



Early Childhood Higher Education Programs

ANNUAL REPORT

INSTITUTION NAME: SANTA MONICA COLLEGE

STATE: CALIFORNIA

PLEASE INDICATE THE DATE FOR WHICH THE PROGRAM IS SUBMITTING THIS REPORT

SEPTEMBER 30, 2019

MARCH 31, 20__

PLEASE INDICATE WHICH ANNUAL REPORT THE PROGRAM IS SUBMITTING

YEAR 1 ANNUAL REPORT

YEAR 2 ANNUAL REPORT

YEAR 3 ANNUAL REPORT

YEAR 4 ANNUAL REPORT

WOULD YOU LIKE THE ASSESSMENT REVIEW COMMITTEE TO PROVIDE YOU WITH PEER FEEDBACK ON THE KEY ASSESSMENTS ASSOCIATED WITH THE STANDARD YOU SELECTED TO REPORT DATA ON IN THIS YEAR 4 ANNUAL REPORT? IF YOU CHECK "YES" SEE PAGE X FOR MORE INFORMATION.

YES **NO**

YEAR 5 ANNUAL REPORT

[NOTE IN YEAR 6 THE PROGRAM WILL SUBMIT A RENEWAL SELF-STUDY REPORT]

NAME OF PERSON COMPLETING THIS REPORT: GARY HUFF

DATE: 09/30/2019

PLEASE REVIEW AND CHECK THE FOLLOWING STATEMENTS AS APPROPRIATE

OUR PROGRAM IS RESPONDING TO CONDITIONS (*MAKE SURE TO COMPLETE PART G OF THE REPORT IF YOU CHECKED THIS BOX*)

I AFFIRM THAT I HAVE READ THE CURRENT NAEYC EARLY CHILDHOOD HIGHER EDUCATION ACCREDITATION HANDBOOK (*REQUIRED FOR ALL ACCREDITED PROGRAMS*)

I VERIFY THAT THE INFORMATION CONTAINED IN THIS REPORT IS ACCURATE (*REQUIRED FOR ALL ACCREDITED PROGRAMS*)

OUR PROGRAM HAS SUBMITTED ITS ANNUAL FEE FOR THE CURRENT YEAR (*REQUIRED ALL ACCREDITED PROGRAMS*)

I WOULD LIKE TO SCHEDULE A PHONE CONSULTATION WITH NAEYC STAFF

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The purposes of the Annual Report are to:

- Affirm the program’s continued compliance with Accreditation Eligibility Requirements
- Document substantive changes to a program
- Provide updates on the program’s context
- Provide Program Outcome Data
- Support the program’s continuous improvement efforts in collecting and analyzing candidate performance data
- Provide data to inform the early childhood degree landscape
- (For some programs) Respond to any conditions identified by the Commission as part of an accreditation decision
- (For programs in Year 4) Provide an opportunity for feedback on key assessments as the program prepares for renewal

A. UPDATES TO CONTACT INFORMATION

Institution Name	Santa Monica College
Mailing Address	1900 Pico Blvd., Santa Monica, CA 90405
Program Name(s)	Education/Early Childhood Department
Program name(s) as listed in <u>college catalog</u> , including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.	A.S. Early Childhood Studies A.S. Early Intervention Assistant A.S. Infant/Toddler Teacher A.S.T. Early Childhood Education
Program's website address (please list the website address for each program if including more than one program)	Department Page: https://www.smc.edu/ece ECE AS Programs (all AS programs above are listed on this document): http://www.smc.edu/StudentServices/TransferServices/AreasofStudy/Documents/Associate_Degrees/early_childhood_education_as.pdf#page=4 ECE AS-T Programs: http://www.smc.edu/StudentServices/TransferServices/AreasofStudy/Documents/ADT/as-t_early_childhood_education.pdf#page=5
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/accredited-programs)?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Program Name (if the institution has more than one accredited program): A.S. Early Childhood Education – Core has been renamed to A.S. Early Childhood Studies
Primary contact (faculty member representing the program) (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):	Name: Gary Huff Title: Department Chair, Education/Early Childhood Department Phone: 310-434-8280 Email: huff_gary@smc.edu
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	NA
Secondary contact (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):	Name: Laura Manson Title: Professor, Education/Early Childhood Department Phone: 310-434-3530 Email: manson_laura@smc.edu

If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	NA
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B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS

In the chart below, please indicate compliance with the accreditation system’s eligibility requirements for all programs listed on p. 4.

