

# **Accreditation Standards**

## **Reference Guide**

**(Revised November 2020)**

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## United Methodist Association of Preschools Accreditation Standards Reference Guide

Welcome & Introduction	Page 3
Steps to Accreditation	Pages 4-5
Part A: Administrative Criteria	Page 6
Part B: Program Management	Pages 7-15
Part C: Health and Safety	Pages 16 - 20
Part D: Curriculum and Classroom – Introduction	Page 21
Part D: Curriculum and Classroom – Fours and Fives	Pages 22 - 28
Part D: Curriculum and Classroom – Threes	Pages 29 - 35
Part D: Curriculum and Classroom – Twos	Pages 36 - 42
Part D: Curriculum and Classroom – Toddlers	Pages 43 - 48
Part D: Curriculum and Classroom – Infants	Pages 49 - 54
Appendix 1 Playground Checklist	Page 56
Appendix 2 UMAP Ratios and Class Size	Page 57
Appendix 3 UMAP Definitions	Page 58
Appendix 4 Staff Qualification Report	Pages 59 - 62
Appendix 5 Background Screening Report	Pages 63-64
Form: Application for Accreditation Observation and Evaluation Packet	Page 66
Form: Application for Validation Visit	Page 67



Welcome!

The United Methodist Association of Preschools (UMAP) Accreditation Committee along with the UMAP Board of Directors is pleased that you have chosen Accreditation through our organization.

You will find that the UMAP Accreditation Standards promote high quality Early Childhood Education practices as well as a strong Christian Education component. UMAP believes that nurturing a child's faith is an important part of their early development. UMAP also believes that Christian role models in the form of teachers, administrators and clergy, make a positive impact on the children and families that the UMAP program serves.

We hope that you find the UMAP Accreditation process a time to look at your program both educationally and spiritually. You will discover how teachers build faith in children as they teach basic skills, and you will have an opportunity to share the love of God with staff and families as they enter the accreditation process with you. UMAP has a large network of Early Childhood programs with experienced staff that can answer questions as well as offer support and prayer.

Please let us know how we can be in service to you and your Early Childhood Program as you go through the Accreditation process.

In His Name,

The UMAP Board of Directors

# Steps to Accreditation

## Eligibility

1. Early Childhood Programs seeking accreditation must be licensed by the governing body of their state as well as any other local licensing agency.
2. Early Childhood Programs seeking accreditation must offer a Christian Curriculum and be supported by a Christian Church.
3. Early Childhood Programs seeking accreditation must be General Members in good standing with the United Methodist Association of Preschools.
4. Early Childhood Programs seeking accreditation may serve children birth through Pre-Kindergarten.
5. Early Childhood Programs seeking accreditation must be willing to prayerfully engage in the accreditation process.
6. Early Childhood Programs seeking accreditation must meet the United Methodist Association of Preschools Accreditation Standards.

## Process/Checklist

1. Early Childhood Programs meeting eligibility requirements may apply for the UMAP application for Accreditation Observation and Evaluation Packet at any time. Upon receipt of this application, a mentor will be assigned to the school to guide the school through the process. See page 66.
2. The Early Childhood Program prayerfully engages in a self-study of their program.
3. The Early Childhood Program makes any changes necessary to meet the UMAP Accreditation Standards listed in the Accreditation Observation and Evaluation Packet.
4. The Early Childhood Program completes all required paperwork and evaluations. All submissions must be done digitally as of March 2020.
5. The Early Childhood Program submits the Application for a UMAP Validation Visit. See page 67.
6. Upon receipt of the application, the Executive Director will assign Commissioners to review all submitted documents.
7. After reviewing all documentation, and using the score sheet, the Commissioners will either ask the Early Childhood program for additional information or make their recommendation for a Validation visit.

8. When a validation visit is approved, a Validator(s) will be assigned. Arrangements for the visit will be coordinated between the Early Childhood Program administrator and the Validator(s). At least two thirds of the enrolled children must be present at the time of the Validators' visit. The validation visit should be within 6 months of UMAP receiving your validation fee. A fee will be imposed if the validation visit is canceled by the director less than seven (7) days before scheduled date.
9. The mission of the Validator(s) is to validate the self-study and evaluation reports completed by the Early Childhood Program. Validators do not decide on the outcome of Accreditation. It is vital that all components of the evaluation are complete BEFORE the Validator(s) leaves the school.
10. The Validator(s) submit all signed paperwork to the UMAP Accreditation Committee/Board. The UMAP Board of Directors will meet at least four (4) times a year to confirm and approve the Commissioners and Validator(s) reports.
11. The Executive Director will issue a UMAP Accreditation Certificate to Early Childhood Programs that successfully complete this process.
12. The Early Childhood Program is responsible for submitting an application to the State of Florida requesting a Gold Seal Certificate.

#### Maintaining UMAP Accreditation

1. UMAP Accreditation must be renewed every three (3) years by completing the accreditation process and demonstrating that UMAP Standards are maintained.
2. When a UMAP Accredited Early Childhood Program has a change of Administrator/Director during the three (3) year accreditation period the Application for Change of Director and required paperwork must be submitted within three (3) months of the change.
3. UMAP Accredited Early Childhood Programs must maintain their UMAP Membership by submitting yearly dues and the Annual Update form.
4. When a UMAP Accredited Early Childhood Program has a change of status with their local or state governing body regarding their program, the UMAP Board must be notified.
5. Failure to meet any of the four (4) requirements of "Maintaining UMAP Accreditation" will result in a review by the UMAP Accreditation Committee and UMAP Board of Directors and may result in the suspension or termination of UMAP Accreditation.

## Standards Part A: Administrative Criteria

### Section 1: Administrative Requirements

**\*Please note that all Administrative Requirements (Part A, Section 1) must be met.**

- A 1.1 The program must be licensed by the governing body of their state as well as any other local licensing agency. License must be posted.
- A 1.2 The program must provide a copy of or a digital link to these rules and regulations for licensed programs in your state. Programs shall provide proof of compliance of said rules as well as proof of oversight and regular monitoring visits.
- A 1.3 Inspection reports and permits from the local, county, city or local early childhood office, shall be available. These reports may include but are not limited to, Local Fire Inspection, Health Department Inspection, Food Service Permit, Inspection report from licensing.
- A 1.4 The program must carry liability insurance and provide proof of said insurance.
- A 1.5 The program staff must meet all local, state and UMAP requirements for Staff Credentials. A completed Staff Qualification Report must be submitted. (Appendix 4)
- A 1.6 The program staff completes a local, state and federal Background Screening. A completed Background Screening Report must be submitted. (Appendix 5)

## Part B: Program Management

### Section 1: The Program

- B 1.1 The program shall maintain a governing board including representatives of the Church Trustees, Staff-Parish Committee, Age Level Coordinator/Children & Family Ministries, Pastor as ex-officio, Parents, Teachers, and Director.
- B 1.2 The program shall have a Philosophy and Mission Statement available.
- B 1.3 The program has written policies defining roles and responsibilities of board members and staff.
- B 1.4 Fiscal records are kept with evidence of long-range budgeting and sound financial planning.
- B 1.5 Operating budgets are prepared annually and there is a quarterly reconciliation of expenses to budget. The program may work in conjunction with the church finance committee as dictated by church administration.
- B 1.6 The program shall have a written policy for operating. Policy shall include policies related to providing staff compensation (i.e. benefits, raises, time off, free child care, etc.), scheduling (hours and holidays), payment of fees and refunds. Hiring practices are nondiscriminatory.
- B 1.7 Benefit packages for full-time staff include paid leave (annual, sick, and personal), medical insurance, and retirement options. Benefits for part-time staff are available on a pro-rated basis.
- B 1.8 The program administration and staff have the opportunity to evaluate themselves and the program. \*This form is made available when the Accreditation, Observation, and Evaluation packet is purchased.
- B 1.9 The program parents have the opportunity to evaluate the program. \*This form is made available when the Accreditation, Observation, and Evaluation packet is purchased.
- B 1.10 Records are kept on the program and related operations such as attendance records of staff and children.
- B 1.11 The program has a child abuse and neglect policy that includes reporting requirements for staff as well as procedures to be followed should a staff member be accused of abuse or neglect.
- B 1.12 The program staff works in partnership with families.
- B 1.12(a) The program provides program information for new or prospective parents and orientation for children and families.

B 1.12(b) The program welcomes parents and visitors at all times.

B 1.12(c) Regular communication is encouraged.

B 1.12(d) Staff and parents work together to support children's development and learning.

B 1.12(e) Families are informed about the program and the curriculum, policy changes, and other issues that may affect the program.

B 1.12(f) Staff is familiar with and makes use of community resources. The program staff connects families with needed resources.

B 1.13 The program has a policy regarding enrollment and termination. Consideration is made to protect children's rights as outlined in the American's with Disabilities Act.

B 1.14 The program is designed to be inclusive of all children, including children with identified disabilities, special learning, and developmental needs.

B 1.15 When children with special needs enroll, each child has an individual program plan; each child is professionally evaluated; the program has access to a referral system; and reviews of each child's progress are done using a team concept.

B 1.16 The program has a written policy for use of media, such as TV, computer, and cellphones.



