



Early Education (EE) Frequently Asked Questions (FAQ)

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1. How do I complete the Annual Report? Does everyone need to submit one?

Annual Reports are an important component of ACSI Accreditation. It is the instrument that ACSI uses to measure progress on all accreditation expectations. **Annual Reports** are now in WORD format so that you can simply take what you submitted last year, make necessary updates, and submit to Your ACSI Division Office.

To help you complete your **Annual Report**, here are some important procedures to keep in mind:

Annual Reports are for accredited and candidacy status EE programs to complete each year in **October on the date noted by your Divisional Office.**

All annual report documents can be found at: [EE-12 School Annual Report Documents](#)

All accredited schools are required to submit an **Annual Report every year**, even if they have a site visit during the current year. Schools that fail to submit their **Annual Reports** may be placed on “Advised” status which can lead to more serious consequences, even up to the loss of accreditation status.

EE Programs attached to K12 programs do not need to do a separate report. ALL Early Education (EE) programs including EE Standalone programs (*those not attached to a K-6/8/or 12 school*) or schools that have an attached Early Education programs/ages, **must also submit the following documents in their Annual Report:**

ANNUAL REPORTS CONSIST OF THESE DOCUMENTS:

Annual Report Form

Report progress on only the Major Recommendations in your most recent Visiting Team Report. If you need a copy of the Team report, please contact your ACSI Division accreditation staff.

Statement of Financial Practice (for standalone EE Programs)

[Link to Statement of Financial Practice \(Be sure that this Statement is signed.\)](#)

EE Yearly Staff Profile

Within each job classification (Indicator 4.4a, 4.5 a/b), ACSI has identified five (5) ways to comply with these accreditation indicators. For staff without degrees, or who do not meet the Indicator for their position by other means, an annual Professional Growth Plan is needed.

[Click here](#) for the EE Professional Growth Plan for **Directors**.

[Click here](#) for the EE Professional Growth Plan for **teachers/assistant teachers aides**.

(See FAQ section for completion instructions for EE Professional Growth Plans)

ACSI Divisional accreditation staff collect all **Annual Reports** and ACSI Accreditation Division Commissions review each one carefully. If you have any specific questions about your **Annual Report**, email ACSI and we will be glad to answer your questions.

Annual Reports need to be submitted by the date noted by your Divisional Accreditation Office.

2. What are the educational requirements for each position in an EE program?

Within each job classification, ACSI has identified five (5) ways to comply with this accreditation indicator for your position. Click on the link below for specific information regarding each.

- What are the options for EE programs to meet Indicator 4.4a (EE Director Educational Requirements)? [Click Here](#)
- What are the options for EE programs to meet Indicator 4.5a (EE Teacher/Asst. Teacher/Aide Educational Requirements)? [Click Here](#)

3. What is a Professional Growth Plan and how do I create one for EE teachers?

A *Professional Growth Plan* is a documentation of anticipated planned growth for individuals to accomplish over the coming 12 months (Sept. – Sept.) It is to be updated annually and progress reported on the *EE Staff Profile* for each year's Annual Report due in October.

For **Directors/Co-Directors/Asst. Directors** who do not meet accreditation Indicator 4.4a by way of education/credential, the option has been provided to develop a Professional Growth Plan. The initial Professional Growth Plan must be sent to ACSI EE for approval, then monitored annually by your supervisor and made available as requested by the visiting team. A [Professional Growth Plan Template](#) should be used to complete your plan.

For **Teachers, Asst. Teachers/Aides** who do not meet accreditation Indicator 4.5a/b by way of education or experience, the option has been provided to develop a Professional Growth Plan. This plan is monitored at the school site level by the EE Director and is not sent to ACSI. It should be made available as requested by the visiting team. A [Professional Growth Plan Template](#) should be used to complete your plan.

4. Do Assistant Directors without a degree need a Professional Growth Plan too?

If an Assistant Director's (or Co-Director's) administrative duties are *50% or more of their time* (i.e. they might teach and serve as Asst. Director in some settings), then he/she would be considered *administrative* and need to meet the same criteria as the Director. In this setting, they should create a Professional Growth Plan (#5 in the ways to meet Indicator 4.4a). Since this individual is the Asst.

Director, their Professional Growth Plan would **not need to be sent to ACSI like the Director's** but it would be approved by the Director and kept on file and updated annually.

