assessing your program to standards. Identifying changes/improvements.
   - Utilize the Standards Book and Resource Guide
   - Involve Teachers, Staff and Families
   - Review Policies/Procedures

Steps to Success

Free NECPA Resources – Checklists



Infant Classroom Checklist (Observation)

This checklist may be used alongside your NECPA Self Assessment Instrument when evaluating your classrooms. This is not an all-inclusive list for all standards, but includes some of the most commonly overlooked observable items.

Download Here



Toddler Classroom Checklist (Observation)

This checklist may be used alongside your NECPA Self Assessment Instrument when evaluating your classrooms. This is not an all-inclusive list for all standards, but includes some of the most commonly overlooked observable items.

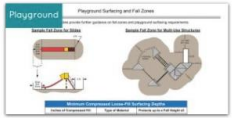
Download Here



Preschool and School-Age Classroom Checklist

This checklist may be used alongside your NECPA Self Assessment Instrument when evaluating your classrooms. This is not an all-inclusive list for all standards, but includes some of the most commonly overlooked observable items.

Download Here



Surfacing and Fall Zones Reference

This document shows examples that provide further guidance on fall zones and playground surfacing requirements.

Download Here



Parent Handbook Review



Staff Handbook Review

Presented by NECPA

Steps to Success

Self-Study Step 2 – Implementation

2. Set goals and timelines for changes or improvements to meet standards.
   - Conduct Staff Training
   - Update/Create Policies
   - Ensure Daily Procedures/Practices

Steps to Success

Free NECPA Resource – Work Plan

RESOURCE - My NECPA Accreditation Work Plan

Goal and/or Plan of Action	Start Date	Resources Needed	Goal Date
1. Review accreditation materials and become familiar with NECPA standards.			
2. Introduce accreditation process and importance to program staff.			
3. Introduce accreditation concept to parents and encourage their support.			
4. Copy and hand out staff and parent surveys. Provide an anonymous drop box.			
5. Collect completed surveys and identify areas of weakness.			
6. Director and teachers measure each classroom against applicable NECPA standards using sections of the Self Assessment Instrument.			
7. Assess each classroom and note areas of noncompliance.			
8. Brainstorm with staff and parents on improvement plan to address areas of observed noncompliance and weaknesses from the surveys collected.			
9. Meet with staff periodically to review progress in meeting NECPA standards.			
10. Once the improvement plan is met, including any necessary staff training and facility changes, complete the NECPA Self Assessment Instrument.			
11. Complete Part A, compiling the necessary documentation in an organized system, using the provided documentation labels to note each item.			
12. Complete Part B, these items will be verified through observation.			
13. Resurvey both staff and parents. Provide an anonymous drop box. Ensure you have collected surveys from at least 70% of staff and 50% of the families served.			
14. Review NECPA Self Assessment Instrument for completeness. Each item must be answered Yes, No* or N/A. Do not leave any items unanswered.			
15. Request a verification visit when all improvements have been made, the correct number of surveys collected, all items answered and documentation organized for the Self Assessment Instrument.			

Also available for download under 'Program Resources' at www.necpa.net.

Steps to Success

Self-Study Step 3 – Documentation

3. Construct your ‘Doc Box’
   - Staff qualifications and training
   - Parent and Teacher Handbooks
   - Curriculum, Lesson Plans and Child Assessment Tool
   - Logs, Reports, Records, Posted Procedures

AUTHENTIC AND CONSISTENT QUALITY

BUILD SYSTEMS, NOT JUST DOCUMENTS

Create routines and processes that make quality part of everyday practice.





ALIGN DOCUMENTATION AND PRACTICE



If it's written, show it! If it's happening, document it! Alignment is key.

PREPARE YOUR TEAM

Involve, train, and empower your educators. Accreditation is a team effort, not a director-only task. Strong programs are built by strong teams.



Steps to Success

Free NECPA Resource – Templates/Logs



Possible Samples or Templates for Evidence

This document shows possible samples or templates for evidence. This list may be used alongside your NECPA Self Assessment Instrument when creating and compiling your documentation.

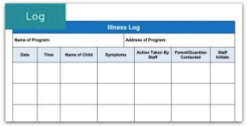
Download Here



Daily Playground Checklist

This document is a daily playground inspection log template that can be used for documenting the status of various playground standards.

Download Here



Illness Log

This is Illness Log template that can be used to document the date, time, child, symptoms and actions taken and the parent/guardian that was contacted.