	Yes (for all programs listed)	No (for one or more programs listed)
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by a regional institutional accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	YES	
The program(s) is not designated as “low-performing” by the state as outlined by Title II of the Higher Education Act. ¹	YES	
The program(s) is a specialized degree in early childhood or child development with at least 18 credit hours of early childhood coursework. This may include courses from other departments, such as Child Psychology, Sociology of the Family, or Children’s Literature if these courses are aligned with NAEYC accreditation standards and faculty are willing to participate in site visit interviews.	YES	
The program requires field experiences.	YES	
The program(s) has graduated at least one individual.	YES	
Associate degree programs: The faculty for the associate degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs.	YES	

¹Teacher licensure programs are required by the U.S. Department of Education to define criteria and procedures for identifying low-performing programs within the state. This requirement does not apply to early childhood programs that do not lead to teacher licensure.

<p>Baccalaureate and master's degree programs: The faculty for the baccalaureate and master's degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a terminal degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.</p>		
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Please explain any "no" answer above:

Not applicable.

C. UPDATES TO PROGRAM CONTEXT

<p>Have there been any substantive changes to the program, as defined in the Accreditation Handbook?</p>	<p>✓ No <input type="checkbox"/> Yes</p> <p>If the program answered “yes”, please complete the “Notice of Substantive Change Report” template found in the Online Accreditation Resource library and attach to your Annual Report.</p>
<p>Number of full-time candidates enrolled for the most recent semester² available (do not include certificate-only students in counts)</p>	<p>Spring 2019 101</p>
<p>Number of part-time candidates enrolled for the most recent semester³ available (do not include certificate-only students in counts)</p>	<p>Spring 2019 124</p>
<p>The number of required early childhood credit hours in the program.</p>	<p>AS. Early Childhood Studies - 30 AS Early Intervention Assistant - 24 AS Infant/Toddler Teacher - 30 AST Early Childhood Education - 27</p>
<p>The number of required general education credit hours in the program.</p>	<p>AS. Early Childhood Studies - 30 AS Early Intervention Assistant – 36 AS Infant/Toddler Teacher - 30 AST Early Childhood Education - 33</p>
<p>The number of required non-early childhood education methodology and other education courses in the program.</p>	<p>All programs only require specified early childhood and general education credits above.</p>
<p>Number of program graduates in past academic year i.e. the most recent one-year period for which institutional information is readily available (do not include certificate-only students in counts). The reporting period may be different for programs that submit Annual Reports to NAEYC on a spring vs. fall cycle but should be consistent for each year’s Annual Report.</p>	<p>2018-2019 50</p>

² If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

³ If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

Number of full-time faculty who taught in the early childhood program(s) during the past academic year:	6
Number of part-time faculty who taught in the early childhood program(s) during the past academic year:	23
During the past year, has the program experienced unusual circumstances (e.g., natural disasters or health calamities) that are not reflected elsewhere in the report?	<p> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes </p> <p>If the program answered "yes", please provide a short explanation.</p>

D. REPORTING PROGRAM OUTCOME DATA

As part of the program's achieving and maintaining NAEYC accreditation, it must report annually on at least three of the following measures and display these data via an easily located link on the program's website.

The program is strongly encouraged to meet with its Institutional Research (IR) office to assist in gathering the data on the outcome measures. Below are suggested data reporting templates, but the program is encouraged to report the data in a format that best meets its program needs. For institutions with more than one accredited program, data must be disaggregated and reported for each program.

Outcome Measure #1: The Number of Program Completers

In the chart below, please indicate the number and percentage of program completers for the three most recent academic years. Note: the percentages across each row must add up to 100%.

