



Documentation Review Protocol

(See Readiness Checklists for additional details on required documentation)

Please Note: If Head Start or NAEYC-Accredited Program - see the Documentation Review Protocol for Head Start and/or NAEYC-Accredited Programs.

1 Star Rating

(1.1.1; 2.1.1; 3.1.1; 4.1.1; 5.1.1)

- GNJK Quality Improvement Plan based on GNJK Self-Assessment
- Office of Licensing Certificate

2 Star Rating

- Self-Assessed ECERS-3/ITERS-R for each classroom (1.2.1; 2.2.1)
- Policy and Procedure that reflect national health and safety standards and Completed Let's Move Child Care Checklist (1.2.2)
- Copies of Universal Health Record and evidence of correspondence with parents (1.2.3)
- Documentation demonstrating teacher/parent involvement in the research and selection of an appropriate research-based curriculum; Standards Alignment Documentation (2.2.2)
- Evidence of communication in children's home language: Labeling, materials, books in home language (*to be examined on site*) (2.2.3)
- Documentation of communication with parents sharing child observations (daily for infants and toddlers, weekly for preschool) (2.2.4)
- Strengthening Families Self-Assessment Tool (including SF Quality Improvement Plan) (3.2.1)
- Parent Signatures of receipt documenting they have received a copy of the Community Resource Handbook/materials (3.2.2)

GNJK Training Standards

(4.2.1; 4.2.2; 4.2.3)

3, 4, 5 Star Ratings

Category 1: Safe, Healthy Learning Environment

- Outdoor Play Area Inspection Logs (1.3.1; 1.4.4)
- Breastfeeding Policy & Documentation of Staff Orientation to the Breastfeeding Policy (I/T Programs Only) (1.3.2)
- Sample menus (1.3.3)
- Flyers/Sign-In sheets from health and safety workshops; signed receipts for the Parent Handbook (1.3.4)
- Copy of developmental screening tools; completed screenings; protocol/policy (1.3.6)
- Policy of age-appropriate oral health care for all children including documentation of parent consent (1.4.2)
- Valid First Aid & CPR: 50% of all teaching staff in each classroom (1.4.3) & 100% of all teaching staff in each classroom (1.5.2)
- Evidence that vision, hearing and dental screenings are offered and results are shared with families (1.5.1)

Category 2: Curriculum and Learning Environment

- Signed receipt teachers and teacher assistants have received a copy of the NJ Birth-Three Standards and/or NJ Preschool Teaching and Learning Standards (2.3.1)
- Copy of policies for completed structured classroom observation/assessment tool(s) (e.g. ECERS; SELA; PCMI; PRISM; QBCC; ITERS-R; CLASS; TPOT; TPITOS) (2.3.2; 2.4.2)
- Evidence of performance-based assessment used: sample portfolios, observation forms, completed rubrics; evidence of data summaries from performance-based assessment with descriptions of how it is used to inform program practices/individual student growth;

- aggregated classroom data summaries of comparative progress over 5-10 months from 50% of classrooms (2.3.3; 2.4.3; 2.5.2)
- Evidence of how results from performance-based assessment are used to modify/accommodate children's specific needs and abilities (Submit 1 week of lesson plans from 50% of classrooms with descriptions of how PBA results are used in the submitted lesson plans) (2.3.4)
- Documentation of results from performance-based assessment shared with families (2x in a 10 month program) (2.3.5)
- Documentation of screening and referral policy; copies of completed referrals (2.4.4)
- Child's Transition Folders and Transition Policy (2.4.5)

Category 3: Family and Community Engagement

- Documentation of Strengthening Families Protective Factor (SFPF)* Framework used in program; collated survey results; annually updated Quality Improvement Plan and Self-Assessment; evidence of program fully integrating SFPF (3.3.1; 3.4.1; 3.5.1)
- Parent/Family Group Meeting agendas and/or minutes (3.3.2; 3.4.2)
- Family Education workshop agendas and sign-in sheets/minutes (3.3.3)
- Documentation of completed home visits with evidence they are offered up to 2x a year (letter to families, policy, etc.) (3.3.4; 3.4.4)
- List of community organizations with parent representatives; meeting minutes/agendas (3.3.5; 3.4.5)
- Documentation of Absenteeism Policy (3.3.6)
- Examples of communication strategies; e.g. newsletters, letters, workshops, flyers (3.4.3)
- List of ethnic demographics of student population; Annual current calendar of culturally relevant dates and activities reflecting student demographics (3.5.2)

