

AFTERSCHOOL WORKS! NEW YORK

New York State Afterschool Program Accreditation

Forms, Applications, Surveys and Checklists

Fall 2014

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Acknowledgements

The New York State Afterschool Program Accreditation Model reflects the collective wisdom from the afterschool / youth development field and is modeled in part after the National Afterschool Association accreditation framework and the New York State Afterschool Network's Quality Self-Assessment Tool.

Led by AfterSchool Works! New York and informed by the New York State Afterschool Program Accreditation workgroup; a group comprised of direct service practitioners, program directors, trainers, evaluation specialists, policy experts and agency leaders - the New York State Afterschool Program Accreditation model is designed to provide afterschool providers in New York State with a viable, affordable and meaningful accreditation option.

About AfterSchool Works! New York

AfterSchool Works! New York (ASWNY) is a member-driven, non-profit organization serving the afterschool provider community throughout New York State. Formerly the New York State School-Age Care Coalition (NYSSACC), AfterSchool Works! New York was founded in 1995 by a group of school-age child care directors with the mission of promoting the growth and development of high quality school-age child care programs in New York State.

Through an extensive network of intermediaries, training organizations and child care resource and referral agencies, ASWNY provides information, training, credentialing and support to afterschool professionals in order to build high-performing, sustainable afterschool programs that meet the needs of children, youth and their families. In addition, we serve as a professional association through our affiliation with the National AfterSchool Association to further inform, educate and engage the afterschool workforce.

Our efforts are predicated on the belief and reinforced through research, that strong staff lends itself to improved program quality which increases positive outcomes for children and youth. This framework is supported by the *Massachusetts After-School Research Study*, a study of afterschool programs serving elementary and middle school youth from ten communities across Massachusetts which found that the **single most important factor in determining program quality is a well-trained, prepared and stable workforce**. And that children and youth served by stronger staff are more likely to stay enrolled, and therefore more likely to reap the documented benefits that come with being part of an afterschool program, such as higher rates of homework completion, increased social skills, and an enthusiasm for learning.

Our association includes practitioners, policy makers, researchers, and administrators representing all public, private, faith-based, school-based and community-based sectors. Our members work in school age child care programs, 21st Century Community Learning Centers, Advantage AfterSchool Programs, Boys and Girls Clubs, YMCA's, 4H, Parks and Recreation Departments, and other before school, after school and summer programs.

Introduction

In the last decade, public and private investments in afterschool have grown dramatically in New York State leading to an increase in the number of programs available to children and youth. It is estimated that over 600,000 children and youth are served by nearly 5,000 programs throughout the state. Clearly, afterschool programs play a critical role in keeping kids safe, helping working families and supporting learning. Yet a lack of uniformity in quality persists.

High quality afterschool programs can have strong positive effects on children's academic, social, and emotional lives, especially for at-risk youth. Recent reviews of afterschool program evaluations done on well-run and effective afterschool programs showed that participation in quality afterschool programs improved youths' feelings of self-confidence, self-esteem, attitude towards school, school grades, achievement test scores, and reduced problem behaviors. Conversely, the impact of low-performing, low quality programs on children and youth are far-reaching and involve social, physical, emotional and academic developmental risks.

Program accreditation is the ultimate indication of program quality. It also provides afterschool professionals with performance indicators, benchmarks of quality - to guide program planning, implementation and evaluation. Accreditation also serves to guide families in making more informed choices about afterschool care for their children. Moreover, the accreditation process supports a team approach to program improvement and fosters a competent, caring and qualified staff.

All programs serving school-age children in New York State will be eligible to apply for New York State accreditation starting in September 2010. Accreditation is in effect for four years, pending completion of an annual activity report. An accreditation renewal process is available to interested programs beyond the four year accreditation period.