## **Part B: Program Management**

### Section 2: School and Church Relationships

- B 2.1 The program is a mission of the church and to the surrounding community.
- B 2.2 The program shall have a connection in the structure of the local church through the Commission on Education, Children's Council, or other decision-making body, as stated in the Book of Discipline of the United Methodist Church.
- B 2.3 The program has developed harmony with the church and pastor resulting in open communication and cooperation.
- B 2.4 The program has developed a strong and healthy relationship with the church in areas such as shared space and use of materials and facilities.
- B 2.5 The program provides information about activities and special events to the church through newsletters, bulletins or other means of printed communication.
- B 2.6 The Program provides information from the church about church functions and events such as the Sacrament of Baptism, to staff and parents through newsletters, brochures, flyers, or other means of printed communication.
- B 2.7 The program participates in, or supports church functions.
- B 2.8 The church participates in, or supports program functions.
- B 2.9 The program and the church support each other financially in a manner that is mutually acceptable.
- B 2.10 The program staff is considered part of the church staff.

## **Part B: Program Management**

### Section 3: Christian Education

- B 3.1 Christian Education is presented at the child's level of developmental readiness and interwoven into the total school curriculum. It is to nurture children's knowledge and understanding of God, Jesus, the Bible, the Church, and themselves and others as children of God.
- B 3.2 Children are encouraged to participate in Christian worship and music.
- B 3.3 Children participate in a variety of Christian celebrations both in the classroom and as a part of the church.
- B 3.4 Children are nurtured as they develop a good self-concept as a child of God and a person of value.
- B 3.5 Children learn to care for others and the community through mission opportunities.

## Part B: Program Management

### Section 4: Program Staff Qualifications

#### B 4.1 UMAP shall recognize six classifications of program staff:

Administrator/Director – is an adult staff member who works in ministry to the children and is directly responsible for the daily operations of the program.

Early Childhood Specialist – is an adult staff member with an Early Childhood Bachelor’s degree employed to direct the educational program. This position may be filled by the director or a teacher.

Lead Teacher – is an adult staff member who works in ministry to the children and is directly responsible for the daily operations of a classroom.

Assistant Teacher – is an adult staff member who works in ministry to the children under the direction of a Lead teacher.

Student Assistant – is a staff member who works in ministry to the children under the direct supervision of the director, a teacher, and/or an assistant.

Support Staff – is a staff member who works in ministry to the children, but does not have direct supervision of children or count toward ratio. This would include, but not be limited to bus drivers, cooks, or office staff.

B 4.2 The Administrator/Director of a UMAP Accredited Program shall have proof of meeting all local and state regulations for child care directors, and should have at least one of the following educational credentials:

- (a) Bachelor’s Degree in Early Childhood Education, Child Development or a related field of education to young children.
- (b) Bachelor’s Degree in another field with an additional 12 credit hours in Early Childhood Education.
- (c) If director does not have a Bachelor’s Degree, he/she must show proof of ongoing college level courses being completed on an annual basis.

In addition to the educational credentials the following must be met:

- (d) Must be at least twenty-one (21) years old.
- (e) Have one year or more years’ experience as an on-site program director.
- (f) Must have at least one course in administration.
- (g) Must successfully complete a training in Emergent Literacy.

B 4.3 The Administrator/Director of a UMAP Accredited Program should have the following qualifications:

- (a) Continues training in the field of early childhood education or child development.
- (b) Ability to uphold good Administrative practices, (i.e. record keeping, budgets, rules, and regulations, etc.).
- (c) Has knowledge of current Early Childhood research and issues.
- (d) Is supportive of UMAP as well as other early childhood organizations.
- (e) Manifests a concern and love for children expressed daily in interactions such as classroom visits, arrival/departure greetings, etc.
- (f) Should be of Christian faith and be a member of a local church.
- (g) Whether or not a member of the local congregation, should consider herself/himself a leader, responsible for the ministry to others.
- (h) Shows the ability to minister to children, parents, and staff.

B 4.4 The Early Childhood Specialist of a UMAP Accredited Program should have at least one of the following educational credentials (a or b):

- (a) Bachelor's Degree in Early Childhood Education/Child Development.
- (b) Graduate Degree in Early Childhood Education/Child Development.

In addition to the educational credentials the following must be met:

- (c) Must be at least twenty-one (21) years old.
- (d) Must have three years of full time teaching experience with young children.
- (e) Must successfully complete training in Emergent Literacy.

B 4.5 A Lead Teacher in a UMAP Accredited Program should have at least one of the following educational credentials:

- (a) Bachelor's Degree in Early Childhood Education, Child Development or related field.
- (b) A two year degree or higher from an accredited college or university with at least 6 credit hours in Early Childhood Education or Child Development.
- (c) A current National C.D.A or state recognized equivalent.

In addition to the educational credentials the following must be met:

- (d) Must be at least eighteen (18) years old.
- (e) Must successfully complete training in Emergent Literacy.

B 4.6 A Lead Teacher in a UMAP Accredited Program should have the following qualifications.

- (a) Commits to pursuing a higher level degree (such as AA, AS, BA, BS, MA, etc.) in the field of early childhood education.
- (b) Is supportive of UMAP as well as other early childhood organizations.
- (c) Manifests a concern and love for children expressed daily in interactions.
- (d) Should be of Christian faith and be a member of a local church.

- (e) Whether or not a member of the local congregation, should consider herself/himself a leader, responsible for the ministry to children.
- (f) Ability to minister to children and parents.

B 4.7 An Assistant Teacher in a UMAP Accredited Program should have the following educational credentials:

- (a) A High School Diploma or GED
- (b) Must be at least eighteen (18) years old.
- (c) Must successfully complete a training in Emergent Literacy.

B 4.8 An Assistant Teacher in a UMAP Accredited Program should have the following qualifications:

- (a) Commits to pursuing continued training in the field of early childhood education.
- (b) Is supportive of UMAP as well as other early childhood organizations.
- (c) Manifests a concern and love for children expressed daily in interactions.
- (d) Should be of Christian faith and be a member of a local church.
- (e) Whether or not a member of the local congregation, should consider herself/himself a leader, responsible for the ministry to children.
- (f) Ability to minister to children and parents.

B 4.9 A Student Assistant in a UMAP Accredited Program should meet the following qualifications:

- (a) Must be at least sixteen (16) years old.
- (b) Must be a current High School/college student or enrolled in a GED Program.
- (b) Must successfully complete a training in Emergent Literacy.

B 4.10 Support Staff in a UMAP Accredited Program should meet the following qualifications:

- (a) Must be at least eighteen (18) years old.
- (b) Must complete a background screening.

B 4.11 UMAP aspirational goals for teacher qualifications are as follows:

Lead Teachers with a 2 year degree, CDA or state equivalent certificate should be encouraged to work towards their Bachelors or higher level degree.

Assistant Teachers without any form of certification should be working towards a CDA, state equivalent certificate, or other degree in Early Childhood Education or Child Development.

## **Part B: Program Management**

### Section 5: Pre-service Training

- B 5.1 The program provides staff with a complete orientation of the program. Orientation for new employees shall include, but not be limited to, observing experienced teachers, in-service training, college courses (when available face-to-face or online, observing children, print/audio/video or live presentations.
- B 5.2 Substitutes and volunteers are given orientation to the program and policies and receive ongoing training.

### Section 6: In-service Training

- B 6.1 The program provides staff with opportunities to participate in ongoing professional development to improve skills working with children and families or to prepare them to assume more responsible positions.
- B 6.2 Ongoing professional development provides continuing education and other opportunities for staff to keep abreast of the latest developments in the field, including new programs and practices, pending legislation or regulatory changes.
- B 6.3 Professional development experiences should be credit bearing whenever possible.
- B 6.4 Continuing education is encouraged through tuition reimbursement or financial assistance. Staff is encouraged to join and participate in professional organizations.
- B 6.5 Directors and all staff must have at least 30 clock hours of job-related continuing education in the first year of employment at this program and 24 clock hours of job-related continuing education each year thereafter.

### Section 7: Additional Training Requirements

- B 7.1 The program Administrator/Director, Teachers, Assistant Teachers, and Support Staff shall complete training in Pediatric CPR and First-Aid within the first ninety (90) days of hire.
- B 7.2 All program staff must complete training requirements in early childhood according to the state and local licensing agency and provide proof thereof.

## **Part B: Program Management**

### Section 8: Staff Interactions

- B 8.1 The program shall provide time for administration and staff to plan and consult together frequently about the program, children, and families. Time to meet together, pray together, socialize, laugh, plan, share ideas, consult or seek advice from each other.
- B 8.2 Staff meetings are held at least once a month to discuss program planning, implementing and attaining goals, plans for individual children and to discuss the program and working conditions.
- B 8.3 Teachers are provided weekly paid planning time, away from the responsibility of the children. Staff keeps information about children, families, and associates confidential.
- B 8.4 The program staff compiles written, individual descriptions of children's development and learning. Staff uses the information to plan appropriate activities.
- B 8.5 The Program shall have a schedule for assessment of children. Assessments should be developmentally appropriate and based on a child's age. There should also be a plan for sharing assessment information with parents.
- B 8.6 The program has a consistent method of communication between school and home. These methods may include but are not limited to, newsletters, daily reports, conferences, etc.
- B 8.7 The work environment for staff, including classrooms and staff rooms, is comfortable, well organized, and in good repair.
- B 8.8 The program provides staff space and time away from the children during the day. When staff work directly with children for more than 4 hours they are provided at least one break in each 4 hour period.
- B 8.9 Staff keeps information about children, families, and associates confidential.