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time ⁴ (at the time of completion)
2016-2017	74	9.5% (7)	90.5% (67)
2017-2018	68	14.9% (10)	85.2% (58)
2018-2019	71	8.4% (7)	91.6% (64)

Outcome Measure #2: The Program Completion Rate

What is the published timeframe for full-time candidates to complete the early childhood program(s) included in this Self-Study Report? (Please indicate in terms of the number of academic years; e.g., five semesters would be 2.5 academic years.) **2 academic years**

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**⁵**The program must complete the information for the 150% indicator and choose to report on either the 100%, 200% (or twice) or 300% (three times) indicator. The academic years selected must fall within eight years of the date this report is submitted.**

Example: A program with a published timeline of two years (four semesters at 15 credits a semester) to complete an A.A.S. in Early Childhood could select a Fall 2011 cohort on which to report. The 150% indicator,

⁴ Part-time status is defined by the institution.

⁵ "The Commission defines the published time frame as the number of terms an individual student was actually enrolled in the program. The terms do not have to be consecutive, but the total number of terms must meet the program's expected time frame for completion. University-approved withdrawals (e.g., leaves of absence for reasons of health, maternity/paternity, mission work, military assignment) do not count toward the number of terms a student was enrolled in the program. Students taking longer due to reasons other than university-approved withdrawals (e.g., course repeats, remediation plans) cannot be considered as meeting completion expectations." *Language adapted from the Council on Academic Accreditation for Audiology, Speech Language Pathology of the American Speech Language Hearing Association at <http://caa.asha.org/news/calculating-program-completion-rates/>.*

indicates all members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. The 100% indicator only contains members of the Fall 2011 cohort who completed the program by Spring 2013. The 200% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2015, including those already counted in the 150% indicator. Lastly, the 300% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2017, including those already counted in the 150% indicator.

Program Name: AS Early Childhood Studies, AST Early Child Education, AS Infant/Toddler Teacher, AS Early Intervention Assistant

Academic year in which a Fall cohort of full-time candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
Fall 2013 (N=28)	1 (3.6%)	2 (7.1%)
Fall 2014 (N=27)	1 (3.7%)	1 (3.7%)
Fall 2015 (N=34)	5 (14.7%)	6 (17.6%)

A program may (but is not required to) insert below a short narrative description (150 words) of the data reflected above to provide context.

Outcome Measure #3: Institutional Selected Data

All programs are required to select at least one of the following outcome measures on which to report. (Institutions submitting multiple programs in a single Annual Report may select the same or a different measure for each program; a separate chart must be submitted for each program.)

(A) The fall-to-fall retention rate in the program for each of the three most recently completed academic years

Academic Year	% of Part-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Full-Time Candidates
2015-2016 (N = 247)	153 (61.9%)	67 (43.8%)	94 (38.1%)	52 (55.3%)
2016-2017 (N = 243)	146 (60.1%)	67 (45.9%)	97 (39.9%)	51 (52.6%)
2017-2018 (N = 225)	136 (60.4%)	72 (52.9%)	89 (39.6%)	50 (56.2%)

OR

~~(B) The number and percentage of program graduates employed in the early childhood profession or pursuing further education in the profession within one year of graduation for each of the three most recent academic years for which information is available.~~

Academic Year	Number of Graduates	Percentage of Graduates employed in the early childhood profession within one year of graduation*	Percentage of Graduates pursuing further education in the early childhood profession within one year of graduation*

*The figures in these two columns do not need to add up to 100%

OR

~~(C) Institutionally designed measure that speaks to candidate outcomes in the program (list the measure and the data for the measure). The data must be reported for the most recent three academic years. Such measures might include the average GPA of the graduating class, the number of candidates who completed their courses with a "C" or above, the pass rate on national performance assessments such as edTPA, etc.~~

Academic Year	Outcome Measure	Performance Data

- 1) **Please provide the specific web link where the data on Outcome Measures #1, #2 and #3 of this section are published on the institution's website.** The link should be accessible from the program's home page on the institution's website. The data could be housed directly within the program's section of the institution's website. If an institution has a page that houses accreditation data and/or candidate success data for all programs at the institution, the program outcome measures may be included there instead, but must still be linked to directly from the program's homepage.

<http://www.smc.edu/AcademicPrograms/ECE/Pages/NAEYC-Accreditation.aspx>

E. REPORTING AND ANALYZING DATA FOR A STANDARD

*For Section F, if the institution has more than one accredited program, please replicate and label the Key Assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Elements for each program **if they do not share the same key assessments.***

Key Assessment Title Chart

Please list the names of each of the program's key assessments in the chart below.

