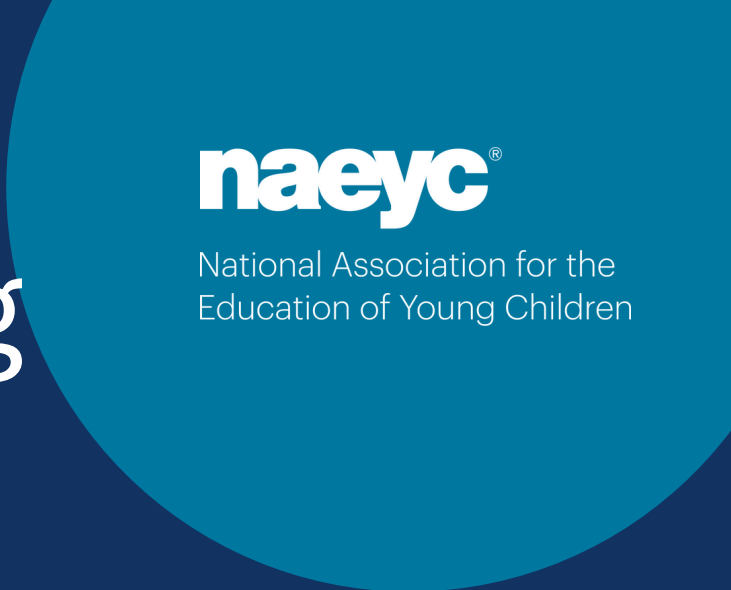




Re-Envisioning Early Learning Quality Assessment and Accreditation



naeyc[®]

National Association for the
Education of Young Children

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May 7, 2025



NAEYC's work supporting implementation of high-quality preschool curriculum.



- **Early Childhood Program Standards Position Statement**
 - Goals – To align with the latest evidence, the accreditation content, and other NAEYC position statements
 - Developed with and for early childhood educators – (workgroup, collaboration with TAG, surveys and public comment period)
 - Launched in March 2025
- **Quality Assessment and Accreditation System**
 - Goals – Streamlined, Innovative, Aligned, Accessible
 - Changes informed by research, public comment, and expert review
 - Launched in March 2025
 - Mixed-methods research pilot study with ICS is wrapping up in June 2025
 - Does the introduction of tiered and streamlined content improve the accreditation experience?
 - Looking at reliability, validity, equity, user-experience of tools and processes



For Educators

Find resources that help you in your programs.

For Families

Find research-based resources, tips and ideas for families—from child development to reading, writing, music, math, and more!

For Faculty and Students

Search an ECE degree directory, explore professional standards, and join our community of practice.

For Advocates and Policymakers

Engage with our **policy agendas**, **advocacy resources**, and current initiatives.

The New NAEYC Early Learning Program Quality Assessment and Accreditation System is here!

A Stronger, More Accessible Approach to Accreditation

NAEYC has redesigned its accreditation system to better support early learning programs on their path to high-quality early education. The Early Learning Program Quality Assessment and Accreditation System offers a more inclusive, flexible, and streamlined model that reflects the realities of today's early learning landscape. Grounded in Developmentally Appropriate Practice (DAP) and aligned with NAEYC's Early Learning Program Standards, this new system makes it easier for programs of all types to demonstrate and sustain quality.

EARLY LEARNING PROGRAM QUALITY ASSESSMENT & ACCREDITATION

About NAEYC Early Learning Program Accreditation

What's New in NAEYC Early Learning Program Accreditation

Accreditation Resources and Support

Accreditation Portal Login

Interested in Accreditation?

Planned Changes to Accreditation

Early Childhood Program Standards

About the Early Childhood Program Standards

By offering clear definitions of quality, NAEYC's Early Childhood Program Standards help families make informed decisions about their child's early education, and help programs ensure they are safe, well-prepared, and intentional about fostering the joy, development, and learning of every child.

Al ofrecer definiciones claras de calidad, los Estándares del Programa de Primera Infancia de NAEYC ayudan a las familias a tomar decisiones informadas sobre la educación temprana de sus hijos y permiten que los programas garanticen entornos seguros, bien preparados y diseñados intencionalmente para fomentar la alegría, el desarrollo y el aprendizaje de cada niño.

Download the Statement in English (PDF)

Descargue la declaración en español (PDF)

Traditional and Simplified Chinese Translations Coming Soon

POSITION STATEMENTS

About Position Statements

Advancing Equity in Early Childhood Education Position Statement

Code of Ethics

For Educators

Professional Standards and Competencies for Early Childhood Educators

Early Childhood Program Standards

TEACHER APPRECIATION PROMO



Connecting report to accreditation and position statement content. The TAG provided feedback on:

- The definition of curriculum as stated in Standard 3 of the position statement and accreditation content.
 - The role of the teacher in curriculum – Standard 3.
 - Focus on content and learning goals – Standard 3.
 - Additional emphasis on how to incorporate curriculum in Standard 4.
 - The balance between play and structured learning - Standard 4
 - Emphasis on intentional teaching practices and strategies- Standard 4
 - Educator support and professional development – Standard 8
- 

Opportunities

-NAEYC has a large audience of early educators, policy makers and systems leaders.

- 60,000 members
- Nearly 6,000 accredited programs
- 50 Affiliates

Challenges

- Competing priorities for early learning programs
- Report less accessible for ECE programs outside of public school districts.
- Tension between play and structured learning.

What advice would you offer to others working to translate the report's recommendations into practice, especially in different contexts (e.g., local, state, community-based settings)?

- Think about your audience and the aspects of the report that are more relevant to them.
- Provide opportunities for reflection and discussion about the report.
- Translate the report into more accessible language and smaller pieces that could resonate more deeply with educators.