## **Part C: Health and Safety**

### Section 1: Food and Nutrition

C 1.1 The program shall meet USDA guidelines for Nutrition and Food Service.

C 1.1(a) Meals and/or snacks are planned to meet the child's nutritional requirements in proportion to the amount of time the child is in the program each day and the age of the child.

C 1.1(b) Written menus are provided for parents, and/or written suggestions for parents who provide snacks and meals.

C 1.1(c) Feeding times and food consumption information is provided to parents of infants and toddlers at the end of each day.

C 1.1(d) Foods indicative of children's cultural background are served periodically.

C 1.1(e) When the program does not provide food, parents are educated regarding well balanced meals that may be brought from home. Food brought from home is stored appropriately until consumed.

C 1.1(f) Where food is prepared on the premises, the program is in compliance with legal requirement for food preparation and service.

C 1.2 The program staff sits and eats with the children. Mealtime/and or snack time is relaxed and pleasant for the children. Program staff model appropriate behavior, using mealtime/snack time as a learning experience.



## **Part C: Health & Safety**

### Section 2: Transportation

- C 2.1 The program schedules a complete vehicle safety inspection, performed by a certified mechanic, at least once a year.
- C 2.2 The program shall keep a maintenance log for each vehicle.
- C 2.3 The program shall use appropriate restraint systems for each child.
- C 2.4 The program shall provide a complete first aid kit to be kept on each vehicle.
- C 2.5 The program shall provide vehicle insurance for each vehicle.
- C 2.6 The program has written requirements for drivers. Requirements shall meet or exceed the local licensing requirements.
- C 2.7 Drivers for the program carry current certification in Pediatric CPR and First Aid.
- C 2.8 Drivers for the program are examined by a physician and certified fit to drive yearly.
- C 2.9 The program has a written pick up/drop off routine including a procedure for accounting for each child.
- C 2.10 Transportation logs are kept for a period of six months.
- C 2.11 Adequate supervision is provided for children being transported by parents or program vehicles/field trip vehicles.
- C 2.12 Identifying and emergency information for each child shall be available on each vehicle.
- C 2.13 The program has a written policies and procedures for field trips that are distributed to parents.
- C 2.14 The program provides adequate supervision on field trips. Supervision may include additional staff, parents or volunteers.
- C 2.15 Emergency procedures/plans are in place for each fieldtrip.

## Part C: Health and Safety

### Section 3: Health

- C 3.1 The program has a written policy and procedure for assessing a new employee's mental and physical health and ability to work effectively with young children. Assessment should be made during the employee's probationary period.
- C 3.2 The program has a system for daily health screenings where program staff can record their observations of each child screened.
- C 3.3 The program collects and maintains the following records for each child enrolled:
  - C 3.3(a) A complete health exam, dated within six months of enrollment
  - C 3.3(b) A record of immunizations
  - C 3.3(c) Emergency contact information
  - C 3.3(d) List of persons permitted to pick up child
  - C 3.3(e) A record of pertinent health records
- C 3.4 The program provides for the safe arrival and departure of all children which also allows for interaction among teaching staff and families.
- C 3.5 The program has a written policy for sick children, which is given to all families. The policy should include specific information on when sick children are to be excluded, included but isolated, or included in the regular classroom.
- C 3.6 The program has a system for recording and reporting individual medical problems to staff and families.
- C 3.7 The program has a separate area to care for children who are too ill to receive care in the regular group.
- C 3.8 The program has a policy for reporting suspected incidents of child abuse/neglect to appropriate local agencies. The program staff is aware of the policy.
- C 3.9 The program maintains a fully stocked first aid kit in the facility. If the facility is housed in multiple buildings or has multiple floors, a first aid kit shall be kept in each building or on each floor.
- C 3.10 The program has a plan for medical emergencies.
- C 3.11 The program trains staff and implements the use of universal precautions to prevent transmission of fluid transmitted diseases.
- C 3.12 The program staff washes their hands with liquid soap at appropriate times.
- C 3.13 The facility is cleaned daily. Cleaning logs are completed and kept for 3 months.

- C 3.14 The program has a schedule for washing toys weekly, except toys that are mouthed which are washed daily.
- C 3.15 The program has toilets, hand washing facilities, and drinking water that are accessible to children.
- C 3.16 The program has a written policy for administering medication. Medication is administered only to children when written permission has been given by the parent. Medication is administered by a designated staff person and a medication log is kept.
- C 3.17 The program provides regular vision, speech and language, hearing and developmental screenings either on-site or through referral to a community health agency.
- C 3.18 The program documents annual screenings for each child.
- C 3.19 The program supplies information to parents on the appropriate type of clothing to wear based on the weather and indoor/outdoor play.
- C 3.20 The program has a plan for washing bedding at least once a week. Bedding is only used by one child between washing.

## Part C: Health and Safety

### Section 4: Safety

- C 4.1 The program staff maintains supervision of children at all times.
- C 4.2 The program has a procedure for emergencies. The emergency procedure shall include, but not be limited to, procedures for fire, natural disaster, gas leak, lock down, power failure, etc.
- C 4.3 The program has a designated staff member responsible for health and safety issues.
- C 4.4 The program staff and volunteers are familiar with emergency procedures.
- C 4.5 The program staff and volunteers are familiar with evacuation routines. Evacuation procedures are practiced monthly.
- C 4.6 Electrical outlets are covered with protective caps.
- C 4.7 The program has a minimum of 35 square feet of useable indoor playroom floor space per child.
- C 4.8 The facility layout is arranged so that all areas can be viewed by at least one other adult in addition to the caregiver.

### Section 5: Outdoor/Playground Areas

- C 5.1 The program has a minimum of 75 square feet of play space outdoors per child.
- C 5.2 The program provides outdoor or indoor storage for equipment not secured to the ground.
- C 5.3 The program has a designated staff member who conducts daily inspections of the playground area. A playground inspection log is maintained and reflects the daily inspection.
- C 5.4 Outdoor/Playground areas are maintained and safety checks are done at least monthly. For a sample of a playground safety checklist refer to Appendix 1.
- C 5.5 Playground rules are posted outside on the playground. Teachers remind children of the rules as needed.

## Part D: Curriculum and Classroom Criteria

### Introduction

United Methodist Accredited Programs have the freedom to choose a curriculum that best meets the needs of the children the program serves. When choosing a curriculum programs should refer to the UMAP age level criteria to ensure all areas are being met.

UMAP does not approve of the abuse of worksheets. Children should not be made to complete worksheets or coloring sheets. Worksheets, if used, should be offered as an option and only to older age groups.

The UMAP Accredited program curriculum should be based on developmentally appropriate practices emphasizing center-based, emergent literacy, and hands-on learning experiences. The curriculum should be age appropriate. Children should be encouraged to make choices while learning in a safe, nurturing environment. Opportunities should be provided to encourage curiosity, exploration, critical thinking, and problem solving.

The UMAP Accredited program provides an environment that encourages children to experience, express, and enjoy their own creativity. Let children use their imagination. Let children express their own creative interpretation, as a response to any stimulus they perceive through their senses, and at their own pace. Worksheets and coloring books are not appropriate to use in an Art Center. Children should not be expected to produce a result that is like another child's, nor duplicate a teacher's model. Remember that the process, not the product, is important for children.

The program provides a stimulating environment rich in materials for learning. The teacher provides time, space, and opportunity for children to learn through play. The teacher functions as the supportive adult, who mediates to maximize the learning opportunities for the young child.

A child-centered infant and toddler curriculum is not a set of adult-directed learning activities, nor is it a revised version of a curriculum for preschoolers. A child-centered infant and toddler curriculum is a dynamic, interactive experience that builds on respect for and responsiveness to the child's interests, curiosity, and motives. Infants and toddlers need to feel secure and loved by the adults in their lives. Teachers/caregivers need to be attentive, as well as responsive, to the needs of infants and toddlers. The interactions between adult and child should be personal, warm, and loving.

## Part D: Curriculum and Classroom Criteria

### Section 1: General Classroom and Playground Observations - Criteria for Four and Five year old children (Next Year's Kindergarten)

- D 1.1 UMAP Accreditation Program staff/child ratio of 1 to 10 is met. (Appendix 2)  
\* This standard will be rated met (2) or not met (0).
- D 1.2 Each classroom shall have lesson plans and goals posted within the classroom. Lesson plans and goals shall be age appropriate and must address the following domains: Social and Emotional, Fine Motor, Gross Motor, Cognitive, Creative, Spiritual, Discovery, Language, and Literacy. A schedule or calendar is not an acceptable substitute.
- D 1.3 Each classroom shall have schedules posted. Schedules should include large group time, small groups, outdoor time, center time, music and movement, and should provide for the entire days activities.
- D 1.4 The physical environment is inviting and enriched with print. Labels are used to define spaces and identify things. Labels with pictures are used when appropriate.
- D 1.5 Centers are clearly defined and organized. There are clearly defined traffic areas and a large group area. Each classroom has a designated cozy area for children.
- D 1.6 Every classroom has a library area with adequate and age appropriate books for each child. Books should be in good condition and represent both real life and fantasy. Christian books must also be offered.
- D 1.7 Furniture is of appropriate size, clean, and in good repair. Cabinets are secured to the walls when necessary.
- D 1.8 Cleaning supplies are kept out of the reach of children per requirements of your local license agency.
- D 1.9 Playground is safe and includes opportunities for pushing, pulling, climbing, crawling, pedaling, throwing, catching, sand play, balancing, running, quiet place.
- D 1.10 Staff interact with the children on the playground, and plan activities that children may choose. Examples include painting with water, games, music, gardening, bubbles, washing dolls, and clothes.

