ADDITIONAL ACHIEVEMENTS

Maryland EXCELS recognizes child care and public prekindergarten programs that provide services *above and beyond* those outlined in the standards. Programs that attain these additional achievements will be acknowledged on the Find a Program portal and Quality Finder mobile App.

For more information on how to achieve these recognitions, please see below.

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**Accredited Program:** Programs that have demonstrated quality standards and achieved accreditation by an agency recognized by the Maryland State Department of Education are eligible for the Accredited Program Additional Achievement.

Programs can earn the Accredited Program Achievement by being accredited by one of the following organizations.

- Advance Education, Inc. (AdvED)
- American Montessori Internationale/USA (AMI/USA)
- American Montessori Society (AMS)
- Association of Independent Maryland Schools (AIMS)
- Association of Waldorf Schools of North America (AWSNA)
- Council on Accreditation - After-School Accreditation (COA/ASA)
- Maryland State Department of Education Program Accreditation (MSDE)
- Middle States Association of Colleges and Schools Commission on Elementary and Secondary Schools (MSA-CESS)
- National Accreditation Commission (NAC)
- National Association for the Education of Young Children (NAEYC)
- National Association for Family Child Care (NAFCC)
- National Early Childhood Program Accreditation (NECPA)

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**Asthma-Friendly Program:** Asthma is one of the most common chronic diseases of childhood. The Asthma Friendly Child Care and Asthma Friendly School Initiatives are designed to address environmental controls and asthma management and education.

**Contact:** Rachel Hess-Mutinda, Asthma Program Coordinator  
rachel.hess-mutinda@maryland.gov, 410-767-2196
Cultural and Linguistic Competency: Culture influences all aspects of a child’s development and frames his or her experiences of early learning. When an early childhood or school-age program accepts “the legitimacy of children’s home language, respects the home culture, and promotes and encourages the active involvement and support of all families including extended and nontraditional family units,” it is exhibiting cultural and linguistic competence. (NAEYC, 1995)

Programs can achieve the Cultural and Linguistic Competency Achievement by:

- Reviewing the Pathways to Cultural Competence Programs at tinyurl.com/clcchecklist and then downloading and completing the “Guidance and Documentation Form for Using the Pathways to Cultural Competence Checklist for Programs” at tinyurl.com/clcdocform.

Health and Wellness: The early years set the stage for healthy life-long habits. Committing to serving healthy foods and promoting physical activity have positive impacts on child development.

Programs can achieve the Health and Wellness Achievement by becoming a recognized Let’s Move! Active School or Let’s Move! Child Care. For more information, visit:

- Let’s Move! https://letsmove.obamawhitehouse.archives.gov/
- Let’s Move! Child Care healthykidshealthyfuture.org

Quality Business Practices: Successful programs have sound business practices and strong organizational structure in addition to providing quality child care and early education. Using the Program Administration Scale (for Centers) or the Business Administration Scale (for Family Child Care) programs will assess their practices and plan improvements. For more information, visit:

- McCormick Center for Early Childhood Leadership http://mccormickcenter.nl.edu/program-evaluation/

Eco-Friendly Achievement: Early education and school-age programs become greater community partners when children and staff protect the environment with their practices. For more information on Eco-Friendly initiatives, visit: http://tinyurl.com/p9m2wmh

Programs can achieve the Eco Friendly Achievement by participating in at least one of the initiatives below:

- Eco-Healthy Child Care® http://www.cehn.org/ehcc
- Maryland Green Schools http://maeoe.org/maryland-green-schools-program-overview/

For more information, visit marylandexcels.org.