



## **Family Child Care Program**

### **Self-Assessment and Guidance Document**

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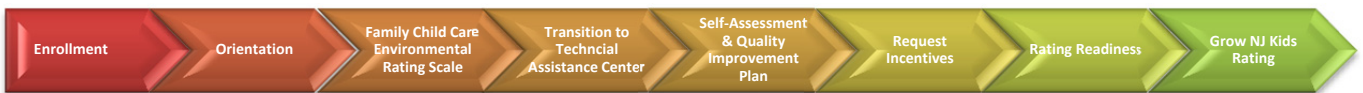
## Introduction:

Grow NJ Kids is the Quality Rating and Improvement System (QRIS) in New Jersey. The purpose of Grow NJ Kids is to raise the quality of early childhood programs serving children from birth through preschool. New Jersey’s Departments of Education, Human Services, Children and Families, and Health have collaborated to provide parents with information about high quality programs and to increase the quality of early care and education programs across the state. The Grow NJ Kids standards support and promote comprehensive quality program practices in five categories that research has shown to impact a child’s ability to enter kindergarten ready to learn. The five categories are as follows:

- Category 1:** Safe, Healthy Learning Environment
- Category 2:** Curriculum and Learning Environment
- Category 3:** Family and Community Engagement
- Category 4:** Workforce/Professional Development
- Category 5:** Administration and Management

The Grow NJ Kids standards are further organized into levels that are indicative of quality. There are five levels that run across all five categories. Level 1 consists of entry level standards which must be met as the precursor for enrollment into Grow NJ Kids. Then programs go through the Grow NJ Kids process in order to reach higher levels of quality across all five categories.

The Grow NJ Kids sequence and process is shown below:



Providers interested in participating in Grow NJ Kids will be required to complete the following self-assessment, but you won’t be doing it alone. A Technical Assistance Specialist (TAS) will provide an overview of the process and then will help you complete the self-assessment. For more information and resources, visit [www.GrowNJKids.com](http://www.GrowNJKids.com).

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Technical Assistance Specialist Name/Initials	Family Child Care Provider Name/Initials	Date
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## Category 1: Safe, Healthy Learning Environments

A high quality learning experience can only be facilitated in a safe and healthy environment. An enriching environment must use appropriate furnishings, maintain sanitary conditions, promote a healthy lifestyle, and have a teaching/caregiving team that works from a meaningful plan based on the developmental abilities and capacities of the children.

### Level 1 Safe, Healthy Learning Environments

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#### 1.1.1 Standard

Family Child Care sites have Department of Children and Families (DCF), Family Child Care Provider Certificate for one year.

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#### Intent of Standard

Meeting minimum health and safety requirements established by NJ Department of Children and Families, Office of Licensing.

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#### Evidence/Documentation Required

DCF Office of Licensing (OOL) Registration Certificate

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#### Head Start Program Performance Standards

1302.23(d)

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#### Accreditation Standards

NAFCC 5.4

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#### Rating Documentation

TAS Verifies all level 2 documentation

## Level 2 Safe, Healthy Learning Environments

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### 1.2.1 Standard

Demonstrates healthy, safe and clean indoor and outdoor environments through a FCCERS-R assessment.

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#### Intent of Standard

The Environment Rating Scale (ERS) is used to assess the program environment and teacher interactions. The FCCERS-R is the scale used in assessing quality in family child care homes and provides various indicators of quality to help guide providers in quality improvement efforts.

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#### Evidence/Documentation Required

The program must have a FCCERS-R observation conducted within the program by a QIS and a Quality Improvement Plan (QIP) based upon FCCERS-R observation.

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#### Head Start Program Performance Standards

1302.31(d)(e)

1302.100

1302.102(b)(i)

1302.47(b)(1)-(2)

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#### Accreditation Standards

NAFCC 2.1-2.21

NAFCC 4.29-4.99

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#### Rating Documentation

FCCERS-R observation by QIS

## Level 2 Safe, Healthy Learning Environments

### 1.2.2 Standard

The provider has policies and procedures available to staff and parents/families that follow National Health and Safety standards (i.e. Caring for Our Children Basics), topics include:

- |  |   |
|--|---|
| <input type="checkbox"/> Immunization requirements | <input type="checkbox"/> Prevention of Infections                 |
| <input type="checkbox"/> Medication administration | <input type="checkbox"/> Inclusion of children with special needs |

#### Intent of Standard

Appropriate health practices reduce the transmission of infectious diseases in early learning settings by enabling the caregivers to plan for necessary care while the child is in their care. Provider should plan for individualized needs of all children in their program.

#### Evidence/Documentation Required

Parent Handbook  
*and/or*  
 Policy and Procedures

#### Head Start Program Performance Standards

1302.42(c)(1)  
 1302.47(7)(iii)  
 1302.47(7)(iv)  
 1302.61(a)

#### Accreditation Standards

NAFCC 4.69  
 NAFCC 4.71  
 NAFCC 4.86-4.88  
 NAFCC 4.94-4.95  
 NAFCC 5.19

#### Rating Documentation

Parent Handbook and/or Policy and Procedures verified by TAS

## Level 3 Safe, Healthy Learning Environments

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### 1.3.1 Standard

Demonstrates healthy, safe and clean indoor and outdoor environments.

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#### Intent of Standard

The Environment Rating Scale (ERS) is used to assess the program environment and teacher interactions. The program must earn a score of 3 in subscales Space & Furnishings and Personal Care Routines.

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#### Evidence/Documentation Required

FCCERS-R score average of 3 in subscales Space & Furnishings and Personal Care Routines.

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#### Head Start Program Performance Standards

1302.31(d)(e)

1302.100

1302.102(b)(i)

1302.47(b)(1)-(2)

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#### Accreditation Standards

NAFCC 2.1-2.21

NAFCC 4.29-4.99

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#### Rating Documentation

Observations completed by NJCQR Reliable Rater

## Level 3 Safe, Healthy Learning Environments

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### 1.3.2 Standard

Daily physical activities for children to support gross motor skills and promote physical fitness that are age appropriate.

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#### Intent of Standard

Physical activity is an essential component of a healthy lifestyle. In combination with healthy eating, it can help prevent a range of chronic diseases. Physical activity helps control weight, builds lean muscle, reduces fat, promotes strong bones, muscles, and joint development, and decreases risk of obesity. Children need 60 minutes of play with moderate to vigorous activity every day to grow up to a healthy weight.

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#### Evidence/Documentation Required

Let's Move Child Care Checklist

*and*

Daily Schedule or Lesson Plans

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#### Head Start Program Performance Standards

1302.31(e)(4)

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#### Accreditation Standards

NAFCC 3.52

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#### Rating Documentation

Let's Move Child Care Checklist and daily schedule or lesson plans for the prior 3 months



## Level 3 Safe, Healthy Learning Environments

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### 1.3.3 Standard

Based on US Department of Agriculture and Caring for Children, nutritious meals and snacks are encouraged and/or provided, and are respectful of religious and dietary restrictions.