## Section 2: Staff Interactions - Criteria for Four and Five year old children

- D 2.1 Program staff treats children with respect. Keep in mind “Do unto others as you would have them do unto you.”
- D 2.2 Program staff show God’s love through words and actions.
- D 2.3 Program staff use positive discipline to teach children right from wrong; which behaviors are acceptable and which are not and how to respect the rights of others. Discipline is never punishment. Discipline is teaching, done positively and with respect and is appropriate to the situation and age of the child.
- D 2.4 The program staff speaks with children in a friendly, positive, and courteous manner.
- D 2.5 The program staff encourages children’s development of independent functioning as appropriate.
- D 2.6 The program staff does not use corporal punishment or humiliating or frightening discipline techniques. Food or beverage or nap or outdoor playground time is never withheld as a form of discipline.
- D 2.7 Program staff is aware that children may display a variety of emotions. Staff help children deal with their emotions in supportive ways.
- D 2.8 Program staff interacts with children in ways that are appropriate to their age. The staff speaks to children directly and at their eye level.
- D 2.9 Program staff builds a trusting relationship with each child that provides both emotional and physical security.
- D 2.10 Program staff model and encourage social behavior such as helping, sharing, and cooperating.
- D 2.11 Program staff understands and respects the diversity of the children and their families. Each child and family is loved as a child of God.
- D 2.12 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.
- D 2.13 Routine tasks are incorporated into the program as a means of furthering children’s learning, self-help, and social skills.
- D 2.14 Program staff is professional and respectful when communicating with families.
- D 2.15 Program staff offer guidance and encourage communication during problem solving and conflict resolution.

D 2.16 Teachers have written clearly defined goals for each individual child that serve as a guide for curriculum planning.

### Section 3: Christian Education - Criteria for Four and Five year old children

The curriculum areas listed are to be included and visible in the activities, materials, and learning experiences in a program designed for Four-and-Five-year-old groups.

D 3.1 Children have opportunities to experience God’s love and forgiveness through teachers and the church as a community of faith. List 2 examples:

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D 3.2 Children are given opportunities to experience the creative power of God as they discover the world God created. List 2 examples:

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D 3.3 Children are encouraged to participate in Christian worship and music. List 2 examples:

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D 3.4 Children participate in a variety of Christian celebrations in the classroom. List 2 examples:

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D 3.5 Program staff helps children to appreciate, show and understand God’s love for all God’s creation, including people of different cultures, races, ethnicities, and faith. List 2 examples:

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D 3.6 Children broaden their experiences and build ideas, feelings, and understandings related to the Christian faith through Bible stories, pictures, songs, Bible verses, and play activities. List 2 examples:

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Section 4: Language, Communication and Emergent Literacy - Criteria for Four and Five year old children

D 4.1 Children are given opportunities to listen to spoken word, through storytelling, audio books, etc.). List 4 examples:

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D 4.2 Children are provided with materials and activities that encourage them to engage in conversations. List 4 examples:

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D 4.3 Children are given opportunities to explore and develop phonological skills. List 4 examples:

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D 4.4 Children are exposed to a print rich environment. List 4 examples:

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D 4.5 Children are provided with activities that build vocabulary. List 4 examples:

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D 4.6 Children have an opportunity to see and hear their words (dictation, recording, etc.). List 4 examples:

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Section 5: Mathematical Readiness - Criteria for Four and Five year old children

D 5.1 Manipulative materials for teaching concepts relating to number and size relationships are available to children and integrated into the lesson plans. List 4 examples:

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D 5.2 Mathematical Readiness activities are available to the children and integrated into the lesson plans.

a. Geometry – two and three dimensional shapes (cube, sphere, cone, etc.) – List 2 examples:

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b. Sorting and classifying – List 2 examples:

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c. Spatial Relations and positional words – List 2 examples:

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d. Ordering and positioning numerals and objects –List 2 examples:

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e. Comparing Quantities using length, weight and height – List 2 examples:

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f. Duplicating and Creating Patterns – List 2 examples:

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g. Counting (to 31), constructing, and comparing sets – List 2 examples:

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#### Section 6: Science and Discovery - Criteria for Four and Five year old children

D 6.1 Children are provided with tools and equipment to observe and explore. List 2 examples:

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D 6.2 Evidence of a “hands-on” science program must be apparent.

a. Living things - List 2 examples:

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b. The earth and universe - List 2 examples:

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c. Magnification and magnets - List 2 examples:

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d. Experiments relating to seasons, weather, etc. - List 2 examples:

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Section 7: Social Studies - Criteria for Four and Five year old children

D 7.1 Children are provided with opportunities to learn about their community. List 2 examples:

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D 7.2 Children are provided with opportunities to learn about cultural diversity in their family and community. List 2 examples:

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D 7.3 Children are provided with opportunities to learn responsibility and take leadership roles. List 2 examples:

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Section 8: Creative Expression - Criteria for Four and Five year old children

D 8.1 Artwork is displayed at children's height when possible; examples include on the backs of cupboards, teacher's desk, filing cabinets or low clothesline against the wall using clip clothespins.

D 8.2 Children are provided with a variety of materials to express their creativity in the following areas.

a) Art - List 4 examples:

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b) Rhythmic activities – use of rhythm instruments, scarves, etc. - List 4 examples:

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c) Musical diversity - List 4 examples:

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d) Drama - List 4 examples:

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Section 9: Health, Safety, and Nutrition - Criteria for Four and Five year old children

D 9.1 Children are given opportunities to learn about nutrition. List 2 examples:

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D 9.2 Children participate in activities that promote safety. List 2 examples:

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D 9.3 Children participate in activities that promote good health. List 2 examples:

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Section 10: Physical Development - Criteria for Four and Five year old children

D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 4 examples:

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D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 4 examples:

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D 10.3 Opportunities for children to become aware of body parts and the control of the body. List 4 examples:

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D 10.4 Opportunities for developing their five (5) senses. List 4 examples:

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## Part D: Curriculum and Classroom Criteria

### Section 1: General Classroom and Playground Observations - Criteria for Three year old children

D 1.1 UMAP Accreditation Program staff/child ratio of 1 to 8 is met. (Appendix 2)

\* This standard will be rated met (2) or not met (0).

D 1.2 Each classroom shall have lesson plans and goals posted within the classroom. Lesson plans and goals shall be age appropriate and must address the following domains: Social and Emotional, Fine Motor, Gross Motor, Cognitive, Creative, Spiritual, Discovery, Language, and Literacy. A schedule or calendar is not an acceptable substitute.

D 1.3 Each classroom shall have schedules posted. Schedules should include large group time, small groups, outdoor time, center time, music and movement, and should provide for the entire days activities.

D 1.4 The physical environment is inviting and enriched with print. Labels are used to define spaces and identify things. Labels with pictures are used when appropriate.

D 1.5 Centers are clearly defined and organized. There are clearly defined traffic areas and a large group area. Each classroom has a designated cozy area for children.

D 1.6 Every classroom has a library area with adequate and age appropriate books for each child. Books should be in good condition and represent both real life and fantasy. Christian books must also be offered.

D 1.7 Furniture is of appropriate size, clean, and in good repair. Cabinets are secured to the walls when necessary.

D 1.8 Cleaning supplies are kept out of the reach of children per requirements of your local license agency.

D 1.9 Playground is safe and includes opportunities for pushing, pulling, climbing, crawling, pedaling, throwing, catching, sand play, balancing, running, quiet place.

D 1.10 Staff interact with the children on the playground, and plan activities that children may choose. Examples include painting with water, games, music, gardening, bubbles, washing dolls, and clothes.

### Section 2: Staff Interactions - Criteria for Three year old children

D 2.1 Program staff treats children with respect. Keep in mind “Do unto others as you would have them do unto you.”

D 2.2 Program staff show God’s love through words and actions.

- D 2.3 Program staff use positive discipline to teach children right from wrong, which behaviors are acceptable and which are not and how to respect the rights of others. Discipline is never punishment. Discipline is teaching, done positively and with respect and is appropriate to the situation and age of the child.
- D 2.4 The program staff speaks with children in a friendly, positive, and courteous manner.
- D 2.5 The program staff encourages children's development of independent functioning as appropriate.
- D 2.6 The program staff does not use corporal punishment or humiliating or frightening discipline techniques. Food or beverage, nap or outdoor playground time is never withheld as a form of discipline.
- D 2.7 Program staff is aware that children may display a variety of emotions. Staff helps children deal with their emotions in supportive ways.
- D 2.8 Program staff interacts with children in ways that are appropriate to their age. The staff speaks to children directly and at their eye level.
- D 2.9 Program staff builds a trusting relationship with each child that provides both emotional and physical security.
- D 2.10 Program staff model and encourage social behavior such as helping, sharing, and cooperating.
- D 2.11 Program staff understands and respects the diversity of the children and their families. Each child and family is loved as a child(ren) of God.
- D 2.12 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.
- D 2.13 Routine tasks are incorporated into the program as a means of furthering children's learning, self-help, and social skills.
- D 2.14 Program staff is professional and respectful when communicating with families.
- D 2.15 Program staff offer guidance and encourages communication during problem solving and conflict resolution.
- D 2.16 Teachers have written, clearly defined roles for each child that as a guide for curriculum planning.