If this Assistant Director's administrative duties *are less than 50% of their time*, they would need to have a Professional Growth Plan for teachers (Indicator 4.5a).

5. Why is the Staffing Report needed when the same information is basically on the EE Yearly Staff Profile?

This report requirement has been eliminated as of Sept. 2021. You do not need to submit this report for Early Education programs ("Attached" or "Standalone")

6. If I am a standalone EE program that wants to be accredited, do I need to respond to all indicators in the Standards Manual or just those in red font?

Each Indicator in the ACSI REACH 2019 accreditation protocol (document) has a code at the end of the Indicator statement. Codes are:

(C) = Comprehensively applies to every level of a school being accredited (grades EE–12),

(EE) = Applies to early education programs that are either Standalone or Attached (part of a K–12 school being accredited)

(E/S) = (Elementary/Secondary) Applies only to K–12 schools

Standalone Early Education Programs must respond to all indicators with (C) or (EE). Do not respond to those marked (E/S) - just skip these. The red font is intended to identify EE Indicators at a quick glance.

7. What are the expectations for Bible CEUs for EE staff? (Indicator 4.7b)

Each staff member needs to acquire four (4) hours of Biblical Studies *annually*. These are clock hours, not CEU's. (In the CEU world, 1 CEU = 6 clock hours.) These 4 clock hours can be obtained through the following methods:

Church-led Topical Bible study (not including attendance at worship service, Sunday School; or lesson prep for teaching at church) Appropriate examples might include DVD-based Bible studies like Beth Moore, Priscilla Shires, Andy Stanley. Attendance and participation should be documented and kept on file by the Director.

Other Bible classes can be found at RightNow Media.

School staff-led Bible study. This does not include short devotional times but *does* include Bible study as a staff done over the course of a semester/school year. Attendance and participation should be tracked by the Director.

Lesson prep for teaching the Bible to students or time in chapel or prepping for chapel are **not counted** toward this requirement.

These four Biblical Studies hours MAY NOT BE COUNTED toward the 12 Professional Development hours because they each address individual accreditation Indicators.

8. How do I complete the EE Yearly Staff Profile?

The **EE Yearly Staff Profile** is a compilation document that allows your school and ACSI to have a quick overview of staff qualifications and attainment of certain critical elements. This includes meeting the educational requirement (through one of the five (5) criterion), accomplishing 12 clock hours of professional training (excluding CPR/First Aid training), completion of four (4) clock hours of Biblical Studies, and participation in the ACSI Principles and Practices of Christian Early Education (one time per staff – not repeated). This chart is to accompany a school's Self-Study and the Annual Report. **The four Biblical Studies hours MAY NOT BE COUNTED toward the 12 Professional Development hours because they each address individual accreditation Indicators.**

At the top of the EE Yearly Staff Profile we've provided instruction for each column. [Click on this link](#) for complete instructions for completing this form.

9. What's the best way to track my staff's completed items for accreditation?

Schools need to document or track what items their staff complete each year including training clock hours, CPR/First Aid/ Universal Precautions Training, and Biblical studies hours. Here's a link to an *optional* form that can be used each year for the items staff do that are required for accreditation. It's handy, but not required that you use this form. [Click here for this form.](#)

10. What about staff who previously received an EE Permanent/Temporary Waiver?

EE Waivers were phased out several years ago, and staff who were granted an EE Permanent Waiver will now convert that to a Professional Growth Plan. This Plan is created, approved, and monitored by their EE Director. For teachers/assistant teachers/aides, the Plan is not submitted to ACSI. This Professional Growth Plan should be recorded on the EE Yearly Staff Profile chart in column F to show

HOW the staff meets the Indicator requirement (Indicator 4.5a or 4.5b) and the director's name that will monitor progress each year will be written in column H.

For staff who were previously granted an EE Temporary Waiver, **they must now meet the requirements as stated in the Indicator for their respective position** (4.4a, 4.5a or 4.5b). If by a Professional Growth Plan, it should be recorded on the EE Yearly Staff Profile chart in column F to show HOW the staff meets the Indicator requirement (Indicator 4.5a or 4.5b) and the director's name that will monitor progress each year will be written in column H.

11. Do Early Educators need CERTIFICATION for accreditation?

The answer is "No." However, ACSI offers a Director Certificate and a Teacher Certificate for those who desire to take this extra step. It is not required or connected to accreditation indicators.