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#### Intent of Standard

The early childhood education setting is a critical place for obesity prevention efforts. When eating healthy and being physically active is a part of daily routines of infants to preschoolers, the habits can last a lifetime. Meals and snacks are essential for young children's optimal growth and development. Healthy foods help to ensure that children will be ready to fully participate in learning opportunities.

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#### Evidence/Documentation Required

Sample Menus

*or*

FCCERS-R item 9, Indicator 3.2 scored "Yes" (If meals are provided by families)

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#### Head Start Program Performance Standards

1302.44(a)(1)-(2)

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#### Accreditation Standards

NAFCC 4.73

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#### Rating Documentation

Sample Menus for prior 3 months (if meals are provided by families, FCCERS-R item 9, Indicator 3.2 must be scored "Yes", based upon the USDA Meal Guidelines Ages 1-12 and USDA Meal Guidelines for Infants (Birth-11mos)

## Level 4 Safe, Healthy Learning Environments

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### 1.4.1 Standard

Demonstrates healthy, safe and clean indoor and outdoor environments through a FCCERS-R assessment.

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#### Intent of Standard

In order to prevent or minimize the risk of injury and keep outdoor play areas safe high quality programs conduct regular health and safety checks. This is done to limit your programs liability by showing an effort to maintain your playground area and identify hazards to maintain the health and safety of the children. If there are any concerns such as items in poor repair, insufficient mulch or playground surfacing under the swings or slide, broken glass or vandalism it can be identified early on and corrected so that the children are not impacted. If any unfortunate events occur in the outdoor area the program will have an inspection report on file to prove that they were not negligent in maintaining the health and safety standards of the playground or outdoor play area.

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#### Evidence/Documentation Required

FCCERS-R score average of 4 in subscales Space & Furnishings  
And Personal Care Routines

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#### Head Start Program Performance Standards

1302.31(d)(e)  
1302.100  
1302.102(b)(i)  
1302.47(b)(1)-(2)

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#### Accreditation Standards

NAFCC 2.1 – 2.21  
NAFCC 4.29 -4.99

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#### Rating Documentation

Observation completed by NJCQR Reliable Rater

## Level 4 Safe, Healthy Learning Environments

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### 1.4.2 Standard

Resources and information are provided to families regarding the benefits of outdoor play/physical fitness, nutrition, and obesity prevention.

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#### Intent of Standard

Engaging in physical activity as a family can be a fun way to get everyone moving. Studies show that children who believe they are competent and have the skills to be physically active are more likely to be active. Those who feel supported by family to become active are more likely to participate.

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#### Evidence/Documentation Required

Receipt from Parent Handbook

*or*

Resource Binder

*or*

Documentation of Correspondence with families

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#### Head Start Program Performance Standards

1302.46(b)(ii)

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#### Accreditation Standards

NAFCC: 5.10

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#### Rating Documentation

Documentation with parent signatures confirming receipt of Parent Handbook or resources with information about outdoor play, nutrition and obesity prevention

## Level 4 Safe, Healthy Learning Environments

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### 1.4.3 Standard

Families are provided health and safety resources annually in topics that include: preventive health, mental/behavioral health issues, nutrition and obesity, medication administration policies and procedures, oral health practices, communicable disease prevention.

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#### Intent of Standard

All aspects of the child's life can be more meaningfully supported with systematic coordination between home and early care and education. Many families encounter challenges that place children at risk. Basic issues involving clothing, shelter, and medical care add to family stress and interfere with a child's ability to learn. Program staff should support and partner with parents by making every attempt to understand their perspectives, enhance their understanding of child development, assist them in reaching their goals, and involve them in the program.

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#### Evidence/Documentation Required

Documentation of flyers, brochures, and/or handouts that the parents received information

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#### Head Start Program Performance Standards

1302.46(a)

1302.46(b)(i)(ii)

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#### Accreditation Standards

NAFCC 5.12

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#### Rating Documentation

Documentation that parents received information on at least four different health and safety topics within the past 12 months.

## Level 5 Safe, Healthy Learning Environments

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### 1.5.1 Standard

The provider practices tooth brushing on a daily basis, at least once, with the children and then stores the tooth brushes appropriately.

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#### Intent of Standard

Routine oral health activities as referred to in Caring for Our Children Basic, such as regular tooth brushing and reducing exposure to sweetened foods and drinks, can help prevent tooth decay and caries. Poor oral health in children has been associated with dental pain, missed school, and poor school performance. Good oral hygiene is as important for a six-month-old with one tooth as it is for a six-year-old with many teeth. It is also important to encourage the family to select a dental home for regular dental care.

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#### Evidence/Documentation Required

Policy and procedure on tooth brushing

*and*

Description of storage in parent handbook

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#### Head Start Program Performance Standards

1302.43

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#### Rating Documentation

Tooth brushing policy with description of storage procedure in parent handbook

## Level 5 Safe, Healthy Learning Environments

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### 1.5.2 Standard

Providers serving infants and toddlers must have a policy that supports breastfeeding friendly principles, including accepting and storing breast milk and providing a comfortable place for breastfeeding.

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#### Intent of Standard

Early care and education programs must value all families' decisions about infant feeding. Furthermore, children who are breastfed have 22% lower risk of becoming obese. Guidelines established for handling foods brought from home should be followed when storing breast milk.

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#### Evidence/Documentation Required

Breastfeeding Policy in Parent Handbook

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#### Head Start Program Performance Standards

1302.44(a)(2)(viii)

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#### Accreditation Standards

NAFCC 4.74

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#### Rating Documentation

Breastfeeding Policy in Parent Handbook (as applicable to enrolled children)

## Category 2: Curriculum and Learning Environment

A research-based curriculum, when used with fidelity, provides a road map for teachers/caregivers/providers to use in their rooms/classrooms. Teachers/Caregivers/Providers need to be formally trained in the program's chosen curriculum to ensure that the components are effectively being implemented. Training teachers/caregivers/providers in appropriate assessment, whether through observation or using an assessment tool, is equally as important. Quality programs that implement a chosen curriculum with fidelity typically have the child outcome data to support it.

### Level 1 Curriculum and Learning Environment

#### 2.1.1 Standard

Family Child Care sites have Department of Children and Families (DCF), Family Child Care Provider Certificate for one year.

#### Intent of Standard

Meeting minimum health and safety requirements established by NJ Department of Children and Families, Office of Licensing.