### Section 3: Christian Education – Criteria for Three year olds

The curriculum areas listed are to be included and visible in the activities, materials, and learning experiences in a program designed for three year old groups.

D 3.1 Children have opportunities to experience God’s love and forgiveness through teachers and the church as a community of faith. List 2 examples:

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D 3.2 Children are given opportunities to experience the creative power of God as they discover the world God created. List 2 examples:

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D 3.3 Children are encouraged to participate in Christian worship and music. List 2 examples:

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D 3.4 Children participate in a variety of Christian celebrations in the classroom. List 2 examples:

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D 3.5 Program staff helps children to appreciate, show and understand God’s love for all God’s creation, including people of different cultures, races, ethnicities, and faith. List 2 examples:

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D 3.6 Children broaden their experiences and build ideas, feelings, and understandings related to the Christian faith through Bible stories, pictures, songs, Bible verses, and play activities. List 2 examples:

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### Section 4: Language, Communication and Emergent Literacy – Criteria for Three year old children

D 4.1 Children are given opportunities to listen to spoken word, through storytelling, audio books, etc.). List 4 examples:

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D 4.2 Children are provided with materials and activities that encourage them to engage in conversations. List 4 examples:

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D 4.3 Children are given opportunities to explore and develop phonological skills. List 4 examples:

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D 4.4 Children are exposed to a print rich environment. List 4 examples:

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D 4.5 Children are provided with activities that build vocabulary. List 4 examples:

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D 4.6 Children have an opportunity to see and hear their words (dictation, recording, etc). List 4 examples:

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#### Section 5: Mathematical Readiness – Criteria for Three year old children

D 5.1 Manipulative materials for teaching concepts relating to number and size relationships are available to children and integrated into the lesson plans. List 4 examples:

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D 5.2 Mathematical Readiness activities are available to the children and integrated into the lesson plans. List 2 examples:

a. Geometry – two dimensional shapes – List 2 examples:

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b. Sorting and classifying – List 2 examples:

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c. Spatial Relations and positional words – List 2 examples:

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d. Ordering and positioning numerals and objects – List 2 examples:

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e. Comparing Quantities using length, weight, and height – List 2 examples:

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f. Duplicating patterns – List 2 examples:

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g. Counting (to 20), constructing, and comparing sets – List 2 examples:

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### Section 6: Science and Discovery – Criteria for Three year old children

D 6.1 Children are provided with tools and equipment to observe and explore. List 2 examples:

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D 6.2 Evidence of a “hands-on” science program must be apparent.

a. Living things - List 2 examples:

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b. The earth and universe - List 2 examples:

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c. Magnification and magnets - List 2 examples:

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d. Experiments relating to seasons, weather, etc. - List 2 examples:

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Section 7: Social Studies – Criteria for Three year old children

D 7.1 Children are provided with opportunities to learn about their community. List 2 examples:

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D 7.2 Children are provided with opportunities to learn about cultural diversity in their family and community. List 2 examples:

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B 7.3 Children are provided with opportunities to learn responsibility and take leadership roles. List 2 examples:

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Section 8: Creative Expression – Criteria for Three year old children

D 8.1 Artwork is displayed at children’s height when possible such as on the backs of cupboards, teacher’s desk, filing cabinets or low clothesline against the wall using clip clothespins.

D 8.2 Children are provided with a variety of materials to express their creativity in the following areas.

a) Art - List 4 examples:

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b) Rhythmic activities – use of rhythm instruments, scarves, etc. - List 4 examples:

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c) Musical diversity - List 4 examples:

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d) Drama - List 4 examples:

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Section 9: Health, Safety and Nutrition – Criteria for Three year old children

D 9.1 Children are given opportunities to learn about nutrition. List 2 examples:

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D 9.2 Children participate in activities that promote safety. List 2 examples:

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D 9.3 Children participate in activities that promote good health. List 2 examples:

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Section 10: Physical Development – Criteria for Three year old children

D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 4 examples:

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D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 4 examples:

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D 10.3 Opportunities for children to become aware of body parts and the control of the body. List 4 examples:

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D 10.4 Opportunities for developing their five (5) senses. List 4 examples:

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## Part D: Curriculum and Classroom Criteria

### Section 1: General Classroom and Playground Observations – Criteria for Two year old children

D 1.1 UMAP Accreditation Program staff/child ratio of 1 to 6 is met. (Appendix 2)

\* This standard will be rated met (2) or not met (0).

D 1.2 Each classroom shall have lesson plans and goals posted within the classroom. Lesson plans and goals shall be age appropriate and must address the following domains: Social and Emotional, Fine Motor, Gross Motor, Cognitive, Creative, Spiritual, Discovery, Language, and Literacy. A schedule or calendar is not an acceptable substitute.

D 1.3 Each classroom shall have schedules posted. Schedules should include large group time, small groups, outdoor time, center time, music and movement, and should provide for the entire days activities.

D 1.4 The physical environment is inviting and enriched with print. Labels are used to define spaces and identify things. Labels with pictures are used when appropriate.

D 1.5 Centers are clearly defined and organized. There are clearly defined traffic areas and a large group area. Each classroom has a designated cozy area for children.

D 1.6 Every classroom has a library area with adequate and age appropriate books for each child. Books should be in good condition and represent both real life and fantasy. Christian books must also be offered.

D 1.7 Furniture is of appropriate size, clean, and in good repair. Cabinets are secured to the walls when necessary.

D 1.8 Cleaning supplies are kept out of the reach of children per requirements of your local license agency.

D 1.9 Playground is safe and includes opportunities for pushing, pulling, climbing, crawling, pedaling, throwing, catching, sand play, balancing, running, quiet place.

D 1.10 Staff interact with the children on the playground, and plan activities that children may choose. Examples include painting with water, games, music, gardening, bubbles, washing dolls and clothes.

D 1.11 The diaper/ changing area is never located near the food preparation areas.

D 1.12 Changing tables are sanitized after each use.

D 1.13 Staff checks diapers regularly and changes wet or soiled diapers/clothing immediately.

D 1.14 Every diaper changing area has a lidded, foot-pedal operated, plastic lined trash receptacle.

## Section 2: Staff Interactions – Criteria for Two year old children

- D 2.1 Program staff treats children with respect. Keep in mind “Do unto others as you would have them do unto you.”
- D 2.2 Program staff show God’s love through words and actions.
- D 2.3 Program staff use positive discipline to teach children right from wrong, which behaviors are acceptable and which are not and how to respect the rights of others. Discipline is never punishment. Discipline is teaching, done positively and with respect and is appropriate to the situation and age of the child.
- D 2.4 The program staff speaks with children in a friendly, positive, and courteous manner.
- D 2.5 The program staff encourages children’s development of independent functioning as appropriate.
- D 2.6 The program staff does not use corporal punishment or humiliating or frightening discipline techniques. Food or beverage, nap or outdoor playground time is never withheld as a form of discipline.
- D 2.7 Program staff is aware that children may display a variety of emotions. Staff help children deal with their emotions in supportive ways.
- D 2.8 Program staff interacts with children in ways that are appropriate to their age. The staff speaks to children directly and at their eye level.
- D 2.9 Program staff builds a trusting relationship with each child that provides both emotional and physical security.
- D 2.10 Program staff model and encourage social behavior such as helping, sharing, and cooperating.
- D 2.11 Program staff understands and respects the diversity of the children and their families. Each child and family is loved as a child of God.
- D 2.12 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.
- D 2.13 Routine tasks are incorporated into the program as a means of furthering children’s learning, self-help, and social skills.
- D 2.14 Program staff is professional and respectful when communicating with families.
- D 2.15 Program staff offer guidance and encourage communication during problem solving and conflict resolution.

D 2.16 Teachers have written, clearly defined goals for each child that as a guide for curriculum planning.

### Section 3: Christian Education – Criteria for Two year old children

The curriculum areas listed are to be included and visible in the activities, materials, and learning experiences in a program designed for Two year olds.