Download Here



Injury Report Form

This injury report form can be used to document any and all injuries that occur at your program.

Download Here



Medication Administration Log



Hand Washing Procedure

Presented by NECPA

Steps to Success

Free NECPA Resource – How To Videos



Presented by NECPA

Steps to Success

Accreditation Process Overview

1. ~~Self-Study/Enrollment~~
2. Verification and Results
3. Annual Reporting & Maintenance

Accreditation Process Step 2 - Verification

Steps to Success

RESOURCE - Verification Visit Scheduling and Accreditation Result Timetable

Visit Request Received by:	Visit Date Scheduled by:	Receive Results By:
January 31st	May 31st	July 31st
February 28th	June 30th	August 31st
March 31st	July 31st	September 30th
April 30th	August 31st	October 31st
May 31st	September 30th	November 30th
June 30th	October 31st	December 31st
July 31st	November 30th	January 31st
August 31st	December 31st	February 28th
September 30th	January 31st	March 31st
October 31st	February 28th	April 30th
November 30th	March 31st	May 31st
December 31st	April 30th	June 30th

My Goal Request Date:	My Goal Visit Date:	My Goal Result Date:

Also available for free download under 'Program Resources' at www.necpa.net.

Steps to Success

Accreditation Process Step 2 - Verification

- Your Program is Evaluated In-Person
  1. Classroom Observations
  2. Documentation Review

- Receive Your Results
  1. Fully Accredited
  2. Pending
  3. Deferred

Steps to Success

Accreditation Process Overview

1. ~~Self-Study/Enrollment~~
2. ~~Verification and Results~~
3. Annual Reporting & Maintenance

Steps to Success

Accreditation Process Step 3 – Award Maintenance

"Quality is not an act, it's a habit."
– *Aristotle*

- Annual Reporting
  1. Anniversary Year One
  2. Anniversary Year Two
- Self Reporting
  1. Any program or director changes

POLL TIME!

What supports would make accreditation feel most achievable for you and your program?

- Understanding the Steps
- Organized Documentation
- Classroom Readiness
- Staff Buy-in & Training
- Time for Follow-Through

Gold Seal Steps for Your Success

From Accreditation to Quality Dollars

State-Level Compliance Review (The Self-Audit)

- Prepare the Gold Seal Quality Care Provider Application (Form DEL-GS05) and strictly audit your documents.
- Submit to The Children's Forum and save your receipt.
    - *Approval in 1-3 weeks*

From Accreditation to Quality Dollars

Claim Your Sales Tax Exemption (Form DR-14)

- Apply online with the Dept. of Revenue (Form DR-5) to receive your 5-year Exemption Certificate (Form DR-14).
    - *Use online at: Amazon, Walmart, Lakeshore, Target etc*

From Accreditation to Quality Dollars

Boost Your School Readiness (SR) Reimbursement Rates

- Gold Seal providers earn up to a **20% higher daily reimbursement rate per child** enrolled in the School Readiness program.
    - *Confirm your profile is updated to the "Gold Seal Rate."*

From Accreditation to Quality Dollars

Utilize Automatic VPK Eligibility

- Contact your ELC to sign a VPK Provider contract.
    - *Guaranteed State Funding for all eligible 4 yr olds*
    - Stable Daily Attendance for VPK instructional hours

From Accreditation to Quality Dollars

Request Local County Licensing Fee Discounts

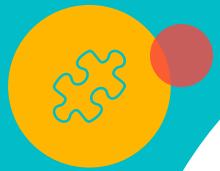
- Call your local County Child Care Licensing office and explicitly ask: *"Do you offer a registration fee reduction for Gold Seal designated Family Child Care Homes?"*



Accreditation Secrets

An Insiders Look

Secret #1:
You already meet major accreditation standards.







Secret # 1
You already meet major accreditation standards.

You are already doing the work!

- ✓ Meet and exceed state licensing.
- ✓ You and supporting educators/caregivers are well-trained and follow your program philosophy.
- ✓ Defined program policies and practices.

Each Area is a part of Major Accreditation Standards

- ✓ You Follow Health and Safety Procedures
- ✓ You Ensure Positive Teacher:Child Interactions
- ✓ You have a Parent and Program Handbook
- ✓ You Create an Environment for Children's Success
- ✓ You Plan for Children's Learning
- ✓ You Involve Parents/Families at Your Program

Secret #2:
Accreditation is simple and straightforward.