#### Evidence/Documentation Required

DCF Office of Licensing (OOL) Registration Certificate

#### Head Start Program Performance Standards

1302.23(d)

#### Accreditation Standards

NAFCC 5.4

#### Rating Documentation

TAS Verifies all level 2 documentation

## Level 2 Curriculum and Learning Environment

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### 2.2.1 Standard

A self-assessment observation, FCCERS-R, is used to measure the general learning environment

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#### Intent of Standard

When programs use the ERS scales to assess their own classrooms or have an outside assessor conduct assessments, they learn valuable information about strengths and areas of growth needed. Using this information helps the programs make decisions about what areas of quality can be addressed in the early learning program. ERS assessments also help Grow NJ Kids programs celebrate growth as they achieve the scores needed for a 3, 4 and 5 star rating and make decisions about continuous quality improvement.

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#### Evidence/Documentation Required

The program must have a FCCERS-R observation conducted within the program by a QIS and a Quality Improvement Plan (QIP) based upon FCCERS-R observation.

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#### Head Start Program Performance Standards

1302.(b)(i)

1302.31(c)-(d)

1302.100

1302.102(b)(1)(i)

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#### Accreditation Standards

NAFCC 3.5

NAFCC 3.52-3.83

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#### Rating Documentation

FCCERS-R observation by QIS



Notes:

Meets Standard 2.3.1?

Yes

No

## Level 3 Curriculum and Learning Environment

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### 2.3.1 Standard

FCCERS-R is used to measure the general learning environment.

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#### Intent of Standard

See 2.2.1

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#### Evidence/Documentation Required

FCCERS-R score average of 3 in subscale Activities, and Listening and Talking

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#### Head Start Program Performance Standards

1302.31(c)-(d)

1302.100

1302.102(b)(1)(i)

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#### Accreditation Standards

NAFCC 3.5

NAFCC 3.52-3.83

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#### Rating Documentation

Observation completed by NJCQR Reliable Rater

## Level 3 Curriculum and Learning Environment

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### 2.3.2 Standard

The provider has pre-planned, daily activities that are aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards for the ages enrolled.

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#### Intent of Standard

Providers use the NJ Birth to Three Early Learning Standards and/or the NJ Preschool Teaching and Learning Standards to serve as a foundation for daily developmentally appropriate activities for the children enrolled.

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#### Evidence/Documentation Required

Provider has a copy of the standards on site and lesson plans  
*and*  
NJ Workforce Registry documentation

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#### Head Start Program Performance Standards

1302.31(b)(1)(iv)  
1302.31(c)-(e)  
1302.60

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#### Accreditation Standards

NAFCC 3.5-3.6

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#### Rating Documentation

Lesson plans from prior 3 months; training documentation of 5 hours or more in at least two Core Knowledge Areas (see Family Child Care Developmentally Appropriate Trainings document for requirements) *\*Reviewed on NJ Workforce Registry/Onsite*

## Level 3 Curriculum and Learning Environment

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### 2.3.3 Standard

Children whose first language isn't English are encouraged to use home language, gestures, communication devices, sign language, and pictures to communicate when needed.

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#### Intent of Standard

Given the steady increase in the number of families and children whose home language is other than English, as well as in the number of languages spoken, programs must be responsive to serving culturally and linguistically diverse populations to ensure a high quality program for all children and families.

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#### Evidence/Documentation Required

Signed Receipt

*or*

Explanation of communication

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#### Head Start Program Performance Standards

1302.31(a)(2)(i)-(iii)

1302.40(a)

1302.41(a)

1302.50(b)(2)

1302.50(b)(5)

1302.51(a)(3)

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#### Accreditation Standards

NAFCC 1.5

NAFCC 1.17

NAFCC 3.63

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#### Rating Documentation

Evidence of home language policy/explanation of communication

## Level 4 Curriculum and Learning Environment

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### 2.4.1 Standard

The provider implements a research-based, validated curriculum that is aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards and is supported through training within the Core Knowledge and Competencies for Early Childhood Professionals that is specific to Family Child Care Developmentally Appropriate Practice (DAP).

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#### Intent of Standard

Providers should work with their TAS in using the Standards Alignment Document as a tool for assuring that the chosen curriculum is aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards.

Research shows that child outcomes improve when classrooms demonstrate strong fidelity, meaning that the curriculum and assessment are being implemented as intended. In order to accurately implement curriculum, training is needed in various topics that reflect current best practices and support providers as they intentionally plan daily routines and activities. Providers are encouraged to read through course descriptions when choosing trainings in the various core knowledge areas, as well as, utilize resources available within the QRIS system, in order to identify training that will support curriculum implementation and continuous quality improvement efforts and the particular ages the program serves. Providers should document the need for curriculum training in their Professional Development Plan and receive training within one year from date of star rating application.

If offered, providers are encouraged to complete training specific to selected curriculum, including online training, but is not a requirement for meeting this standard.

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#### Evidence/Documentation Required

Lesson Plans

*and*

NJ Workforce Registry documentation

*continued on next page*

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## **Head Start Program Performance Standards**

1302.31(b)(1)(i)-(iv)

1302.32

1302.60

1302.92(b)(5)

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## **Rating Documentation**

Lesson plans for prior 3 months with evidence of activities/experiences planned around the early learning standards; training documentation of 10 hours or more in at least three Core Knowledge Areas (see Family Child Care Developmentally Appropriate Trainings document for requirements) *\*Reviewed on NJ Workforce Registry/Onsite*

## Level 4 Curriculum and Learning Environment

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### 2.4.2 Standard

A research-based developmental screening tool is used to identify children who may need additional evaluation and/or intervention strategies and results are shared with families.

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#### Intent of Standard

Typically a developmental screening tool (such as the Ages & Stages, Brigance, or ESI-R) is conducted for all children birth to 5 years of age. Developmental screening tools are a standardized method of identifying each child's strengths and difficulties. Instructions from the developer should be followed to fidelity when administering the tool. It also identifies children whose screening score recommends a referral for further evaluation by early intervention or professional diagnosticians.

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#### Evidence/Documentation Required

Completed Screening Tool within the last 12 months

*and*

Developmental Screening Protocol/Policy in Parent Handbook

*and*

Parent signature and date results shared

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#### Head Start Program Performance Standards

1302.33(a)(1)-(3)

1302.33(c)(1)

1302.34(b)(6)

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#### Rating Documentation

Copy of completed developmental screening tool for children enrolled more than 6 months; protocol/policy in Parent Handbook

*(Note: Completed screening tools and parent signatures will be reviewed onsite in children's folders and will also be required to demonstrate this standard has been fully met in addition to what is listed here for electronic submission.)*

## Level 4 Curriculum and Learning Environment

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### 2.4.3 Standard

Strategies are used to engage children in learning and meaningful conversations by using opened-ended questions and providing interesting learning opportunities throughout the day.