D 3.1 Children have opportunities to experience God’s love and forgiveness through teachers and the church as a community of faith. List 2 examples:

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D 3.2 Children are given opportunities to experience the creative power of God as they discover the world God created. List 2 examples:

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D 3.3 Children are encouraged to participate in Christian worship and music. List 2 examples:

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D 3.4 Children participate in a variety of Christian celebrations in the classroom. List 2 examples:

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D 3.5 Program staff helps children to appreciate, show and understand God’s love for all God’s creation, including people of different cultures, races, ethnicities, and faith. List 2 examples:

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D 3.6 Children broaden their experiences and build ideas, feelings, and understandings related to the Christian faith through Bible stories, pictures, songs, Bible verses, and play activities. List 2 examples:

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Section 4: Language, Communication and Emergent Literacy – Criteria for Two year old children

D 4.1 Children are given opportunities to listen to spoken word, through storytelling, audio books, etc.). List 4 examples:

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D 4.2 Children are provided with materials and activities that encourage them to engage in conversations. List 4 examples:

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D 4.3 Children are exposed to a print rich environment. List 4 examples:

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D 4.4 Children are provided with activities that build vocabulary. List 4 examples:

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D 4.5 Children have an opportunity to see and hear their words (dictation, recording, etc.). List 4 examples:

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Section 5: Mathematical Readiness – Criteria for Two year old children

D 5.1 Manipulative materials for teaching concepts relating to number and size relationships are available to children and integrated into the lesson plans. List 4 examples:

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D 5.2 Mathematical Readiness activities are available to the children and integrated into the lesson plans.

a. Geometry – two dimensional shapes – List 2 examples:

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b. Sorting and classifying - List 2 examples:

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Section 6: Science and Discovery – Criteria for Two year old children

D 6.1 Children are provided with tools and equipment to observe and explore the world around them. List 2 examples:

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---

D 6.2 Evidence of a “hands-on” science program must be apparent.

a. Living things - List 2 examples:

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b. Magnification and magnets - List 2 examples:

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c. Experiments relating to seasons, weather, etc. - List 2 examples:

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d. Weight and measurement - List 2 examples:

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Section 7: Social Development – Criteria for Two year old children

D 7.1 Children are provided with opportunities to learn about their community. List 2 examples:

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D 7.2 Children are provided with opportunities to establish routines both as a group and individually. List 2 examples:

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D 7.3 Children are provided with opportunities to develop social values, sharing, independence, and dependability. List 2 examples:

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Section 8: Creative Expression – Criteria for Two year old children

D 8.1 Artwork is displayed at children’s height when possible such as on the backs of cupboards, teacher’s desk, filing cabinets or low clothesline against the wall using clip clothespins.

D 8.2 Children are provided with a variety of materials to express their creativity in the following areas.

a) Art - List 4 examples:

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b) Rhythmic activities – use of rhythm instruments, scarves, etc. - List 4 examples:

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c) Musical diversity - List 4 examples:

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d) Drama - List 4 examples:

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Section 9: Health, Safety, and Nutrition – Criteria for Two year old children

D 9.1 Children are given opportunities to learn about nutrition. List 2 examples:

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D 9.2 Children participate in activities that promote safety. List 2 examples:

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D 9.3 Children participate in activities that promote good health. List 2 examples:

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Section 10: Physical Development – Criteria for Two year old children

D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 4 examples:

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D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 4 examples:

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D 10.3 Opportunities for children to become aware of body parts and the control of the body. List 4 examples:

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D 10.4 Opportunities for developing their five (5) senses. List 4 examples:

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## Part D: Curriculum and Classroom Criteria

### Section 1: General Classroom and Playground Observations – Criteria for Toddlers

- D 1.1 UMAP Accreditation Program staff/child ratio of 1 to 5 is met. (Appendix 2)  
\* This standard will be rated met (2) or not met (0).
- D 1.2 Each classroom shall have lesson plans and goals posted within the classroom. Lesson plans and goals shall be age appropriate and must address the following domains: Social and Emotional, Fine Motor, Gross Motor, Cognitive, Creative, Spiritual, Discovery, Language, and Literacy. A schedule or calendar is not an acceptable substitute.
- D 1.3 Each classroom shall have schedules posted. Schedules should include large group time, small groups, outdoor time, center time, music and movement, and should provide for the entire days activities.
- D 1.4 The physical environment is inviting and enriched with print. Labels are used to define spaces and identify things. Labels with pictures are used when appropriate.
- D 1.5 Centers are clearly defined and organized. There are clearly defined traffic areas and a large group area. Each classroom has a designated cozy area for children.
- D 1.6 Every classroom has a library area with adequate and age appropriate books for each child. Books should be in good condition and represent both real life and fantasy. Christian books must also be offered.
- D 1.7 Furniture is of appropriate size, clean, and in good repair. Cabinets are secured to the walls when necessary.
- D 1.8 Cleaning supplies are kept out of the reach of children per requirements of your local license agency.
- D 1.9 Playground is safe and includes opportunities for pushing, pulling, climbing, crawling, pedaling, throwing, catching, sand play, balancing, running, quiet place.
- D 1.10 Staff interact with the children on the playground, and plan activities that children may choose. Examples include painting with water, games, music, gardening, bubbles, washing dolls and clothes.
- D 1.11 The diaper/ changing area is never located near the food preparation areas.
- D 1.12 Changing tables are sanitized after each use.
- D 1.13 Staff checks diapers regularly and changes wet or soiled diapers/clothing immediately.
- D 1.14 Every diaper changing area has a lidded, foot-pedal operated, plastic lined trash receptacle.

## Section 2: Staff Interactions – Criteria for Toddlers

- D 2.1 Program staff treats toddlers with respect. Keep in mind “Do unto others as you would have them do unto you.”
- D 2.2 Program staff show God’s love through words and actions.
- D 2.3 Program staff use positive discipline to teach toddlers right from wrong, which behaviors are acceptable and which are not and how to respect the rights of others. Discipline is never punishment. Discipline is teaching, done positively and with respect and is appropriate to the situation and age of the child.
- D 2.4 Program staff is aware that toddlers may display a variety of emotions. Staff help children deal with their emotions in supportive ways.
- D 2.5 Program staff interacts with toddlers in ways that are appropriate to their age. The staff speaks to toddlers directly and at their eye level.
- D 2.6 The program staff speaks with children in a friendly, positive, and courteous manner.
- D 2.7 The program staff encourages children’s development of independent functioning as appropriate.
- D 2.8 The program staff does not use corporal punishment or humiliating or frightening discipline techniques. Food or beverage, nap or outdoor playground time is never withheld as a form of discipline.
- D 2.9 Program staff builds a trusting relationship with each child that provides both emotional and physical security.
- D 2.10 Program staff model and encourage social behavior such as helping, sharing, and cooperating.
- D 2.11 Program staff understands and respects the diversity of the children and their families. Each child and family is loved as a child of God.
- D 2.12 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.
- D 2.13 Routine tasks are incorporated into the program as a means of furthering children’s learning, self-help, and social skills.
- D 2.14 Program staff is professional and respectful when communicating with families.
- D 2.15 Program staff offer guidance and encourage communication during problem solving and conflict resolution.

D 2.16 Teachers have written, clearly defined roles for each child that as a guide for curriculum planning.

### Section 3: Christian Education – Criteria for Toddlers

The curriculum areas listed are to be included and visible in the activities, materials, and learning experiences in a program designed for Toddlers.

D 3.1 Toddlers are encouraged to participate in Christian worship and music. List 2 examples:

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D 3.2 Toddlers are given opportunities to experience prayer. List 2 examples:

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D 3.3 Toddlers participate in a variety of Christian celebrations in the classroom. List 2 examples:

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D 3.4 Program staff helps toddlers to appreciate, show and understand God’s love for all God’s creation. List 2 examples:

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D 3.5 Toddlers broaden their experiences and build ideas, feelings, and understandings related to the Christian faith through Bible stories, pictures, songs, Bible verses, and play activities. List 2 examples:

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### Section 4: Language, Communication and Emergent Literacy - Criteria for Toddlers

D 4.1 Toddlers are given opportunities to listen to spoken word, through storytelling, audio books, etc.). List 4 examples:

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D 4.2 Toddlers are encouraged to use language to express their wants and needs. List 2 examples:

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D 4.3 Toddlers are exposed to a print rich environment. List 4 examples:

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D 4.4 Toddlers are provided with activities that build vocabulary. List 4 examples:

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D 4.5 Toddlers have an opportunity to see that pictures represent objects and events. List 4 examples:

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### Section 5: Mathematical Readiness – Criteria for Toddlers

D 5.1 Toddlers are introduced to numbers through finger-plays, songs, and simple counting activities. List 2 examples:

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D 5.2 Toddlers are introduced to shapes through finger-plays, songs, and simple activities. List 2 examples:

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D 5.3 Toddlers are introduced to sorting activities by color and size. List 2 examples:

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### Section 6: Science and Discovery – Criteria for Toddlers

D 6.1 Toddlers are provided with tools and equipment to observe and explore the world around them. List 2 examples:

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D 6.2 Evidence of a “hands-on” science program must be apparent. List 2 examples:

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D 6.3 Toddlers are provided with opportunities to explore using their senses. List 2 examples:

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Section 7: Social Development – Criteria for Toddlers

D 7.1 Toddlers are nurtured to develop relationships with others. List 2 examples:

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D 7.2 Toddlers are provided with opportunities to establish routines both as a group and individually. List 2 examples:

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D 7.3 Toddlers are provided with opportunities to develop problem solving skills. List 2 examples:

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Section 8: Creative Expression – Criteria for Toddlers

D 8.1 Artwork is displayed at children’s height when possible such as on the backs of cupboards, teacher’s desk, filing cabinets or low clothesline against the wall using clip clothespins.