**New York State Afterschool Program Accreditation
Program Application for Accreditation**

Program Contact Information

Program Name: _____

Program Street Address: _____

City: _____ State: _____ Zip Code: _____

Program Mailing Address, if Different from Above: _____

City: _____ State: _____ Zip Code: _____

Program Director: _____

Daytime Phone: _____ Mobile Phone: _____

Email Address: _____

Primary Contact (if different from Program Director): _____

Position: _____

Daytime Phone: _____ Mobile Phone: _____

Email Address: _____

Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Name of Sponsoring Organization (the agency legally responsible for the program): _____

Name of the Program's Accreditation Coach: _____

Daytime Phone: _____ Mobile Phone: _____

Email Address: _____

Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Has the Identified Accreditation Coach Completed the Required Training Provided by AfterSchool Works!
New York? Yes No

If yes, please indicate the date of the training: _____

About Your Program

Select the definition that best describes your organization

- Private, not-for-profit
- Private, for-profit
- Public school
- Private school
- Faith-based
- Youth-serving (i.e. YMCA, Boys and Girls Club, etc.)
- Parks and Recreation
- Community Center
- Military
- Other, please describe _____

What is the daily start time of your program? _____

End Time? _____

How is your program funded (please select all that apply)

- Tuition and fees
- Grants and donations
- State subsidies
- Other, please describe: _____

How long has your program been in operation? _____

Is the program registered with New York State's Office of Children and Family Services? (OCFS) Yes No

If yes, is your program currently in good standing with OCFS? Yes No

If yes, when does your current registration period expire? __ / __ / ____

Is your program legally exempt from registration? Yes No

If yes, on what grounds is the program legally exempt? (I.e. school and / or district-run program, single purpose program, number of school-age children served does not meet minimum threshold)

If your program is not registered with the state, how will you demonstrate that the program meets fire, safety and health codes?

Please indicate the type of program model that best describes your program. Check all that apply.

- Afterschool only
- Before and afterschool
- Kindergarten / just before or after
- Kindergarten / Wrap-around program
- Year Round
- Multi-site (if yes, please provide the program names and addresses to receive visits)

1). _____

2). _____

3). _____

- Other (please describe below)

Please select the term that best describes your program location

- Urban
- Rural
- Suburban

In what type of facility is your program located?

- School – public, private or charter
- Community center
- Child care center
- Religious institution
- Other, please describe _____

Does your program share space with other groups? If so, please describe below.

How many children are enrolled in your program? _____

What is your daily average attendance? _____

What are the ages of the children served? _____

How many rooms are used by your program? _____

What are they used for? (I.e. large-motor activities, homework help, snack, etc.)

Submit completed application along with signed verification form.

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**New York State Afterschool Program Accreditation
Overview of Administrative and Management Quality Standards**

The following standards, categorized under four overarching foundation areas, represent effective practices in afterschool program administration and management and generally represent non-observable practices. A program’s adherence to these standards will be demonstrated through both the pre-visit and on-site documentation review process; complete details about what documents will be reviewed for each quality standard are listed below. These twenty-nine administrative and management standards, along with the twenty-six standards in the Afterschool Program Accreditation Self-Study Tool, are all met or exceeded by high-quality programs.

Program Foundation Area/Quality Standard	When will this be reviewed?	How will this be reviewed?
Program Foundation Area: Staff Qualifications, Growth, and Professional Development A quality program recruits, hires and trains diverse staff members who value each participant, understand developmental needs and form positive working relationships with youth, parents, co-workers and other partners.		
Quality Standard 27. Nondiscriminatory hiring practices are followed.	Pre-Visit Documentation Review	Staff guidelines or handbook
Quality Standard 28. The staff has all required certifications, credentials, education and employment experience to perform the duties of their positions.	Pre-Visit Documentation Review; On-Site Documentation Review	Staff qualifications; Staff files
Quality Standard 29. Staff meetings are held regularly.	Pre-Visit Documentation Review	Staff meeting agendas and notes (six months worth)
Quality Standard 30. The staff is evaluated annually at which time an individual professional development plan is developed and / or assessed.	Pre-Visit Documentation Review; On-Site Documentation Review	Forms for staff; Personnel policies
Quality Standard 31. The program provides job descriptions and an established salary structure to all staff members.	Pre-Visit Documentation Review	Forms for staff; Staff guidelines or handbook
Quality Standard 32. All staff members participate in an orientation.	On-Site Documentation Review	Personnel policies
Quality Standard 33. A staff handbook is distributed to all staff members upon being hired.	Pre-Visit Documentation Review	Staff guidelines or handbook