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#### Intent of Standard

Research shows that interactions between adults and children are the key mechanism through which instructional support is provided to children in the early years of schooling. At this level, programs will undergo observations by an external reliable rater and must meet the requirements set forth in the Grow NJ Kids tool, which are aligned to higher levels of quality.

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#### Evidence/Documentation Required

FCCERS-R Item 14, Indicator 5.2 “Yes”

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#### Head Start Program Performance Standards

1302.31(b)(1)(i)

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#### Accreditation Standards

NAFCC 3.10

NAFCC 3.59

NAFCC 3.60

NAFCC 3.61

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#### Rating Documentation

FCCERS-R item 14, Indicator 5.2 “Yes”

## Level 5 Curriculum and Learning Environment

### 2.5.1 Standard

A comprehensive, research-based, developmentally appropriate curriculum is used to individualize learning, ensure a positive learning environment for all children, and promote critical thinking skills.

#### Intent of Standard

Research shows that child outcomes improve when providers individualize learning experiences to meet the developmental needs of each child.

Based on the curriculum selected, sufficient additional training hours (beyond the 10) must be completed to ensure curriculum is being implemented. A curriculum reflective of current research and best practice must be in use, along with continued professional development that promotes intentionality and individualization in meeting the developmental needs of each child within the progr. Providers should document the need for curriculum training in their Professional Development Plan and receive training within three years from date of star rating application.

#### Evidence/Documentation Required

Individual activities are documented in lesson plans to support each child's identified early care/educational goal

*and*

NJ Workforce Registry documentation

*and*

FCCERS-R Item 14, Indicator 7.2-"Yes

#### Head Start Program Performance Standards

1302.31(b)(1)-(2)

1302.32

1302.60

#### Accreditation Standards

NAFCC 3.3

NAFCC 3.7

*Continued on next page*



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### **Rating Documentation**

Lesson plans for prior 3 months with documented individual activities to support each child's identified early care/educational goal; Provider has attended 20 hours of training or more in at least ten training topics, with at least 10 training hours completed in topics listed under Core Knowledge Areas: "Learning Environment and Curriculum" and "Child Growth and Development" (see Family Child Care Developmentally Appropriate Trainings document for requirements) *\*Reviewed on NJ Workforce Registry/Onsite; FCCERS-R Item 14, Indicator 7.2-"Yes*

## Level 5 Curriculum and Learning Environment

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### 2.5.2 Standard

A formative assessment aligned to the curriculum is used to address all developmental domains.

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#### Intent of Standard

Formative assessment is a process that providers employ to collect and use assessment information to tailor instruction to the individual needs of children. Collecting information from multiple sources and analyzing it in light of children's individual learning needs can support teaching whereby all children continue to learn and thrive. Ideally, early childhood educators embed formative assessment in instruction by working directly with children to gather information about what children know and can do, how they process information and solve problems, and how they interact with other children and adults.

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#### Evidence/Documentation Required

Formative assessment (e.g., The Ounce Scale, Working Sampling Systems, High Scope's Child Observation Record Advantage, Teaching Strategies GOLD)  
Sample portfolios, observation forms, completed rubrics

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#### Head Start Program Performance Standards

1302.33(b)(1)-(2)  
1302.33(c)(1)

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#### Rating Documentation

Evidence of formative assessment at least twice a year. Documentation is based on the formative assessment used and may include copies of sample portfolios, observation forms, etc.

## Level 5 Curriculum and Learning Environment

### 2.5.3 Standard

Transition planning for all children going to preschool or kindergarten including successful intervention strategies for children who exhibit challenging behaviors is documented and shared with the child's parent/family.

#### Intent of Standard

Transitioning to preschool or kindergarten is an important life event. Effective transition practices should promote continuity from one setting to the next and incorporate family involvement and support. Some examples of best practice include:

- Offering parent meetings focused on child and family expectations and services in the next setting;
- Coordinating with the next setting to send out invitations to the early care and education program that children are moving to;
- Having an open house for parents;
- Holding an orientation for the newly enrolled families;
- Setting up home visits for teachers to meet families;
- Distribute home-learning activities; and
- Sharing portfolios documenting children's cumulative work

#### Evidence/Documentation Required

Documentation plans (e.g. Behavioral support plans)  
Transition Folder

#### Head Start Program Performance Standards

1302.70(a)

1302.70(c)

1302.70(e)

1302.71(a)-(e)

#### Rating Documentation

Transition Folder for children moving to a child care center/kindergarten\*  
(Documentation should include: results from developmental screenings and assessments, documentation from parent conferences, behavioral support plans)

*\*If no children moving to preschool/kindergarten submit for each child: reports from family conferences that include 5 academic/behavioral goals for following year.*

## Category 3: Family and Community Engagement

Children develop in the context of their families. For some children, the term “family” includes a large number of people and for other children; family consists of just a parent or grandparent. In either scenario, family and community have significant influences on young children through cultural background and local values. Each community is unique and filled with many different cultures, religions, and languages. In order to support infants and young children to the fullest extent, their family and community need to be involved in the program design and implementation. Providers can provide children with quality learning experiences by connecting local values in their program design. The support that families rely upon must be considered as a vital piece in the effort to provide quality experiences to infants and young children.

### Level 1 Family and Community Engagement

#### 3.1.1 Standard

Family Child Care sites have Department of Children and Families (DCF), Family Child Care Provider Certificate for one year.

#### Intent of Standard

Meeting minimum health and safety requirements established by NJ Department of Children and Families, Office of Licensing.

#### Evidence/Documentation Required

DCF Office of Licensing (OOL) Registration Certificate

#### Head Start Program Performance Standards

1302.23(d)

#### Accreditation Standards

NAFCC 5.4

#### Rating Documentation

TAS Verifies all level 2 documentation

## Level 2 Family and Community Engagement

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### 3.2.1 Standard

Regular communication occurs between the provider and family to share individual child information and program activities.

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#### Intent of Standard

One of the primary purposes of child observation/assessment is to share information with families about how their children are progressing in the program. Programs should establish communication mechanisms to share information that is meaningful and relevant about individual children; provide an opportunity for families to have input about their children's needs, and to ensure that action can be taken when information is shared. Best practice advises that communication with families occurs daily for infants and toddlers and weekly for preschool-aged children.