D 8.2 Toddlers are provided with a variety of materials to express their creativity in the following areas.

a) Art - List 4 examples:

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b) Rhythmic activities – use of rhythm instruments, scarves, etc. - List 4 examples:

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c) Drama - List 4 examples:

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Section 9: Health, Safety, and Nutrition – Criteria for Toddlers

D 9.1 Toddlers are given opportunities to learn about nutrition. List 2 examples:

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D 9.2 Toddlers participate in activities that promote safety. List 2 examples:

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D 9.3 Toddlers participate in activities that promote good health. List 2 examples:

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Section 10: Physical Development – Criteria for Toddlers

D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 2 examples:

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D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 2 examples:

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D 10.3 Opportunities for children to become aware of body parts and the control of the body. List 2 examples:

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D 10.4 Opportunities for developing their five (5) senses. List 2 examples:

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## Part D: Curriculum and Classroom Criteria

### Section 1: General Classroom and Playground Observations – Criteria for Infants

D 1.1 UMAP Accreditation Program staff/child ratio of 1 to 4 is met. (Appendix 2)

\* This standard will be rated met (2) or not met (0).

D 1.2 Each classroom shall have clearly defined routines for feeding, diapering, and cleaning posted. Routines (schedules) should include outdoor time, social interactions with other infants and adults, language, stories (2-3 per day), music and movement, and water play.

D 1.3 The physical environment is inviting and clearly defined traffic areas with sleeping and feeding areas separate. Labels are used to define spaces and identify things. Labels with pictures are used when appropriate.

D 1.4 Each classroom should have adequate, age-appropriate toys and activities. There should be cloth and board books as well as some Christian books available for the infants. Each classroom has a designated cozy (quiet) area for infants.

D 1.5 Lighting and temperature are adequate and comfortable.

D 1.6 Furniture is of appropriate size, clean, and in good repair. Cabinets are secured to the walls when necessary.

D 1.7 Cleaning supplies are kept out of the reach of children per requirements of your local license agency.

D 1.8 Room is free of unpleasant odors (mildew, mold, etc.) soiled diapers disposed of properly.

D 1.9 Staff interact with the infants in the fresh air (outside/playground), and plan activities (such as painting with water, music, sensory activities, bubbles, washing dolls, etc.).

D 1.10 The diaper/ changing area is never located near the food preparation areas.

D 1.11 Changing tables are sanitized after each use.

D 1.12 Staff checks diapers regularly and changes wet or soiled diapers/clothing immediately.

D 1.13 Every diaper changing area has a lidded, foot-pedal operated, plastic lined trash receptacle.

D 1.14 The sides of infants' cribs are in a locked position when occupied.

D 1.15 Teachers have written, clearly defined goals for EACH individual child that as a guide for curriculum planning.

## Section 2: Staff Interactions – Criteria for Infants

- D 2.1 Program staff treats infants with respect. Keep in mind “Do unto others as you would have them do unto you.”
- D 2.2 Program staff show God’s love through voice and touch.
- D 2.3 Program staff use discipline appropriate to the situation, done positively and with respect. The program staff does not use corporal punishment or humiliating or frightening discipline techniques. Food or beverage, nap or outdoor time is never withheld as a form of discipline.
- D 2.4 Program staff is aware that infants may display a variety of emotions. Staff help children deal with their emotions in supportive ways.
- D 2.5 The Program staff identify and respond to a variety of infants’ emotions and deal with them in supporting ways.
- D 2.6 The program staff encourages infants’ development of independent functioning as appropriate.
- D 2.7 Program staff builds a trusting relationship with each infant that provides both emotional and physical security.
- D 2.8 Program staff continually talk and converse with infants. The program staff speaks with infants in a friendly, positive, and courteous manner.
- D 2.9 Program staff understands and respects the diversity of the infants and their families. Each infant and family is loved as a child of God.
- D 2.10 Program staff is professional and respectful when communicating with families. Program staff and parents collaborate to provide individualized care.
- D 2.11 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.
- D 2.12 Routine tasks are incorporated into the program as a means of furthering children’s learning, self-help, and social skills.

### Section 3: Christian Education – Criteria for Infants

The curriculum areas listed are to be included and visible in the activities, materials, and learning experiences in a program designed for infants.

D 3.1 Infants are introduced to Christian worship and music. List 2 examples:

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D 3.2 Infants are given opportunities to experience prayer. List 2 examples:

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D 3.3 Infants are introduced to a variety of Christian celebrations in the classroom. List 2 examples:

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### Section 4 : Language, Communication, and Emergent Literacy – Criteria for Infants

D 4.1 Infants are given opportunities to develop auditory skills in the following areas:

a) Auditory discrimination (loud vs. quiet, etc.). Describe:

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b) Recognizes sounds and follows the sounds direction. Describe:

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c) Auditory association through age appropriate phonological awareness. Describe:

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d) Expresses interest in sounds, rhythms of language, and repetition. Describe:

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e) Listens, sees, and touches as books are read. Multiple books should be read each day. Infants are not permitted any screen time (including phones, computers, or televisions). Describe:

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f) Makes a variety of sounds and movements to communicate. Describe:

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D 4.2 Infants are given opportunities to develop visual skills in the following areas:

- a. Visual focusing-- bringing their hands together in the middle of their body; reaching, grabbing, and putting objects in their mouth.
- b. Visual tracking – following moving objects.

D 4.3 Infants are given opportunities to develop tactile skills in the following areas:

- a. Clapping
- b. Waving
- c. Blowing
- d. Smelling
- e. Banging
- f. Shaking rattle
- g. Mouthing and fingering toys
- h. Crawling and/or moving around on their tummy
- i. Hold toy with both hands
- j. Rolling over and over

D 4.4 Infants are given opportunities to develop verbal skills in the following areas:

a. Regular verbal communication of teacher/caregiver with infant, as routine care is given. Describe:

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b. Babbling sounds as a part of their recognition of their own sounds. Describe:

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c. Producing sounds found in their home language. Describe:

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## Section 5: Mathematical Readiness – Criteria for Infants

D 5.1 Infants are introduced to numbers through finger-plays, songs, and simple counting activities. List 4 examples:

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Section 6: Science and Discovery – Criteria for Infants

D 6.1 Infants are provided opportunities to observe and explore the world around them. List 2 examples:

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D 6.2 Infants are provided with opportunities to explore using their senses. List 2 examples:

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Section 7: Social Development- Criteria for Infants

D 7.1 Infants are nurtured to develop relationships with others. Describe:

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D 7.2 Infants are provided with opportunities to establish routines. Describe:

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D 7.3 Infants are nurtured to help them gain confidence in their emerging skills. Describe:

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Section 8: Creative Expression – Criteria for Infants

D 8.1 Artwork is displayed at children’s height when possible such as on the backs of cupboards, teacher’s desk, filing cabinets or low clothesline against the wall using clip clothespins.

D 8.2 Infants are provided with a variety of materials to stimulate their creativity in the following areas:

- a) Art - pictures of family, animals, nature
- b) Rhythmic activities – clapping, banging, tapping sticks
- c) Music – mood setting, soft-loud, slow-fast

Section 9: Health, Safety and Nutrition – Criteria for Infants

D 9.1 Infants are provided with appropriate toys and room equipment.

D 9.2 Infants are involved in appropriate cleanliness and safety routines.

Section 10: Physical Development – Criteria for Infants

D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 2 examples:

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---

D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 2 examples:

---

---

D 10.3 Opportunities for children to become aware of body parts and the control of the body  
List 2 examples:

---

---

D 10.4 Opportunities for developing their five (5) senses. List 2 examples:

---

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# Appendixes

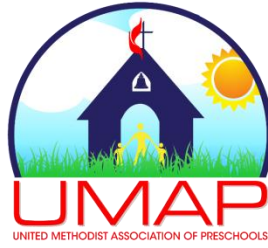
**Appendix 1**

**Playground Safety Checklist**

<b>Items to be checked</b> (Add an additional page to record a brief description of any necessary repairs.)	<b>OK</b>	<b>Deficiency Noted</b>	<b>Date Corrected</b>
<b>A. Over-All Structure</b>			
1. Post and play event footings are not exposed, cracked, or loose			
2. Clamps show no sign of slippage, cracking, or failure			
3. Clamp drive screws and/or pins are secure			
4. Welds are intact and free of cracks			
5. Slide and deck enclosures			
6. Challenge ladders			
7. Swing, ring trek, and track ride cross beams			
8. Arch, curly, and pipe climbers			
9. Mounting blocks			
10. No rust or corrosion			
11. No splintered, cracked, or otherwise deteriorated wood (pay special attention to areas where chains or rails thread through the wood)			
12. No scratched, chipped or peeling paint			
13. Metal parts show no visible cracks, bends warping, or breakage			
14. No missing bolts, nuts, screws, etc.			
15. All bolts, nuts screws, etc. are tight			
16. All joints are secure (pay special attention to sectional slides, pipe climbers, and challenge ladders)			
17. All swivels, bearings, grease fittings, and moving parts are well lubricated and not excessively worn (special attention to tire and belt swings, track rides and ring treks)			
18. No broken or missing parts			
19. No sharp edges or unsafe protrusions (check metal corners, bolts, etc.)			
20. No exposed mechanisms, junctions of moving parts, or components are posing possible pinch or crust points.			
<b>B. Play Events</b>			
1. Plastic is not cut or cracked			
2. All slide support/anchors are intact and secure			
3. All 'S' hooks are closed and not excessively worn			
<b>C. Swings</b>			
1. No exposed metal on swing seats			
2. All 'S' hooks are closed and not excessively worn			
3. Swivel rubber sleeve of tire swing is in place and not excessively worn			
4. Swing chain is in good condition and not excessively worn at connection points			
5. Connectors and chain have free movement			
<b>D. Surrounding Area</b>			
1. Resilient surfacing material is not scattered or excessively worn (pay special attention to area at the end of slides and under swings)			
2. Resilient surfacing material is adequately deep and retains its fall absorbing abilities as specified at installation			
3. Border around playground is in good condition and has not come loose			
4. No roots, rocks, or other objects are causing a tripping or injury hazard			
5. Area is clean of litter (no broken glass or bottles, etc.)			
6. Benches are securely fastened to underlying cement pad			



## Appendix 2



Ratios and Class size shall be as follows:

Ratio	Class Size
Infants 1:4	Maximum of 8 children
Toddlers 1:5	Maximum of 10 children
Two year olds 1:6	Maximum of 12 children
Three year olds 1:8	Maximum of 16 children
Four and Five year olds 1:10	Maximum of 20 children

If the local or state licensing is lower, UMAP will follow the lower ratio.