Program Foundation Area: Program Planning, Policies and Procedures A quality program uses sound management practices to plan, document and assess the program.		
Quality Standard 34. The program has written policies and procedures for staff regarding guidance and discipline.	Pre-Visit Documentation Review	Staff guidelines or handbook
Quality Standard 35. The budget maintains financial records that include evidence of short and long term budgeting and planning to ensure program sustainability.	Pre-Visit Documentation Review	Program budget
Quality Standard 36. There is a system for documenting those persons authorized to pick up children.	Pre-Visit Documentation Review	Emergency contact and drop-off and/or pick-up authorization forms
Quality Standard 37. A staffing plan is in place to ensure that an appropriate on-site staff member is available in the event of the director's absence.	Pre-Visit Documentation Review	Staff guidelines or handbook
Quality Standard 38. The program has a system for the collection and monitoring of participant data, including documentation for medical needs, incidents/accidents, photo releases, etc.	Pre-Visit Documentation Review; On-Site Documentation Review	Forms for children; Program participant files
Quality Standard 39. The program conducts self-assessments to continuously improve program practices.	Pre-Visit Documentation Review	Completed self-study tool and improvement plan
Quality Standard 40. The program has a system for the collection and monitoring of participant attendance data.	Pre-Visit Documentation Review	Attendance records
Quality Standard 41. The program plans menus for meals and snacks in advance.	Pre-Visit Documentation Review	Sample menus for meals and snacks served (one month)
Quality Standard 42. The program uses evidence-based practices and curricula to ensure high-quality, effective activities are offered.	On-Site Documentation Review	Curriculum documentation (one month), lesson plans, and calendar of activities Portfolio on Quality Standards
Quality Standard 43. Program participants are included in program planning activities and have opportunities to make decisions about the program.	On-Site Documentation Review	Program participants' planning session documentation

<p>Program Foundation Area: Compliance with Regulatory Systems. A quality program has well-developed systems to meet regulatory and fiscal requirements to support and enhance worthwhile programming and activities for all participants.</p>		
<p>Quality Standard 44. The program meets all of the requirements set forth in the New York State School-Age Child Care regulations.</p>	<p>Pre-Visit Documentation Review</p>	<p>Copy of license, or other documentation of compliance if legally-exempt from licensing</p>
<p>Quality Standard 45. If school- or district- operated, the program meets the requirements set forth by the New York State Department of Education.</p>	<p>Pre-Visit Documentation Review</p>	<p>Copy of license, or other documentation of compliance if legally-exempt from licensing</p>
<p>Quality Standard 46. If grant-supported, the program meets the requirements set forth by the funding agency.</p>	<p>Pre-Visit Documentation Review</p>	<p>Documentation of good standing</p>
<p>Quality Standard 47. The program has appropriate insurance coverage including liability, accident and workers' compensation as required by New York State law.</p>	<p>Pre-Visit Documentation Review</p>	<p>Certificate of insurance</p>
<p>Program Foundation Area: Communications and Operations A quality program establishes strong relationships with youth, parents and guardians and community partners to effectively run the program and serve families.</p>		
<p>Quality Standard 48. Emergency contacts are updated regularly and easily accessible to program staff.</p>	<p>Pre-Visit Documentation Review</p>	<p>Emergency contact and drop-off and/or pick-up authorization forms</p>
<p>Quality Standard 49. If program space is shared, an agreement has been made and is documented in writing.</p>	<p>Pre-Visit Documentation Review</p>	<p>Documentation of shared space agreement</p>
<p>Quality Standard 50. There is a planned process for orienting the child and family to the program.</p>	<p>Pre-Visit Documentation Review</p>	<p>Family guidelines or handbook</p>
<p>Quality Standard 51. Communication with families occurs frequently and regularly throughout the year, both in-person and via e-mail and phone calls.</p>	<p>Pre-Visit Documentation Review</p>	<p>Family guidelines or handbook</p>
<p>Quality Standard 52. Staff members partner with families to support each child's developmental success.</p>	<p>Pre-Visit Documentation Review</p>	<p>Family guidelines or handbook</p>
<p>Quality Standard 53. Families are frequently informed that they are welcome and are encouraged to participate in decision-making or program planning.</p>	<p>Pre-Visit Documentation Review</p>	<p>Family guidelines or handbook</p>
<p>Quality Standard 54. Staff members regularly seek out available and helpful community resources to share with families and youth; opportunities are created to share community resources with families.</p>	<p>Pre-Visit Documentation Review</p>	<p>Family guidelines or handbook</p>
<p>Quality Standard 55. A family handbook is distributed to all families of participants in the program.</p>	<p>Pre-Visit Documentation Review</p>	<p>Family guidelines or handbook</p>



**New York State Afterschool Program Accreditation
Staff Qualifications Grid**

Please complete the chart below and submit as part of your program's completed application package.