Secret # 2
Accreditation is simple and straightforward

Encouraging Your Success

- ✓ Choose the one that works for you
- ✓ Put the right supports in place
- ✓ Use the tool thoroughly

Free NECPA Resource – National Comparisons

Secret # 2 Accreditation is simple and straightforward

NECPA to NAEYC Standards Crosswalk - 2018 Edition

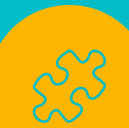
NAEYC #	NAEYC Accreditation Standard	NAEYC Evidence	NECPA #	NECPA Standard
1B.1	Teachers respond to children's negative emotions (hurt, fear, anger) by offering developmentally appropriate comfort, support, and assistance.	CO	6.5	Teachers make a concerted effort to understand what children are trying to communicate, assist them in expressing themselves and respond sensitively when children are frustrated, angry and/or afraid (i.e. when they are separating from their parents). Teachers welcome children who come for support with a reassuring and nurturing response. For children with special needs, alternative methods of communication should be used if necessary.
1B.2	Teachers take into account children's differing temperaments when relating to each child.	CO	6.5	Teachers make a concerted effort to understand what children are trying to communicate, assist them in expressing themselves and respond sensitively when children are frustrated, angry and/or afraid (i.e. when they are separating from their parents). Teachers welcome children who come for support with a reassuring and nurturing response. For children with special needs, alternative methods of communication should be used if necessary.
1B.3	Teachers take into account children's differing activity levels when relating to each child.	CO	8.7, 9.5, and 9.33	8.7:The program has written outdoor play policies that include: addressing the benefits of physical activity; outlining the duration of required physical activity; and specifying the clothing requirements of children. 9.5: Teachers foster the children's sense of trust and confidence by developing a consistent daily routine which the children can rely on. Simple, consistent patterns are followed in transitioning from one activity to the next. Routines, activities, and materials are adjusted to the mood and energy changes for groups and individual children. 9.33: Teachers provide appropriate large-muscle activities for each child and the opportunity for the development of eye-hand and eye-foot coordination.
1B.4 Required; Must Be Met to Earn and Maintain Accreditation	Staff never use physical punishment and do not engage in psychological abuse or coercion.	CO	3.8	Any form of child maltreatment is prohibited. This includes: emotional abuse, including teasing, humiliating, ignoring, isolating, bullying, and harassment; the withholding or use of food, meals, or snacks; and verbal abuse, including taunting, speaking harshly, or sarcastically that is meant to demean the child in any way. The use of corporal punishment is not tolerated in any child care program, by any staff, teacher, substitute or volunteer. Corporal punishment is defined as physical punishment that intentionally causes pain and discomfort on children in response to undesired behavior.
1B.5	Infant teachers talk, coo, and sing to infants and repeat infants' sounds.	CO	7.13	Qualified teachers working with infants encourage babbling and the development of verbal and social skills by repeating and expanding on their limited verbal skills and by naming familiar objects, discussing routine activities and by imitating common sounds. The teacher talks to the infants describing what they are doing and what they feel, hear, touch, and see. Teachers working with infants/toddlers play interactive games, talk, read and provide access to a variety of books, and sing to the children.
1B.6	Teachers are aware of infants', toddlers', and twos' individual levels of arousal and moderate their own voice level and physical interaction accordingly.	CO	7.5	The teacher is responsive to the young child's initiatives to play, move, and use toys and materials.
1B.7	Teachers can distinguish the meaning of infant's, toddlers', and two's various cries and other signs of distress.	CO	6.5	Teachers make a concerted effort to understand what children are trying to communicate, assist them in expressing themselves and respond sensitively when children are frustrated, angry and/or afraid (i.e. when they are separating from their parents). Teachers welcome children who come for support with a reassuring and nurturing response. For children with special needs, alternative methods of communication should be used if necessary.
1B.8	Show that your guidance/discipline policy states that staff may never use physical punishment, psychological abuse, or coercion when disciplining a child. The policy must include examples of prohibited staff practices.	PP	3.8	Any form of child maltreatment is prohibited. This includes: emotional abuse, including teasing, humiliating, ignoring, isolating, bullying, and harassment; the withholding or use of food, meals, or snacks; and verbal abuse, including taunting, speaking harshly, or sarcastically that is meant to demean the child in any way. The use of corporal punishment is not tolerated in any child care program, by any staff, teacher, substitute or volunteer. Corporal punishment is defined as physical punishment that intentionally causes pain and discomfort on children in response to undesired behavior.