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#### Evidence/Documentation Required

Documentation of daily communication with families for infants and toddlers and weekly for preschool-aged children

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#### Head Start Program Performance Standards

1302.34(b)(2)

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#### Accreditation Standards

NAFCC 1.14

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#### Rating Documentation

Documentation of daily communication with families for infants and toddlers and at least weekly for preschool-aged children, as verified by the TAS

## Level 2 Family and Community Engagement

### 3.2.2 Standard

A community resource handbook or materials is available to all parents/families that include: community and school-based resources and/or direct services to promote child/family safety, health, and stability

#### Intent of Standard

Providers can strengthen and support families in crisis by having a binder available containing brochures or listings of community resources, agencies, and services that can help families through various struggles or crisis. As such, this standard's intent is for providers to identify and gather contact information regarding services in their community that can be of assistance to parents.

Resources or materials can be electronic (on website) or hard copy (at program site). Providers do not need to develop their own resources but may use existing reliable resources to meet this standard.

#### Evidence/Documentation Required

Community Resource Handbook/materials

Describe where it is documented and provide examples of when it was shared

#### Head Start Program Performance Standards

1302.53(a)(2)

#### Accreditation Standards

NAFCC 5.11

NAFCC 5.12

#### Rating Documentation

Community Resource Handbook/materials as verified by the TAS

## Level 3 Family and Community Engagement

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### 3.3.1 Standard

Providers initiate strategies for working with families utilizing the Strengthening Families Protective Factors.

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#### Intent of Standard

Research suggests that engaging families/parents is a strong prevention strategy to reduce the risk of child abuse and neglect. This is done by utilizing the Strengthening Families Protective Factors Framework to help early care and education programs identify family stressors, potential causes, provide community resources and build upon protective factors.

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#### Evidence/Documentation Required

Documentation of strategies addressing protective factors within the Strengthening Families Protective Factors Framework: Parent resilience, Social Connections, Concrete Support in Times of Need, Knowledge of Parenting and Child Development, Social and Emotional Competence of Children.

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#### Rating Documentation

Samples from at least three or more of the following strategies distributed within past 12 months: flyers, emails, photos, newsletters, media, etc. addressing one or more of the protective factors within the Strengthening Families Protective Factors Framework.

## Level 3 Family and Community Engagement

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### 3.3.2 Standard

Provider shares information with families on age-appropriate early learning standards.

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#### Intent of Standard

The use of developmentally appropriate practices in early care settings are supported by the early learning standards. It is important for families to understand the early learning standards so they may embrace age appropriate play based activities along with how those activities support their child's learning.

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#### Evidence/Documentation Required

Documentation of family correspondence

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#### Head Start Program Performance Standards

1302.50(b)(1)

1302.51(a)

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#### Rating Documentation

Copy of two examples of information focused on age-appropriate early learning standards/Developmentally Appropriate Practice shared with families within past 12 months



## Level 3 Family and Community Engagement

---

### 3.3.3 Standard

Provider shares information on expectations and routines at enrollment and throughout the year.

---

#### Intent of Standard

Family involvement is essential to providing a quality early learning environment. The expectations for families must be clearly communicated by the provider so that families understand their responsibilities.

---

#### Evidence/Documentation Required

Documentation of family correspondence

---

#### Rating Documentation

Copy of information related to program expectations and routines shared during enrollment and at least one other example shared with families within past 12 months

## Level 3 Family and Community Engagement

---

### 3.3.4 Standard

Parents/families are encouraged to actively participate in activities or events that promote learning or family engagement.

---

#### Intent of Standard

This provides an opportunity for parents to further support their child's education success by being active partners in their education.

---

#### Evidence/Documentation Required

Examples of parent participation (i.e. sign-in sheets, photos, etc.)

---

#### Head Start Program Performance Standards

1302.34(a)  
1302.34(b)(1)  
1302.34(b)(5)

---

#### Accreditation Standards

NAFCC 1.9  
NAFCC 1.19

---

#### Rating Documentation

Copy of two examples of encouragement of/or parent participation (i.e. sign-in sheets, photos, etc.) within the past 12 months

## Level 3 Family and Community Engagement

---

### 3.3.5 Standard

Providers will inform parents of the local or regional community advisory council and meeting dates (i.e. this could be the County Council for Young Children).

---

#### Intent of Standard

Parent participation in advisory councils is valuable for shaping programs so that they meet the needs of families. It also encourages parents to strive for leadership opportunities in which they can be actively involved in organizing activities that improve their child's education and learning experiences.

---

#### Evidence/Documentation Required

Evidence/List of community organizations where parents can participate

---

#### Head Start Program Performance Standards

1301.4(b)

---

#### Rating Documentation

Copy of list of community organizations that welcome parent participants

## Level 3 Family and Community Engagement

### 3.3.6 Standard

Families are provided with information and resources about health insurance enrollment, state nutrition programs, immunizations schedules, lead poisoning, and mandatory lead screening.

#### Intent of Standard

Early care and education programs can strengthen and support families by providing brochures or listings of community resources, agencies, and services that can help families obtain health insurance, state nutrition programs, understanding the importance of immunizations, lead poisoning and screening. As such, this standard's intent is for programs to identify and gather contact information regarding services in their community that can be of assistance to parents.

Resources or materials can be electronic (on website) or hard copy (at program site). Programs do not need to develop their own resources but may use existing reliable resources to meet this standard.

#### Evidence/Documentation Required

Signed receipts for the parent handbook or resource binder

*or*

evidence of family correspondence

#### Head Start Program Performance Standards

1302.46(a)

1302.46(b)(i)-(ii)

1302.46(2)(i)

#### Accreditation Standards

NAFCC 5.12

#### Rating Documentation

Documentation with parent signatures confirming receipt of Parent Handbook or resources with current information about health insurance enrollment, state nutrition programs, immunizations schedules, lead poisoning, and mandatory lead screening.

## Level 4 Family and Community Engagement

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### 3.4.1 Standard

All newly enrolled families are offered and encouraged to complete the Strengthening Families (SF) Protective Factor Survey.

---

#### Intent of Standard

The survey is used to identify whether families entering the program have any needs or challenges in the areas of parental resilience, social connections, and/or concrete support. Providers can utilize the aggregated data to better serve families who have children enrolled in their program using the SF Protective Factors Framework to build on families' strengths and promote optimal child development.

---

#### Evidence/Documentation Required

Collated summary sheet with number of families enrolled and number of surveys returned from families. Copy of any/each survey(s) completed in prior 12 months.

---

#### Head Start Program Performance Standards

1302.50(a)

1302.50(b)(1)-(2)

1302.52(b)

---

#### Accreditation Standards

NAFCC 1.9-1.13

---

#### Rating Documentation

Collated summary sheet with number of families enrolled and number of surveys returned from families. Copy of any/each survey(s) completed in past 12 months should be submitted

## Level 4 Family and Community Engagement

### 3.4.2 Standard

Providers have parent meetings and/or parent conferences to communicate curriculum objectives and share child's developmental progress with parents in order to engage families in setting individual early care and educational goals for the child and effective strategies to support learning at home.