Staff person's Name	Position Title (see guide on next page)	Years of Professional Experience	Years of Education	Hours of Training

Staff Qualifications Guide: For Use in Completing Staff Qualifications Grid

Position	Experience	Education	Annual Professional Development Requirements
Program Administrator	Three years of direct experience working with children under the age of 13; including a minimum of one year in a supervisory capacity	Associates or Bachelor's Degree in related field	30 hours
Site Director	Two years of direct experience working with children under the age of 13; including a minimum of one year in a supervisory capacity	Associates OR NYS School-Age Care Credential plus 18 college credits in a related field	24 hours
Head of Group	Two years of direct experience working with children under the age of 13	High school diploma or equivalent	18 hours
Assistant Head of Group	Substantial experience working with children under the age of 13	High school diploma or equivalent	15 hours

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New York State Afterschool Program Accreditation Accreditation Pre-Visit Documentation Review Checklist

- Completed accreditation application**
- Staff qualifications grid**
- Staff meeting agendas and notes from meetings** (six-months worth)
- Forms for staff (should be blank templates)**, to include job descriptions, performance review, application, emergency contact
- Staff guidelines** - see checklist for Staff Guidelines and attach appropriate documentation
- Family guidelines** - see checklist for Family Guidelines and attach appropriate documentation
- Program budget**, to include a narrative describing how the budget supports the mission and goals of the program
- Forms for children**, to include registration form, emergency contact and drop-off/or pick-up authorization forms (should be blank), incident/accident report, medication consent form, authorization for pick-up, photo / media release and field trips (if applicable)
- Completed self-study tool including program improvement plan**
- Attendance records**, to include one-month's worth showing totals for attendance each day and wellness checks
- Site Specific Daily Schedule**
- Sample menus for meals and snacks served** (one-months worth)
- Documentation of good standing**, letter from funder, if grant-funded, indicating adherence to performance expectations (if applicable)

- Copy of license**, or other documentation of compliance with local health and safety regulations for exempt programs
- Outdoor/Indoor safety checklists** (one-months worth)
- Certificate of insurance** (copy of liability, auto, etc)
- Documentation of shared space agreement**, if applicable (letter and / or contract with host)
- Letters of recommendation** from any three of the following:
 - Executive Director or Owner
 - Board member
 - Parent
 - Principal
 - Community member
 - Business leader

Forms and supporting documentation should be sent to:

AfterSchool Works! New York
91 Broadway
Menands, New York 12204
Attn: Program Accreditation Document Review

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New York State Afterschool Program Accreditation Accreditation Visit On-Site Documentation Review Checklist

- Program participant files**, to include complete emergency information on each child, evidence of parent/staff communication, such as accident report, medication permission forms, authorization for pick-up and special-needs information, including medical information (10%)
- Staff files**, to include job application and or/resume, proof of First-Aid and CPR training and staff orientation. New staff must submit a plan, must be within 90 days, of when they will complete First-Aid and CPR training (50%)
- Curriculum documentation ****, to include a minimum of one-month's worth: lesson plans (i.e. art, drama, science and multicultural activities), calendar of activities, service learning opportunities and activities done in collaboration with community partners)
- Quality Standards Portfolio**, to include an overview of the standard and pictures that represent standard
- Program participant's planning session documentation**, to include how the staff and children/youth work together to plan and implement suitable activities i.e. meeting minutes and agendas; notes from webbing sessions; brainstorming sessions and/or lesson plans created by children, youth and staff

Chapter 1

Chapter 2 Materials from Self-Study

- Completed self-study tool
- Completed parent/family questionnaires
- Completed staff questionnaires
- Completed child questionnaires

****Curricula and/or lesson plans must be intentional, linked to outcomes and consistent with the program philosophy and goals.**

****Lesson Plans must be attached to calendar of the month**

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New York State Afterschool Program Accreditation

Child Survey

Age of child:

Circle yes or no to each of the following questions and remember, there are no right or wrong answers.