	Name of Assessment	Check here if the assessment is a revision or replacement for an assessment submitted in the previous Annual Report (or Self-Study Report, if the program is submitting a Year 1 Annual Report).
Key Assessment 1	Baby Day	Same
Key Assessment 2	Bioecological Systems Reflection Paper	Same
Key Assessment 3	Individualized Activity Planning	Same
Key Assessment 4	Licensing/Parent Communication Assignment	Same
Key Assessment 5	Using Observational Evidence to Inform Assessment and Communication with Parents	Same
Key Assessment 6 (if applicable)*	Learning Center Assignment	Same

* While submitting a sixth key assessment is encouraged in order to provide the most opportunity to demonstrate alignment with the standards, it is not a requirement. If a sixth assessment is included, it should meet the same requirements as the other assessments.

Chart of Key Assessments Aligned with Standards and Key Elements

Standard 1: Promoting Child Development and Learning Key Elements	Key Assessment					
	1	2	3	4	5	6
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.	*		*			
1b. Knowing and understanding the multiple influences on development and learning.	*	*	*			
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	*					
Standard 2: Building Family and Community Relationships	Key Assessment					

Key Elements	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.		*				
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.				*		
2c. Involving families and communities in young children’s development and learning.				*		*
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Key Assessment					
Key Elements	1	2	3	4	5	6
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.				*		
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.		*		*	*	
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.				*		
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.				*		
Standard 4: Using Developmentally Effective Approaches	Key Assessment					
Key Elements	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.		*				
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.		*				*
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.						*
4d. Reflecting on own practice to promote positive outcomes for each child.						*
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	Key Assessment					
Key Elements	1	2	3	4	5	6
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.			*			
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.			*			
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.			*			*
Standard 6: Becoming a Professional	Key Assessment					
Key Elements	1	2	3	4	5	6

6a. Identifying and involving oneself with the early childhood field.				*		
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.				*		
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.						*
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.	*					
6e. Engaging in informed advocacy for young children and the early childhood profession.						*

If the program did not check a key assessment for every key element, please explain below.

Reporting Data for a Standard

On which standard will the program report its two most recent applications of data? (Programs are encouraged to select a different standard for each Annual Report.) Please choose one:

Standard 1 ___ Standard 2 ___ Standard 3 ___ Standard 4 ___ Standard 5 ___ Standard 6

Which key assessments are used to measure this standard? (Please choose as many as are indicated on the chart as aligning with the selected standard.)

Key Assessment 1 Key Assessment 2 Key Assessment 3 ___ Key Assessment 4 ___ Key Assessment 5 ___ Key Assessment 6

Please do not attach the actual key assessments unless you are responding to conditions related to key assessments or if you indicated on p. 1 that this is a Year 4 Annual Report for which you are requesting feedback on key assessments. See Part H for more information.

Looking *collectively across all key assessments associated with the standard the program chose*, include two applications⁶ of the most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. **If submitting multiple programs in this Annual Report, this data must be disaggregated by program. Data tables should reflect data reported by the key elements within the standard. All data tables must clearly distinguish between how many degree candidates met or did not meet the standard.** All data tables must clearly indicate which key assessments are included and the dates of application for each key assessment. NAEYC guidance can be found in the Accreditation Resource Library under “Guidance Documents and Other Resources.” Programs are encouraged to review the guidance when completing this section of the Annual Report.

Program name (for institutions submitting multiple programs within one Annual Report): <u>Early Childhood Education</u>		
1. AS Early Childhood Studies 2. AS Early Intervention Assistant 3. AS Infant/Toddler Teacher 4. AST Early Childhood Education		
Date(s) of Application 1: Key Assessment 1, Key Assessment 2, and Key Assessment 3 FALL 2018 Date(s) of Application 2: Key Assessment 1, and Key Assessment 2, and Key Assessment 3 SPRING 2019		
Key Elements of Standard	Not Met	Met/Exceeds
1a. Knowing and understanding young’s children’s characteristics and needs, from birth through age 8.	Application 1 N = 40/264 % = 16	Application 1 N = 224/264 % = 85
	Application 2 N = 67/309 % = 22	Application 2 N = 242/309 % = 79
1b. Knowing and understanding the multiple influences on development and learning.	Application 1 N = 70/357 % = 19	Application 1 N = 287/357 % = 81