#### Intent of Standard

To make an impact on engaging families as equal partners in their child(ren's) learning and development, providers and families must work together to build strong relationships that support information sharing between the program and the family about child(ren's) learning and development. Providers should ensure that families have access to information that is understandable and meaningful in a variety of ways (i.e. electronic, paper, multiple languages) about the program's curriculum and opportunities for the provider and family to collaboratively set individual child goals in order to support and extend the child(ren's) learning at home.

#### Evidence/Documentation Required

Documentation of parent conferences (e.g. parent sign up sheet with signatures or dated conference notes/information shared, copy of child's IEP and correspondence with outside agencies and/or family meetings regarding IEP) with at least one identified goal. (for families who may decline conference/meeting, documentation of conference/meeting offered and child's developmental progress provided to families in absence of meeting)

*and*

At least one documented early care/educational goal identified for the child

#### Head Start Program Performance Standards

1302.34(a)

1302.34(b)(3)

1302.51(b)

1302.62(a)

#### Accreditation Standards

NAFCC 1.16

*Continued on next page*

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**Rating Documentation**

Evidence that parent conferences/meeting with families were held at least two times over a 12 month period and at least one documented early care/educational goal identified for the child (documentation of conference/meeting offered and child's developmental progress provided to families in absence of meeting for families who may decline conference/meeting)

## Level 4 Family and Community Engagement

---

### 3.4.3 Standard

Providers should provide education and/or information for parents/guardians on good oral hygiene practices and avoidance of behaviors that increase the risk of early childhood caries, based on guidelines provided by Caring for our Children.

---

#### Intent of Standard

Routine oral health activities as referred to in Caring for Our Children Basic, such as regular tooth brushing and reducing exposure to sweetened foods and drinks, can help prevent tooth decay and caries. Poor oral health in children has been associated with dental pain, missed school, and poor school performance. Good oral hygiene is as important for a six-month-old with one tooth as it is for a six-year-old with many teeth. It is also important to encourage the family to select a dental home for regular dental care.

---

#### Evidence/Documentation Required

Copy of educational materials provided to families and Oral Hygiene Policy

---

#### Head Start Program Performance Standards

1302.46(a)

1302.46(b)(i)-(ii)

---

#### Accreditation Standards

NAFCC 5.10

---

#### Rating Documentation

Copy of oral hygiene policy

*and*

evidence of education and/or information provided to parents within last 12 months



## Level 5 Family and Community Engagement

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### 3.5.1 Standard

Strengthening Families principles and strategies are integrated into the work of the provider.

---

#### Intent of Standard

The principles are practiced daily by the provider. The provider is knowledgeable and competent about the seven core strategies.

---

#### Evidence/Documentation Required

Examples of new strategies related to SF principles integrated

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#### Head Start Program Performance Standards

1302.50(a)

1302.50(b)(1)-(3)

1302.52(b)-(d)

---

#### Accreditation Standards

NAFCC 1.9-1.13

---

#### Rating Documentation

Evidence of SFPPF fully integrated (may include the annually updated SF Quality Improvement Plan, completed SF Self-Assessment for FCC, SF Action Plan based on outcomes from Self-Assessment and completed SF surveys filled out by parents)

## Level 5 Family and Community Engagement

---

### 3.5.2 Standard

Encourage participation of parents on a local or regional community advisory council (i.e. this could be the County Council for Young Children, Human Service Advisory Councils, etc.).

---

#### Intent of Standard

Parent participation in advisory councils is valuable for shaping programs so that they meet the needs of families. It also encourages parents to strive for leadership opportunities in which they can be actively involved in organizing activities that improve their child's education and learning experiences.

---

#### Evidence/Documentation Required

List of community organizations where parent can be involved  
*and*

Copies of flyers with meeting information

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#### Head Start Program Performance Standards

1301.4(b)

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#### Rating Documentation

List of community organizations in which parents can be involved and copies of flyers/meeting information is shared with families.

## Category 4: Workforce/Professional Development

Effective professional development provides providers with high quality learning opportunities that is differentiated, similar to the quality learning that is provided for children. Training plans and in service opportunities should be provided using identified needs and strengths of provider coupled with the goals of the program.

### Level 1 Workforce/Professional Development

#### 4.1.1 Standard

Family Child Care sites have Department of Children and Families (DCF), Family Child Care Provider Certificate for one year.

#### Intent of Standard

Meeting minimum health and safety requirements established by NJ Department of Children and Families, Office of Licensing.

#### Evidence/Documentation Required

DCF Office of Licensing (OOL) Registration Certificate

#### Head Start Program Performance Standards

1302.23(d)

#### Accreditation Standards

NAFCC 5.4

#### Rating Documentation

TAS Verifies all level 2 documentation

## Level 2 Workforce/Professional Development

---

### 4.2.1 Standard

Maintain active status in the NJ Workforce Registry.

---

#### Intent of Standard

Enrollment in the NJ Workforce Registry supports Family Child Care Providers as professionals by tracking attendance in professional development activities and is referenced for verification of credentials and professional development.

---

#### Evidence/Documentation Required

NJ Workforce Registry Number

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#### Head Start Program Performance Standards

1302.91(a)

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#### Accreditation Standards

NAFCC 5.6

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#### Rating Documentation

NJ Workforce Registry enrollment verified by the TAS

## Level 2 Workforce/Professional Development

---

### 4.2.2 Standard

Provider has received training in topics specific to Developmentally Appropriate Practice (DAP).

---

#### Intent of Standard

The purpose is to ensure that early childhood professionals are familiar with New Jersey's early learning standards. The NJ Birth to Three Early Learning Standards & Preschool Teaching and Learning Standards are based on research regarding high quality child care and early childhood education.

---

#### Evidence/Documentation Required

NJ Workforce Registry documentation that the Family Child Care Provider attended one training related to Developmentally Appropriate Practice for at least two hours.

---

#### Head Start Program Performance Standards

1302.91(e)(5)

1302.92(b)(5)

---

#### Accreditation Standards

NAFCC 5.6

---

#### Rating Documentation

NJ Workforce Registry documentation that the Family Child Care Provider attended one training related to Developmentally Appropriate Practice for at least two hours verified by TAS

## Level 2 Workforce/Professional Development

---

### 4.2.3 Standard

Provider has received overview in Strengthening Families.

---

#### Intent of Standard

Research suggests that engaging families/parents is a strong prevention strategy to reduce the risk of child abuse and neglect. This is done by utilizing the Strengthening Families Protective Factors Framework to help early care and education programs identify family stressors, potential causes, provided community resources and build upon protective factors.