- | | | |
|---|-----|----|
| 1. The adults listen to me. | Yes | No |
| 2. The adults help me if I have a problem. | Yes | No |
| 3. The adults are friendly to everyone. | Yes | No |
| 4. I have friends here. | Yes | No |
| 5. I like the activities here. | Yes | No |
| 6. I choose the activities that I want to do. | Yes | No |
| 7. There are enough things to use here so everyone gets a chance. | Yes | No |
| 8. I like the food here. | Yes | No |
| 9. I get enough to eat here. | Yes | No |
| 10. I get to relax and rest when I need to. | Yes | No |
| 11. I like coming to the program. | Yes | No |
| 12. The things I like best about the program are... | | |
| 13. The things I would change about the program include... | | |
| 14. Additional comments... | | |

Thank You!



**New York State Afterschool Program Accreditation
Parent / Family Survey
How long in program:**

Please take a moment to indicate your level of agreement with the following statements using the scale provided.

1. My child likes coming to the program.

Strongly Disagree Disagree Agree Strongly Agree

2. Program staff seems to like and respect my child.

Strongly Disagree Disagree Agree Strongly Agree

3. I feel welcome in the program at all times.

Strongly Disagree Disagree Agree Strongly Agree

4. Program staff knows where my child is when I come for pickup.

Strongly Disagree Disagree Agree Strongly Agree

5. Program staff knows who is allowed to pick my child up.

Strongly Disagree Disagree Agree Strongly Agree

6. I approve of the way the program handles homework.

Strongly Disagree Disagree Agree Strongly Agree

7. I received an orientation to the program before my child started to attend.

Strongly Disagree Disagree Agree Strongly Agree

8. Program staff keeps me informed about the program schedule, upcoming events, activities and staff changes.

Strongly Disagree Disagree Agree Strongly Agree

9. Program staff discusses my child's growth and behavior with me.

Strongly Disagree Disagree Agree Strongly Agree

10. I am invited to provide my input on the program and its policies.

Strongly Disagree Disagree Agree Strongly Agree

11. The things I like best about the program are...

12. The things I would change about the program include...

15. Additional comments.....

Thank You!



**New York State Afterschool Program Accreditation
Staff Survey**

Please take a moment to indicate your level of agreement with the following statements using the scale provided.

