1. ~~**3.4a deleted** - Conferences with each child's parents/guardians are offered at least twice per year and at other times as needed to discuss the child's growth and developmental progress. (EE)~~

   3.4a new replacement - The program has a plan for collaboration and communication with the families regarding the child's developmental milestones, individual learning goals, and classroom experiences, while developing effective strategies to support learning at home. (EE)

2. ~~**3.16 deleted** - The program has a written plan to address children who exhibit varying needs. Needs may include developmental delays, special needs, or English language learners (outlined in EE Evidence Guide for REACH Indicators). (EE)~~

   3.16 new replacement- The program utilizes a **research-based developmental screening tool** within three months of enrollment and has a written early intervention plan for helping children who exhibit varying developmental delays or challenges in the learning environment. Staff are trained annually in implementing the plan. (EE)

3. **3.17 new update** - The program has an established plan offering a variety of engagement opportunities for families supporting their participation in the education of their child while promoting the inclusion of multicultural and linguistic diversity. (EE)

4. **3.18 (replaces old 3.17)** Families are provided with information, materials, and resources from local or state agencies or services to assist with the health, developmental, and educational needs of their children. (EE)

5. **3.19 new** - Families are provided with an **annually updated handbook** outlining policies and procedures of the program, and parents/guardians sign acknowledgement indicating agreement with the information. (EE)

6. **3.20 new** - The program has a **marketing and recruitment plan** to attract families to their distinct mission and vision for high quality care and early education. (EE)

7. **4.4a updated** - The **director** of the early education program has professional training as evidenced by having obtained, at minimum, 1) a bachelor's degree in early childhood education/child development or related field from an accredited institution; or 2) a bachelor's degree in a nonrelated field and a CDA; or 3) a bachelor's degree in a nonrelated field and nine credit hours of college coursework in early childhood education/child development or related field. The director also has a working understanding of business practices as evidenced by nine credit hours of college coursework in administration, business, leadership development, or supervision of adults, **or ongoing professional development and administration, business, or leadership experience (as verified in a letter from the board, resume, etc.).** Refer to Request for EE Staff Waiver, if applicable (EE)

8. **4.5a updated** - At least **sixty percent** of early education teachers have obtained: 1) an

associates degree (AA) in early childhood education/child development or related field from an accredited institution; or, 2) an AA degree out-of-field AND six credit hours of early childhood/child development in college coursework; 3) an AA degree out-of-field AND either a CDA credential **or 120 clock hours of professional development in early childhood.** See the Rubrics Manual for Accreditation and Request for EE Staff Waiver for requirements on non-degreed teachers. (EE)

9. **4.5b updated** - Early education teacher assistants have obtained at minimum: 1) CDA or equivalent; or, 2) college coursework in early childhood education above the state minimum requirements or, 3) **state teacher assistant credential or, 4) 60 documented clock hours of professional development in early childhood.** Refer to Request for EE Staff Waiver, if applicable.

10. **4.7a updated** - All EE staff who are responsible for the care and education of the children in the program participate annually in a minimum of 12 documented clock hours (state requirements for additional clock hour training must also be met) of continuing education or professional development relating to topics specific to early education. **All professional development clock hours must align with one or more of the ACSI Core Competencies.** (Refer to the EE Yearly Professional Development Report and the EE Core Competencies document.) (EE)

11. **4.12 updated (old 4.13) -** The program policy provides a schedule for teaching staff that includes **compensated** planning time. (EE)

12. **4.13 new -** Breaks are reflected in the staff work schedule as per federal/state labor laws. (EE)

13. **5.3a new - 5.3a** There is **age-appropriate biblical instruction** integrated into the core curriculum. (EE)

14. **6.5a updated** - The program **consults with a health care professional** to establish specific written policies that guide the consistent implementation of a wellness and illness management plan as well as staff training in their responsibilities (outlined in the EE Evidence Guide for REACH Indicators). (EE)

15. **7.3a new -** Teachers model mentoring and discipleship with each other to demonstrate Christlike attitudes and actions that directly and indirectly influence spiritual growth, character development, and Christian values in the children. (EE)

Document Changes:
The *Request for EE Staff Waiver* and the *EE Staff Temporary Waiver Action Plan Progress Report* have been updated for better readability, but no new information was added.
The *EE Yearly Professional Development Report* has been combined with the *Biblical Studies Report* into one form.