	Application 2 N = 76/449 % = 17	Application 2 N = 373/449 % = 83
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	Application 1 N = 49/219 % = 23	Application 1 N = 170/219 % = 78
	Application 2 N = 53/245 % = 22	Application 2 N = 192/245 % = 79

Data Analysis Questions

After reviewing the data reported above, answer the following questions:

- 1. How are candidates performing in regard to the key elements of the standard on which the program reported? Briefly describe each program's data results across all key assessments designed to measure the standard chosen. (600 word limit)**

Candidates in Year 2 are performing similarly to year 1 on each of these key elements. Overall, the vast majority of candidates are performing at or above expectations in each key element. However, careful review of the data collected revealed that the number of students not meeting expectations for key elements 1a, 1b, and 1c is being inflated by students who do not attempt certain portions of the key assessment. For example, using the data from the most recent application (spring 2019):

Key Element	Not Attempted	Attempted, Did Not Meet	Combined Total Not Meeting
1A	28/67 = 42%	39/67 = 58%	67
1B	51/76 = 68%	25/76 = 32%	76
1C	37/53 = 70%	16/53 = 30%	53

To some degree, each of the key assessments in this area (1, 2, and 3) contribute to these totals. However, key assessment 1 (Baby Day) has the highest % of student not attempting the assignment.

- 2. How is the program using the data from the standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (600 word limit)**

Early Childhood faculty met in January and August 2019 to review and discuss the key assessment data from application 1 and 2. The rates of students not meeting the expectations were highest for key elements 1a, 2a, and 3a. It was decided that this area would become our focus for the next academic year and reporting period (2019-2020).

Overall, faculty feel that the current key assessments are meeting the needs of our department, but some lack of student participation is adversely impacting the results in this area. Rather than make

changes to the content of the key assessments (1, 2, and 3), we focused our efforts on gathering student feedback about the key assessments, particularly from those that did not attempt. In general, students in this category reported a lack of time, unexpected life events, or the distribution of points across components of key assessments as factors in their decision to not participate in the assessment.

For Fall 2019, faculty teaching courses using key assessments 1, 2, and 3 are testing various methods for increasing student participation in the assignment. Methods include a redistribution of points across various sections of each key assessment rubric, extending the due date for the key assessment, offering multiple due dates with peer review or instructor feedback available across various components of the key assessment, etc. The results of these strategies will be discussed in January 2020 at the winter FLEX meeting. Promising practices will be considered for universal implementation at that time.

F: STANDARD 7- FIELD EXPERIENCES

I AFFIRM THAT (PLEASE SELECT ONLY ONE OF THE FOLLOWING):

(1) THE PROGRAM'S FIELD EXPERIENCES REMAIN AS DESCRIBED IN THE FIELD EXPERIENCE CHART SUBMITTED WITH THE MOST RECENT SELF-STUDY REPORT OR ANNUAL REPORT, OR FIELD EXPERIENCES HAVE CHANGED IN A WAY THAT DO NOT REFLECT A SUBSTANTIVE CHANGE AS DEFINED IN THE ACCREDITATION HANDBOOK.

OR

(2) Substantive changes have occurred since the program's most recent report submission. (Please complete the "notice of substantive change report" in the online accreditation resource library.)

In order to meet Standard 7, a program must provide opportunities for **all** candidates to **observe and practice** with at least two age groups (birth-age 3, 3-5 years old, and 5-8 years old) in at least two settings (Head Start program, early school grades, early learning centers, or home-based settings). ***Institutions with multiple accredited programs must complete the information below separately for each program.***

Total number of field experience hours required in this program: **A minimum of 210 hours**

In which age groups do all of your candidates have an opportunity to observe (*must select at least two to meet Standard 7*)?

- XX** Birth-age 3
- XX** Age 3-5
- XX** Age 5-8

In which age groups do all of your candidates have an opportunity to practice (*must select at least two to meet Standard 7*)?

- XX** Birth-age 3
- XX** Age 3-5
- Age 5-8

In which settings do all of your candidates have an opportunity to observe (*Must select at least two to meet Standard 7*)?

- XX** Head Start (or state equivalent) programs
- XX** Early school grades
- XX** Early learning centers
- XX** Home-based settings

In which settings do all of your candidates have an opportunity to practice (*Must select at least two to meet Standard 7*)?