Page 1 of 62

Secret # 2 Accreditation is simple and straightforward

- ✓ Choose a system that highlights your program's unique qualities, not changes them
- ✓ Use Your Teaching Staff
- ✓ Use Your Accrediting Body
- ✓ Use Your Accreditation Manual
- ✓ Use Your Community Resources
- ✓ The Verification Day is a Day for Success

Secret #3:
Accreditation is your program's best marketing tool.







Did you know:

Less than 10% of child care programs are accredited nation-wide?

Make your program STAND OUT!

Secret # 3
Accreditation is your program's best marketing tool.

Sharing Your Program's Success

- Increased recognition online and offline.
- Increased enrollment and family retention.
- Increased profitability, longevity, and a higher selling point!

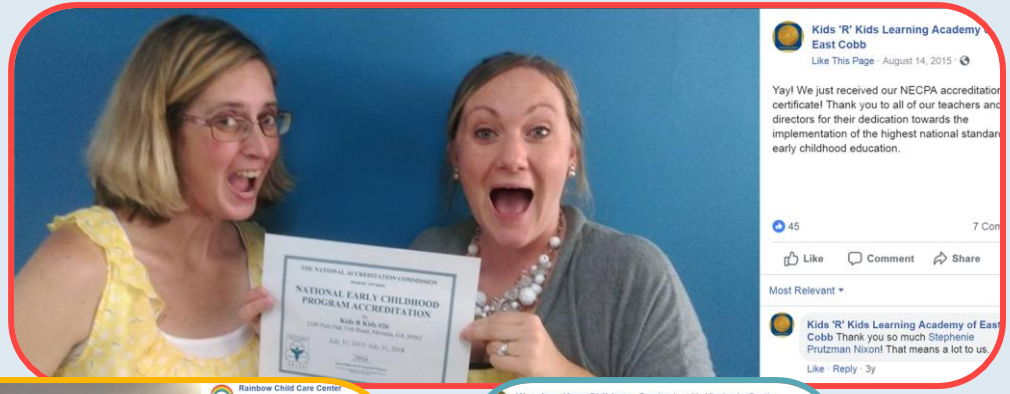
Secret # 3 Accreditation is your program's best marketing tool.



133 Like/Loves
31 Comments
2 Shares

Presented by NECPA

Secret 3: Accreditation is your program's best marketing tool.







Secret # 3 Accreditation is your program's best marketing tool.







The Three Secrets

Secret #1 - You already meet major accreditation standards.

Secret #2 - Accreditation is simple and straightforward.

Secret #3 - Accreditation is your program's best marketing tool.

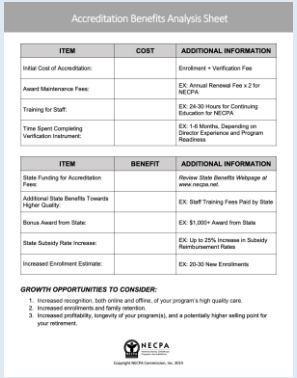
Helpful Handouts



Insider checklists
and toolkits

Insider checklists and toolkits

Accreditation Benefits Analysis Sheet



Accreditation Benefits Analysis Sheet

ITEM	COST	ADDITIONAL INFORMATION
Initial Cost of Accreditation:		Enrollment + Verification Fee
Award Maintenance Fees:		EX: Annual Renewal Fee x 2 for NECPA
Training for Staff:		EX: 24-30 Hours for Continuing Education for NECPA
Time Spent Completing Verification Instrument:		EX: 1-6 Months, Depending on Director Experience and Program Readiness

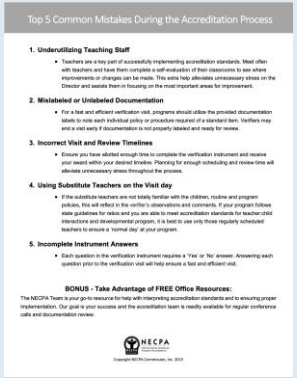
ITEM	BENEFIT	ADDITIONAL INFORMATION
State Funding for Accreditation Fees:		*Review State Benefits Webpage at www.necpa.net*
Additional State Benefits Towards Higher Quality:		EX: Staff Training Fees Paid by State
Bonus Award from State:		EX: $1,000+ Award from State
State Subsidy Rate Increase:		EX: Up to 25% Increase in Subsidy Reimbursement Rates
Increased Enrollment Estimate:		EX: 20-30 New Enrollments

GROWTH OPPORTUNITIES TO CONSIDER:

1. Increased recognition, both online and offline, of your program's high quality care.
2. Increased enrollments and family retention.
3. Increased profitability, longevity of your program(s), and a potentially higher selling point for your retirement.