## Appendix 3

### United Methodist Association of Preschools Definitions

**Accreditation** – The program meets the UMAP Standards and is issued a UMAP Certificate, valid for 3 years.

**Defer** – Accreditation will be deferred for corrective action whenever:

1. Any one class falls lower than 75% of the possible score on the UMAP Standards for that particular age class.
2. The total rating of all the classes or administrative total rating score falls below 85% of the possible total score for EITHER section.

The Commissioners will offer suggestions for compliance to be completed for presentation at the next Board Meeting. Final decision will be voted on by the UMAP Board of Directors.

**Deny** - The Program will be denied accreditation whenever:

Both the “Total Administrative Rating Score” AND the “Total Rating Score of all classes” falls below the 85% level for both. The Program did not demonstrate sufficient compliance with the standards or the ratings did not meet UMAP guidelines. Final decision will be voted on by the UMAP Board of Directors. Programs that are denied will be offered suggestions to improve scores. The accreditation evaluation process will need to be resubmitted and the program re-visited.

**Validator** – UMAP Accreditation Validators are volunteers, who have completed and submitted a Validator’s Application. Validators may receive a honorarium and mileage for their service. Validators are trained by the UMAP Accreditation Committee and must attend renewal trainings every two (2) years or if changes are made in the standards and procedures. Validator trainees must complete two (2) accreditation visits with a Mentor, and be verified by their mentor before being considered a full validator.

**Accreditation Commissioners** – UMAP Accreditation Commissioners are members of the UMAP Board of Directors and the Accreditation Committee. Commissioners are trained as validators and attend trainings as needed.

**National UMAP Accreditation** -- National UMAP Accreditation is equivalent to other National Accreditations, and includes a Christian Education component for the program and administration and, a Christian Education domain for each age level. Christian Education is integrated into the total program of the early childhood program and usually strongly supported by the sponsoring church congregation.

## Appendix 4

### Staff Qualification Report

Please complete the following information for all staff. Complete in the following order: \*Administrator/Director(s), \*Early Childhood Specialist, \*Teachers, Classroom Assistants, and other Support Staff. (Please make copies as needed for additional staff) \*

**Denotes REQUIRED Staff members.**

All applicant programs **MUST** provide the following:

1. Documentation of education requirements from local/state licensing agency

Examples of documentation required can include, but are not limited to:

- Copy of local or state requirements
- Copy of local or state statutes

2. Proof staff meets local licensing requirements

Examples of documentation required can include, but are not limited to:

- Copy of inspection report from local licensing agency stating staff meets requirements (no more than six months old).
- Letter from local or state monitoring agency stating staff meets requirements.
- Copy of training certificates for staff

3. Proof staff meets UMAP Staff Qualifications.

### Administrators/Directors

Name	Position/Job Title	Date of Birth	Highest level of Education (provide transcript/diploma)	Degree Field	CPR Expires (provide copy)	First Aid Expires (provide copy)	Early Literacy (provide transcript)
	<b>Administrator /Director</b>						
	<b>Early Childhood Specialist</b>						

## Appendix 4

### Teachers

Name	Position/ Job Title	Date of Birth	Highest level of Education (provide transcript/diploma)	Degree Field	CPR Expires (provide copy)	First Aid Expires (provide copy)	Early Literacy (provide transcript)
	<b>Teacher</b>						
	<b>Teacher</b>						
	<b>Teacher</b>						
	<b>Teacher</b>						
	<b>Teacher</b>						
	<b>Teacher</b>						
	<b>Teacher</b>						
	<b>Teacher</b>						
	<b>Teacher</b>						

## Appendix 4

### Assistant Teachers

Name	Position/ Job Title	Date of Birth	Highest level of Education (provide transcript/diploma)	Degree Field	CPR Expires (provide copy)	First Aid Expires (provide copy)	Early Literacy (provide transcript)
	<b>Assistant Teacher</b>						
	<b>Assistant Teacher</b>						
	<b>Assistant Teacher</b>						
	<b>Assistant Teacher</b>						
	<b>Assistant Teacher</b>						
	<b>Assistant Teacher</b>						
	<b>Assistant Teacher</b>						
	<b>Assistant Teacher</b>						

**Appendix 4**

**Student Assistant**

Name	Position/ Job Title	Date of Birth	Highest level of Education (provide transcript/diploma)	Degree Field	CPR Expires (provide copy)	First Aid Expires (provide copy)	Early Literacy (provide transcript)
	<b>Student Assistant</b>						
	<b>Student Assistant</b>						
	<b>Student Assistant</b>						

**Support Staff**

Name	Position/ Job Title	Date of Birth	Highest level of Education (Optional)	Degree Field or Certifications (Optional)	CPR Expires (Optional)	First Aid Expires (Optional)	Early Literacy (Optional)

Appendix 5

**United Methodist Association of Preschool  
Background Screening Report**

School\_\_\_\_\_ Person Completing Report\_\_\_\_\_ Position\_\_\_\_\_ Date\_\_\_\_\_

All applicant programs **MUST** provide the following:

1. Documentation of Background Screening Requirements from local/state licensing agency  
Examples of documentation required can include, but are not limited to:  
Copy of local or state requirements  
Copy of local or state statutes

2. Proof staff meets Background Screening Requirements  
Examples of documentation required can include, but are not limited to:  
Copy of inspection report from local licensing agency stating staff meets requirements (no more than six months old).  
Letter from local or state monitoring agency stating staff meets requirements.  
Copy of training certificates for staff

Please use the next page to record documentation that you have provided.

Please complete the following information for all staff. Complete in the following order: Administrators(s), Teachers, Classroom Assistants, and other Support Staff. \*Remember to include church staff that comes in contact with children.

Name	Position/ Job Title	Meets local requirement Yes/No	Copy of proof provided	Other comments



# Forms



United Methodist Association of Preschools, Inc.

Application for Accreditation Observation and Evaluation Packet

Early Childhood Programs who complete and submit the below information will be issued the Accreditation Observation and Evaluation Packet. This packet contains all of the information needed to complete the Accreditation process.

For programs located in Florida, receipt of the UMAP Accreditation packet does not change your status from General Member to Gold Seal Pending, and you may not register your school as “pending Gold Seal” with the state.

**Program Information: (Please print or type.)**

Name of program \_\_\_\_\_  
Church Name \_\_\_\_\_ Pastor Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
School Telephone \_\_\_\_\_

**Director Information: (Please print or type.)**

Name \_\_\_\_\_  
Telephone \_\_\_\_\_  
Email \_\_\_\_\_

**Please answer yes or no:**

- yes  no      The Applicant Program is a General Member in good standing of UMAP.
- yes  no      A copy of General Membership and state issued DCF License is enclosed.
- yes  no      The Accreditation Packet fee of \$150.00 is enclosed. Checks are to be made out to UMAP. Return check fee \$35.00.

Director Signature \_\_\_\_\_ Date \_\_\_\_\_

Mail application to: Executive Director, UMAP, P O Box 07506, Fort Myers, FL 33919



United Methodist Association of Preschools, Inc.  
Application for Validation Visit

Name of Program \_\_\_\_\_

Church Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone \_\_\_\_\_ E-mail \_\_\_\_\_

Director Information: (Please print or type.)

Name \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_

Please check one box:

\_\_\_\_\_ 1-60 enrolled children - \$375.00 Validation fee + \$175.00 Administrative fee.

\_\_\_\_\_ 61-120 enrolled children - \$575.00 Validation fee + \$175.00 Administrative fee.

\_\_\_\_\_ 121 or more enrolled children - \$700.00 Validation fee + \$175.00 Administrative fee.

**\*Please call the executive director for expenses outside the state of Florida.**

Expedited fee \$250.00 to complete within 30 – 45 days.

Number of children in each age level: Infants \_\_\_\_\_, Toddlers \_\_\_\_\_, 2's \_\_\_\_\_,  
3's \_\_\_\_\_, and 4/5's \_\_\_\_\_

Current Accreditation Expires: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Checks are to be made payable to UMAP. Return check fee \$35.00.

**Mail application to: Executive Director, UMAP, P O Box 07506, Fort Myers, FL 33919**

For more information contact: Linda McGlashan, Executive Director, [execdirumapfl@gmail.com](mailto:execdirumapfl@gmail.com)