About Program Space and Activities

1. I am able to do the indoor activities I want with the program space provided.

Strongly Disagree Disagree Agree Strongly Agree

2. I am able to do the outdoor activities I want with the program space provided.

Strongly Disagree Disagree Agree Strongly Agree

3. The program has enough storage for materials and equipment.

Strongly Disagree Disagree Agree Strongly Agree

4. The program has adequate levels of materials and equipment to support program activities.

Strongly Disagree Disagree Agree Strongly Agree

5. The staffing levels are adequate to support program operations.

Strongly Disagree Disagree Agree Strongly Agree

6. The program allows children the ability to move from activity to activity when they so choose.

Strongly Disagree Disagree Agree Strongly Agree

7. There are ample activities choices from which the children can choose.

Strongly Disagree Disagree Agree Strongly Agree

8. The children have time and space to relax.

Strongly Disagree Disagree Agree Strongly Agree

About Staff Communication and Preparation

9. I was given an opportunity to observe the program before I started my job.

Strongly Disagree Disagree Agree Strongly Agree

10. I received a written job description clearly outlining the role and responsibilities of my position.

Strongly Disagree Disagree Agree Strongly Agree

11. I received written personnel policies.

Strongly Disagree Disagree Agree Strongly Agree

12. I know the mission of the program.

Strongly Disagree Disagree Agree Strongly Agree

13. I am aware of the specific health and educational needs of the children I serve.

Strongly Disagree Disagree Agree Strongly Agree

14. I know enough about the cultural backgrounds of the children and families I serve.

Strongly Disagree Disagree Agree Strongly Agree

15. I receive the information I need to do my job.

Strongly Disagree Disagree Agree Strongly Agree

16. Staff meetings are held at least monthly.

Strongly Disagree Disagree Agree Strongly Agree

17. I have dedicated time to plan activities with other staff members.

Strongly Disagree Disagree Agree Strongly Agree

18. I have access to training that helps me in my job.

Strongly Disagree Disagree Agree Strongly Agree

19. I know what is expected of me in my job.

Strongly Disagree Disagree Agree Strongly Agree

20. My supervisor informs me of how I am doing in my job.

Strongly Disagree Disagree Agree Strongly Agree

21. My performance is reviewed at least annually.

Strongly Disagree Disagree Agree Strongly Agree

22. My supervisor invites me to share my ideas about the program and its policies.

Strongly Disagree Disagree Agree Strongly Agree

23. I participate in the evaluation and design of the program.

Strongly Disagree Disagree Agree Strongly Agree

24. The staff show respect for one another and work well together.

Strongly Disagree Disagree Agree Strongly Agree

About Your Satisfaction

25. I like working here.

Strongly Disagree Disagree Agree Strongly Agree

26. I consider myself an afterschool professional.

Strongly Disagree Disagree Agree Strongly Agree

27. I intend to work in afterschool as a career.

Strongly Disagree Disagree Agree Strongly Agree

28. The things I like best about the program and why are...

29. The things I would change about the program and why include...

30. Additional comments...

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**New York State Afterschool Program Accreditation
Check List for Staff and Family Guidelines**

Guidelines for the topics listed below should be covered in both the staff and family handbook (unless otherwise noted). Please indicate the page number(s) where the topic can be found in each handbook.

Page Number(s) Family Handbook	Page Number(s) Staff Handbook	Topic	Endorser Notes
		Mission and Vision	
		Hours, days and fees	
		Policy regarding inclusion of children with special needs	
		Child to staff ratio and group maximum	
		Arrivals and departures	
		Supervision policy, to include high risk activities	
		Child guidance and discipline	
		Open door policy for parents	
		Parent / family orientation	
		Communication with parents and families, including feedback from parents and families	
		Program involvement for parents and families	
		Parent and family conferences	
		Community partnerships / relationships	
		Staff orientation	
		Emergency conditions; natural disaster	
		Emergency and accident procedures	
		First Aid Procedures and handling injuries	
		Transporting children	
		Administering medications	
		Communicable diseases	
		Sick / ill children	
		Reporting suspected child abuse and / or neglect	
		Handling inebriated adults	
		Nutrition	

Page Number(s) Family Handbook Only	Topic	Endorser Notes
	Subsidy and scholarships	

Page Number(s) Staff Handbook Only	Topic	Endorser Notes
	Program organizational chart	
	Job descriptions	
	Staff training requirements	
	Staff meeting, plan and preparation	
	Staff supervision	
	Maintenance of the facility	
	Safety checklists (indoor and outdoor)	
	Fire drills	
	Locating missing children	
	Accident reporting	
	Toxic materials	
	Hand washing	
	Procedure for substitute staff to maintain ratio	

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New York State Afterschool Program Accreditation Steps for the Accreditation Coach: A Checklist

- Program secures an approved Accreditation Coach from AfterSchool Works! New York
- Accreditation Coach meets with all program staff to conduct an Overview of the Accreditation Process
- Conduct initial program observation; scheduled in advance with the Site Director
- Review initial findings with the Site Director
- Month One: Monthly Work Session using the Self-Study Tool (or alternate self-assessment tool)
- Month Two: Monthly Work Session using the Self-Study Tool (or alternate self-assessment tool)
- Month Three: Monthly Work Session using the Self-Study Tool (or alternate self-assessment tool)
- Month Four: Monthly Work Session using the Self-Study Tool (or alternate self-assessment tool)
- Final full (program) day observation
- Meet with Site Director to complete Application and Supporting Documentation – Send completed Application to AfterSchool Works! NY
- Month Five: Monthly Work Session using the Self-Study Tool (or alternate self-assessment tool)
- Month Six: Monthly Work Session using the Self-Study Tool (or alternate self-assessment tool)
- Endorsement Visit Preparation – Review Day of Endorsement Visit with Program Staff
- Day of Endorsement Visit – Attend full meeting with staff prior to observation and Exit Interview at the conclusion of visit

Notes:

- *This proposed model allows the Accreditation Coach to have AT LEAST 14 “touches” with the Program and the staff*
- *The Initial and Final Observations should be at least 2.5 hours long*
- *The Monthly Work Sessions should range between 1 & 1.5 hours*
- *The full day observation and application submission vary depending on when program applies for accreditation*
- *This proposed model would require an Accreditation Coach to work within the program and with the program staff for approximately 17-22 hours*