- XX** Head Start (or state equivalent) programs
- Early school grades

- XX** Early learning centers
- XX** Home-based settings **(if licensed and accredited)**

IF YOUR PROGRAM IS NOT RESPONDING TO CONDITIONS AND IS NOT SUBMITTING A YEAR 4 ANNUAL REPORT, PLEASE GO TO THE ANNUAL REPORT COMPLETION CHECKLIST PAGE TO COMPLETE THE ANNUAL REPORT.

G. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

Not Applicable

If the program is accredited with conditions, please complete this section. If the program is not responding to conditions, do not complete this section.

1. Cite the condition statement(s) here exactly as it appears in the Accreditation Decision Report.

2. Describe the progress in addressing the condition(s). Description of work to date is important, but assertion of change is not sufficient. Insert documents, such as revised key assessments or data tables and analysis that provide evidence of change. Programs that are accredited with conditions must satisfactorily address conditions by the second Annual Report in order to maintain accreditation.

H. YEAR 4 PROGRAM SUBMITTING KEY ASSESSMENTS FOR REVIEW

Not Applicable

If the program is submitting a Year 4 Annual Report and is submitting key assessments for review, please complete this section. Programs in Year 4 are not required to use this service. If the program is not submitting a Year 4 Annual Report, do not complete this section.

Programs can submit **up to two key assessments** that measure the Standard on which they submitted data in Section F.

On which standard did the program report its two most recent applications of data in this Annual Report?

- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5
- Standard 6

Please indicate which key assessments that measure this standard you are including for review (select up to two).

- Key Assessment 1
- Key Assessment 2
- Key Assessment 3
- Key Assessment 4
- Key Assessment 5
- Key Assessment 6

Please include in this Annual Report up to two Key Assessments (instructions to candidates and rubrics) that measure this standard.

Annual Report Completion Checklist

This checklist is meant to be a guide. Completing it is not a requirement of the Annual Report.

X	The two-page cover sheet, is complete including the check box for the appropriate year of the Annual Report.
X	Section A contains all relevant contact information. If new contacts are listed the program has provided the graduate degrees (and subject areas) that they hold
X	The program has affirmed compliance with eligibility requirements in Section B. and provided a narrative explanation in cases where it is not compliant.
X	In Section C the program has completed the table providing updates to program context.
X	In Section D the program has reported program outcome data on three measures and has provided a web link on the institution's website where the data is published.
X	In Section E the program has indicated whether there has been a substantive change(s) to the program(s) and attached the Substantive Change Report form if needed.
X	In Section E the program has indicated continued compliance with Standard 7 (Field Experiences).
X	The program has completed the key assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Elements in Section F for all accredited programs.
X	In Section F, the program has indicated on which standard it is submitting candidate performance data, included a data table, and answered the data analysis questions.
X	If the Annual Report includes multiple programs, the program has disaggregated the data in Section F by program.
X	Each data table included in Section F is clearly labeled to indicate which key assessments are included and the dates for each application of data.
N/A	If the program is accredited with conditions, it has submitted evidence of addressing conditions in Section G.
N/A	If the program is submitting a Year 4 Annual Report and wants to have its key assessments reviewed, it has completed Section H.

What to Expect After Submitting an Annual Report

- Once the program submits its Annual Report, NAEYC will acknowledge receiving the report.
- NAEYC will then review it for completeness. If the review finds that all items are complete, then the program will be notified that its Annual Report has been accepted. Programs can expect to hear back from NAEYC within ten weeks.
- If the report is missing information or NAEYC has clarifying questions, NAEYC staff will ask for the necessary data. If the program does not comply with the information request, it will be placed on Administrative Probation.
- If the program is responding to conditions in its Annual Report, the Commission will review the evidence submitted. In most cases, the program should plan to receive feedback on its conditions prior to the end of the year (if submitting during the fall cycle) or by mid-summer (if submitting in the spring cycle); in some cases the program may be notified that it has been placed on a subsequent Commission agenda.
- If the program submitted a Year 4 Annual Report and submitted Key Assessments for review, it should expect feedback on key assessments during the winter (if submitting during the fall cycle) or summer (if submitting during the spring cycle).