NECPA

Top 5 Common Mistakes During the Accreditation Process



Top 5 Common Mistakes During the Accreditation Process

1. Underutilizing Teaching Staff

- Teachers are a key part of successfully implementing accreditation standards. Meet often with teachers and have them complete a self-evaluation of their classrooms to see where improvements or changes can be made. This extra help alleviates unnecessary stress on the Director and assists them in focusing on the most important areas for improvement.

2. Mislabeled or Unlabeled Documentation

- For a fast and efficient verification visit, programs should utilize the provided documentation labels to note each individual policy or procedure required of a standard item. Verifiers may end a visit early if documentation is not properly labeled and ready for review.

3. Incorrect Visit and Review Timelines

- Ensure you have allotted enough time to complete the verification instrument and receive your award within your desired timeline. Planning for enough scheduling and review time will alleviate unnecessary stress throughout the process.

4. Using Substitute Teachers on the Visit day

- If the substitute teachers are not totally familiar with the children, routine and program policies, this will reflect in the verifier's observations and comments. If your program follows state guidelines for ratios and you are able to meet accreditation standards for teacher child interactions and developmental program, it is best to use only those regularly scheduled teachers to ensure a 'normal day' at your program.

5. Incomplete Instrument Answers

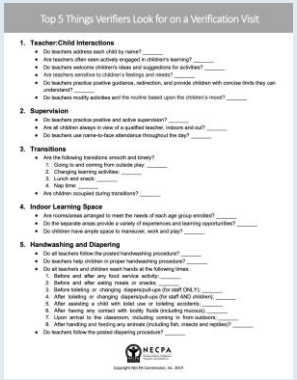
- Each question in the verification instrument requires a 'Yes' or 'No' answer. Answering each question prior to the verification visit will help ensure a fast and efficient visit.

BONUS - Take Advantage of FREE Office Resources:

The NECPA Team is your go-to resource for help with interpreting accreditation standards and to ensuring proper implementation. Our goal is your success and the accreditation team is readily available for regular conference calls and documentation review.

NECPA

Top 5 Things Verifiers Look for on a Verification Visit



Top 5 Things Verifiers Look for on a Verification Visit

1. Teacher:Child Interactions

- Do teachers address each child by name? _____
- Are teachers often seen actively engaged in children's learning? _____
- Do teachers welcome children's ideas and suggestions for activities? _____
- Are teachers sensitive to children's feelings and needs? _____
- Do teachers practice positive guidance, redirection, and provide children with concise limits they can understand? _____
- Do teachers modify activities and the routine based upon the children's mood? _____

2. Supervision

- Do teachers practice positive and active supervision? _____
- Are all children always in view of a qualified teacher, indoors and out? _____
- Do teachers use name-to-face attendance throughout the day? _____

3. Transitions

- Are the following transitions smooth and timely?
  1. Going to and coming from outside play: _____
  2. Changing learning activities: _____
  3. Lunch and snack: _____
  4. Nap time: _____
- Are children occupied during transitions? _____

4. Indoor Learning Space

- Are rooms/areas arranged to meet the needs of each age group enrolled? _____
- Do the separate areas provide a variety of experiences and learning opportunities? _____
- Do children have ample space to maneuver, work and play? _____

5. Handwashing and Diapering

- Do all teachers follow the posted handwashing procedure? _____
- Do teachers help children in proper handwashing procedure? _____
- Do all teachers and children wash hands at the following times:
  1. Before and after any food service activity: _____
  2. Before and after eating meals or snacks: _____
  3. Before toileting or changing diapers/pull-ups (for staff ONLY): _____
  4. After toileting or changing diapers/pull-ups (for staff AND children): _____
  5. After assisting a child with toilet use or toileting accidents: _____
  6. After having any contact with bodily fluids (including mucous): _____
  7. Upon arrival to the classroom, including coming in from outdoors: _____
  8. After handling and feeding any animals (including fish, insects and reptiles)? _____
- Do teachers follow the posted diapering procedure? _____

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The way to get started is to quit talking and begin doing.

- Walt Disney





Ask An Expert

Schedule a Meeting

Contact our team!

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