---

#### Evidence/Documentation Required

NJ Workforce Registry documentation

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#### Head Start Program Performance Standards

1302.92(b)(3)-(4)

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#### Accreditation Standards

NAFCC 5.6

---

#### Rating Documentation

NJ Workforce Registry documentation verified by TAS

## Level 2 Workforce/Professional Development

---

### 4.2.4 Standard

Provider received training on business practices, which include topics such as record keeping, contracts & policies, marketing, payment & documentation, social security/tax ID.

---

#### Intent of Standard

The Family Child Care Provider is a small business owner. As a business owner, it is important to understand best practice in operating a business, which includes the topics addressed in this standard.

---

#### Evidence/Documentation Required

NJ Workforce Registry documentation

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#### Head Start Program Performance Standards

1302.91(a)

---

#### Accreditation Standards

NAFCC 5.6

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#### Rating Documentation

NJ Workforce Registry documentation verified by TAS

## Level 3 Workforce/Professional Development

---

### 4.3.1 Standard

Provider has received training in the administration of the adopted developmental screening tool.

---

#### Intent of Standard

Training on the adopted developmental screening tool is necessary in order for providers to accurately utilize the screening tool to assess each child's developmental status across multiple domains. Typically a developmental screening tool (such as the Ages & Stages, Brigance, or ESI-R) is conducted at the beginning of a school year for all children birth to 5 years of age. Developmental screening tools are a standardized method of identifying each child's strengths and difficulties. It also identifies children whose screening score recommends a referral for further evaluation by early intervention or professional diagnosticians.

The training should be provided by the developer or an approved trainer who was trained by the developer.

---

#### Evidence/Documentation Required

NJ Workforce Registry documentation

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#### Head Start Program Performance Standards

1302.33(c)(1)

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#### Accreditation Standards

NAFCC 5.6

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#### Rating Documentation

Professional development in the adopted developmental screening tool as documented in the NJ Workforce Registry.



## Level 3 Workforce/Professional Development

---

### 4.3.2 Standard

Providers receive ongoing, formal professional development that builds upon the required training for Family Child Care registration.

---

#### Intent of Standard

Workshops, conferences, and trainings are examples of formal professional development. The purpose of this standard is to enhance staff members' individual growth as professionals and increase knowledge of the recommended practices to achieve high quality. Training should be current and meet the annual requirements as outlined by NJ Workforce Registry.

---

#### Evidence/Documentation Required

Individual Professional Development

60 hours of Formal Professional Development taken within three years, as indicated by the NJ Workforce Registry

---

#### Head Start Program Performance Standards

1302.47(b)

1302.91(a)

1302.92(b)

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#### Accreditation Standards

NAFCC 5.6

---

#### Rating Documentation

Required: 60 hours within three years

*\*Reviewed on NJ Workforce Registry/Onsite in Provider Folders (Professional Development Plan)*

## Level 4 Workforce/Professional Development

---

### 4.4.1 Standard

A Provider has professional development that prepares them to work with young children who have special needs.

---

#### Intent of Standard

The Family Child Care program is a community and in any community there are individuals with disabilities. In accordance, with the Individuals with Disabilities Education Act (IDEA) and the American's with Disabilities Act (ADA) children with disabilities should be included with their peers. In order to be prepared to accommodate children who have special needs providers need training that includes strategies for supporting inclusion of all children, including those with disabilities.

---

#### Evidence/Documentation Required

NJ Workforce Registry documentation

---

#### Head Start Program Performance Standards

1302.91(e)(5)

1302.92(b)(4)

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#### Accreditation Standards

NAFCC 5.7

---

#### Rating Documentation

Professional development in the topic: a minimum of two hours and completed every three years

*\*Reviewed on NJ Workforce Registry/Onsite*

## Level 4 Workforce/Professional Development

---

### 4.4.2 Standard

Professional Development is received in the Pyramid Model, social, emotional development with special needs, and infant / child mental health.

---

#### Intent of Standard

Training on the CSEFEL Pyramid Model, Social, Emotional Development, and Infant Early Childhood Mental Health provides family child care providers with strategies that promote social, emotional competence and effectively address challenging behaviors. Providers training needs should be identified and outlined in the Professional Development Plan.

---

#### Evidence/Documentation Required

NJ Workforce Registry documentation

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#### Head Start Program Performance Standards

1302.91(a)

1302.92(a)

1302.92(b)(1)-(4)

---

#### Accreditation Standards

NAFCC 5.6

NAFCC 5.7

---

#### Rating Documentation

Professional development in one of the topic areas: a minimum of two hours and completed every three years

*\*Reviewed on NJ Workforce Registry/Onsite*

## Level 5 Workforce/Professional Development

---

### 4.5.1 Standard

Provider must have at a minimum, Family Child Care CDA or be enrolled in a CDA program.

---

### Intent of Standard

If the provider has a degree unrelated to early childhood education or child development then 9 credits related to child development are necessary to create the foundation for early childhood education and child development knowledge. Early childhood related fields are defined by the New Jersey Registry Career Lattice.

---

### Evidence/Documentation Required

NJ Workforce Registry documentation aligned with the New Jersey Registry Career Lattice.

---

### Head Start Program Performance Standards

1302.91(e)(4)(i)

---

### Rating Documentation

Current CDA Certificate or NJ Workforce Registry documentation

*\*Reviewed on NJ Workforce Registry/Onsite*

## Level 5 Workforce/Professional Development

---

### 4.5.2 Standard

Provider is an “active participant” in, at least, one professional early childhood related association.

Note: “Active participation” means attends conferences, conducts presentation or participates in early childhood advocacy activities

---

#### Intent of Standard

Provider participation in a professional association is a valuable opportunity for their own development and leadership. Providers become actively involved in opportunities that provide them with input and expertise to improve their practice.

---

#### Evidence/Documentation Required

Evidence of active participation: certificate, conference/presentation agenda

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#### Accreditation Standards

NAFCC 5.8

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#### Rating Documentation

Copy of agenda from conference/certificate of attendance/active membership certificate (must be current/from within prior year)

Yes No 

## Category 5: Administration and Management

High quality leaders are essential to an effective program. A purposeful program design will allow the provider and children to reach their full potential. High quality providers design the program to enable appropriate training opportunities, foster collaboration, effectively involve families and the local community in program activities, and create a welcoming environment for all.

### Level 1 Administration and Management

#### 5.1.1 Standard

Family Child Care sites have Department of Children and Families (DCF), Family Child Care Provider Certificate for one year.

#### Intent of Standard

Meeting minimum health and safety requirements established by NJ Department of Children and Families, Office of Licensing.

#### Evidence/Documentation Required

DCF Office of Licensing (OOL) Registration Certificate

#### Head Start Program Performance Standards

1302.23(d)

#### Accreditation Standards

NAFCC 5.4

#### Rating Documentation

TAS Verifies all level 2 documentation

## Level 2 Administration and Management

---

### 5.2.1 Standard

Providers share information with families about Grow NJ Kids and educate families on the components found within high quality early childhood education programs.