Category 4: Work/Professional Development

- Description of the annual performance evaluation process and copy of evaluation, self-assessment, family surveys and Individual Professional Development Plans (4.3.4)
- Copy of completed curriculum implementation/Fidelity instrument (4.4.5)

- Copy of staff meeting schedule and/or agendas (4.4.6)
- Evidence of aggregated classroom/program/child level data reports and Program Improvement Plan (4.4.7)
- Signed receipts from non-instructional staff receiving documentation of school practices (4.4.8)
- Agency Training Plans (4.5.1)
- Score sheets from completed assessments: Pyramid Model TPOT and/or TPITOS (4.5.2)




Category 5: Administration and Management

- Self-Assessed PAS score sheet (5.3.1; 5.4.1; 5.5.1)
- Written definition of roles and responsibilities of the governing body (if non-profit/public) (5.3.2)
- Written policy/manual of financial operating procedures (5.3.3)
- Marketing Plan addressing increasing enrollment (5.3.4)
- Current operating budget including statement of income and expenditures (5.3.5)
- Evidence of parent/staff feedback used to evaluate program (5.3.6)
- Evidence of internal communication strategies with staff (5.3.7)
- Benefit policy describing the benefit(s) employees receive (Employee Handbook) (5.3.8; 5.5.2)
- Advisory council meeting minutes or sign-in sheets (5.4.2)
- Business/Strategic Plan (5.4.3)
- Written description of system for tracking teacher turnover with evidence (5.4.4)
- Annual report with financial system information (5.4.5)
- Quarterly accounting review report (5.4.6)
- Signed contract with CPA and most recent audit (5.4.7)
- Documentation of ongoing reflective practice opportunities (5.5.3)
- Documentation of individual professional development plans; incentive programs (5.3.9; 5.5.4)

GNJK Training Standards

(4.3.1; 4.3.2; 4.3.3; 4.3.5; 4.3.6; 4.3.7; 4.3.8; 4.3.9; 4.4.1; 4.4.2; 4.4.3; 4.4.4; 4.5.3)

Requirements for Grow NJ Kids Star Ratings

Star Rating	ERS (ECERS-3/ITERS-R)	CLASS: Emotional Support and Classroom Organization	CLASS: Instructional Support/ Engaged Support for Learning	Implementation of Curriculum (GNJK Standard 2.4.1)	Range of Points for required documentation
	<p>ECERS-3 – average of 3.75 ITERS-R – average of 3.75</p> <p>No subscale below a 3 (ECERS-3) No subscale below a 3.5 (ITERS-R)</p>	N/A	N/A	Staff have attended minimum of 5 hours of training on selected research-based curriculum.	30-59
	<p>ECERS-3 – average of 4.5 ITERS-R – average of 5</p> <p>No subscale below a 4 (ECERS-3) No subscale below a 4 (ITERS-R)</p>	<p>Preschool Classroom – N/A</p> <p>Toddler Classrooms – Score of 5</p>	<p>Preschool Classroom – N/A</p> <p>Toddler Classrooms – Score of 3</p>	Staff have attended minimum of 10 hours of training on selected research-based curriculum.	60-85
	<p>ECERS-3 – average of 5 ITERS-R – average of 6</p> <p>No subscale below a 4.25 (ECERS-3) No subscale below a 5 (ITERS-R)</p>	<p>Preschool Classroom – N/A</p> <p>Toddler Classrooms – Score of 5.5</p>	<p>Preschool Classroom – N/A</p> <p>Toddler Classrooms – Score of 3.3</p>	Selected research-based curriculum is fully implemented.	86-100

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