---

#### Intent of Standard

Providing parents with information on what quality early childhood education looks like in a Family Child Care program allows them to make informed decisions about their child's care and education and to better support the provider in engaging in continuous quality improvement efforts within the program.

---

#### Evidence/Documentation Required

Documentation of information about Grow NJ Kids shared with families and copy of parent letter with program goals based on quality improvement plan as verified by TAS

---

#### Head Start Program Performance Standards

1302.50(b)(2)

1302.53(b)(2)

1302.62(a)(1)

1302.102(a)

1302.102(c)(2)(i)

---

#### Accreditation Standards

NAFCC 5.6

---

#### Rating Documentation

Documentation of information about Grow NJ Kids shared with families and copy of parent letter with program goals based on quality improvement plan as verified by TAS

## Level 3 Administration and Management

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### 5.3.1 Standard

If the provider has an assistant, there are scheduled meetings each week to ensure the assistant receives feedback and is informed on all issues. If the provider uses a substitute or alternate, there is a process in place to share program policy updates and pertinent information regarding daily routines and activities and the children in care.

---

#### Intent of Standard

Quality programs allow for ongoing planned and scheduled opportunities for the provider and assistant to reflect on their observations, knowledge, and experience so they can thoughtfully plan the next steps in each child's learning. These programs also have a system for keeping substitutes informed on program policies and individual child needs in order to ensure consistent care during provider's absence.

---

#### Evidence/Documentation Required

Dated log of meeting/discussions

*and*

Written procedure for sharing information with substitute/alternate (if applicable)

---

#### Accreditation Standards

NAFCC 5.26

NAFCC 5.28

NAFCC 5.34

---

#### Rating Documentation

Copy of schedule of meetings and agendas from the prior 3 months; written procedure for sharing information with substitute/alternate (if applicable)



## Level 3 Administration and Management

### 5.3.2 Standard

Written policies are provided to parents/families in parent handbook to include:

- substitute care arrangement
- persons authorized to pick up the child
- medication administration
- emergencies
- discipline policy
- conferences
- transportation, if provided
- visitors to the home
- field trips, if provided

#### Intent of Standard

Policies are provided to families to ensure they are adequately informed and are aware of standardized operating procedures of the provider.

#### Evidence/Documentation Required

Parent Handbook listing policies and procedures

#### Head Start Program Performance Standards

1303.10

#### Accreditation Standards

NAFCC 5.19

#### Rating Documentation

Parent Handbook listing policies and procedures regarding each of the items as applicable:

- substitute care arrangement
- persons authorized to pick up the child
- medication administration
- emergencies
- discipline policy
- conferences
- transportation, if provided
- visitors to the home
- field trips, if provided

## Level 4 Administration and Management

---

### 5.4.1 Standard

Provider has marketing and recruitment strategies in place.

---

#### Intent of Standard

Any successful organization requires a strong marketing and recruitment plan. Early childhood education providers are businesses. In order to maximize full enrollment, providers develop recruitment strategies, conduct outreach efforts and advertise in order to inform the community of the services provided and unique strengths of their particular early childhood education program.

---

#### Evidence/Documentation Required

Marketing Materials  
Recruitment plan

---

#### Head Start Program Performance Standards

1302.13

---

#### Rating Documentation

Three examples of marketing and/or recruitment strategies

## Level 4 Administration and Management

---

### 5.4.2 Standard

Provider implements appropriate record keeping to track income received, caregiving hours, business hours worked in the home, and business related expenses. If applicable, tracks meals and snacks served to children.

---

#### Intent of Standard

Any successful organization requires record keeping and business practices. Early childhood education providers are businesses. Tracking income, expenses and other business-related records on an ongoing basis allows the provider to more efficiently operate the family child care program and make informed decisions regarding the business and adjustments, as needed.

---

#### Evidence/Documentation Required

Documentation of Tracking System

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#### Rating Documentation

Evidence that a tracking system is in place for each of the following topics:

- Income received
- Caregiving hours
- Business hours worked in the home
- Other business-related expenses
- If applicable: meals/snacks served to children

Notes:

Meets Standard 5.4.3?

Yes

No

## Level 4 Administration and Management

---

### 5.4.3 Standard

Documentation of filing taxes (schedule C).

---

#### Intent of Standard

Annually taxes should be completed by the Provider or a certified public accountant (CPA) to ensure that the program's compliance with the Internal Revenue Service (IRS).

---

#### Evidence/Documentation Required

Tax Forms/ Copy of schedule C

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#### Accreditation Standards

NAFCC 5.17

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#### Rating Documentation

Copy of most recent tax form filed

## Level 5 Administration and Management

---

### 5.5.1 Standard

Provider has a current operating budget that ensures an adequate cash flow and accounting practices.

---

#### Intent of Standard

Family child care providers have operation costs and the constraints of a budget. A projected one-year operating budget provides a financial road map to help estimate expenditures and income for the next 12 months. This allows for careful decision-making regarding financial resources, expenditures, and profits.

---

#### Evidence/Documentation Required

Current operating budget with projected income and expense figures

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#### Rating Documentation

Copy of current operating budget with projected income and expense figures

Notes:

Meets Standard 5.5.2?

Yes

No

## Level 5 Administration and Management

---

### 5.5.2 Standard

Provider has current Liability Insurance as a Family Child Care Provider.

---

#### Intent of Standard

A family child care home is a business and should be protected appropriately by liability insurance in case of unexpected events that could impact their business.

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#### Evidence/Documentation Required

Copy of liability insurance

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#### Accreditation Standards

NAFCC 5.20

---

#### Rating Documentation

Copy of current liability insurance

## Level 5 Administration and Management

---

### 5.5.3 Standard

Providers solicit feedback from families on an annual basis through survey to evaluate the program and results are used to develop the program's improvement plan.

---

#### Intent of Standard

It is important to obtain recommendations for improvement from various perspectives regarding all aspects of the program when working to continuously improve quality within the Family Child Care program. Feedback from the parents and families regarding programmatic improvement is valuable since they are the clients and their overall satisfaction is key. This information should be included in developing the Grow NJ Kids Quality Improvement Plan.

---

#### Evidence/Documentation Required

Completed family/parent surveys

*and*

Provider's improvement plan based on survey feedback

---

#### Head Start Program Performance Standards

1302.34(b)(4)

1302.102(b)(i)

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#### Accreditation Standards

NAFCC 1.19

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#### Rating Documentation

Completed family/parent survey; improvement plan based on survey feedback

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*Last Updated 7-27-17*