



Documentation Review Protocol for NAEYC-Accredited Programs

(See Readiness Checklist for NAEYC-Accredited Programs for additional details on required documentation)

The following documentation requirements apply to NAEYC-Accredited programs seeking a 3, 4, or 5-Star Rating from *Grow NJ Kids*. Based on the findings from the Accreditation Decision Report and the completed NAEYC Annual Reports for years 1-3 by the NJ Center for Quality Ratings, additional documentation may be required to demonstrate evidence of meeting *Grow NJ Kids* standards and meeting point requirements for applied for Star Rating.

ALL NAEYC-Accredited programs must submit the following documentation to NJCQR:

- Copy of current NAEYC Accreditation Certificate
- Copy of most recent Accreditation Decision report
- Copy of completed NAEYC Annual Reports for years 1-3 as appropriate

NAEYC-Accredited programs are not required to have onsite classroom observations for a 3-star rating.

Programs should consider the amount of points waived with items successfully met through NAEYC Reports and the required amount of points for the Star Rating they are seeking and submit additional documentation as needed to ensure they meet the required amount of points for the applied Star Rating. **See Page 3 of this document for those requirements.**

Category 1: Safe, Healthy Learning Environment = 9 Points waived

- Outdoor Play Area Inspection Logs (1.3.1; 1.4.4)
- Breastfeeding policy & Documentation of Staff Orientation to the Breastfeeding Policy (1.3.2)
- Sample menus (1.3.3)
- Copy of developmental screening tool; completed screenings; protocol/policy (1.3.6)
- 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 Environments = 11 Points waived

- Copy of policies for completed structured classroom observations/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 (2.3.3)
- 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 10 month program) (2.3.5)
- Evidence of data summaries with descriptions of how it is used to inform program practices/individual student growth (2.4.3)
- Documentation of screening and referral policy; copies of completed referrals (2.4.4)
- Children's Transition Policy (2.4.5)

Category 3: Family Community Engagement = 6 Points waived

- Documentation of Strengthening Families Protective Factor Framework used in program; collated survey results (3.3.1)
- Family Education workshop agendas and/or minutes (3.3.3)
- Documentation of completed home visits with evidence they are offered up to 1x a year (letter to families, policy, etc.) (3.3.4)
- Examples of communication strategies with families; e.g. newsletters, letters, workshops, flyers (3.4.3)

Category 4: Work/Professional Development = 11 Points waived

- Description of the annual performance evaluation process and copy of evaluation, self-assessment/family surveys and Individual Professional Development Plans (4.3.4)
- Teaching staff have a minimum of a CDA or equivalent 9 credits in field related to child growth or development (4.3.8; 4.4.2; 4.5.3)
- Supervisors of teaching staff have CDA or equivalent 9 credits in field related to child growth or development (4.3.9)
- 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)

Category 5: Administration and Management = 14 Points waived

- 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)
- 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)
- Benefits policy describing the benefit(s) employees receive (Employee Handbook) (5.3.8; 5.5.2)
- Documentation of individual professional development plans (5.3.9)
- 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)

Additional Documentation to Meet Grow NJ Kids Star Rating Requirements

The following documentation is not waived through verification of the NAEYC Reports, but a program can submit as applicable to the program and the Star Rating they are seeking, in order to ensure they meet the required points for that Star Rating:




- Signed receipts for the Parent Handbook (1.3.4)

- Policy of age appropriate oral health care for all children including documentation of parent consent (1.4.2)
- Signed receipts 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)
- Aggregated classroom data summaries of comparative progress over 5-10 months from 50% of classrooms (2.5.2)
- Child's Transition Folders (2.4.5)
- Parent/Family Group Meeting agendas and/or minutes (3.3.2; 3.4.2)
- List of community organizations with parent representatives; meeting minutes/agendas (3.3.5; 3.4.5)
- Documentation of Absenteeism Policy (3.3.6)
- Annually updated Strengthening Families Quality Improvement Plan and Self-Assessment; evidence of program fully integrating SFPP (3.4.1; 3.5.1)
- Documentation of completed home visits with evidence that home visits are offered up to 2x a year (3.4.4)
- List of ethnic demographics of student population; Annual current calendar of culturally relevant dates and activities reflecting student demographics (3.5.2)
- Copy of completed curriculum implementation/Fidelity instrument (4.4.5)
- Agency Training Plans (4.5.1)
- Score sheets from completed assessments; Pyramid Model TPOT and/or TPITOS (4.5.2)
- Self-Assessed PAS score sheet (5.3.1; 5.4.1; 5.5.1)
- Marketing plan addressing increasing enrollment (5.3.4)
- 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)
- Documentation of ongoing reflective practice opportunities (5.5.3)
- Documentation of incentive programs (5.5.4)

GNJK Training Standards

(4.3.1; 4.3.2; 4.3.7; 4.3.3; 4.3.5; 4.3.6; 4.4.1; 4.4.3; 4.4.4)

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
	N/A Classroom observations not required for NAEYC-Accredited Programs seeking a 3-star rating	N/A Classroom observations not required for NAEYC-Accredited Programs seeking a 3-star rating	N/A Classroom observations not required for NAEYC-Accredited Programs seeking a 3-star rating	Staff have attended minimum of 5 hours of training on selected research-based curriculum	30-59
	ECERS-3 – average of 4.5 ITERS-R – average of 5 No subscale below a 4 (ECERS-3) No subscale below a 4 (ITERS-R)	Preschool Classroom – N/A Toddler Classrooms – Score of 5	Preschool Classroom – N/A Toddler Classrooms – Score of 3	Staff have attended minimum of 10 hours of training on selected research-based curriculum	60-85
	ECERS-3 – average of 5 ITERS-R – average of 6 No subscale below a 4.25 (ECERS-3) No subscale below a 5 (ITERS-R)	Preschool Classroom – N/A Toddler Classrooms – Score of 5.5	Preschool Classroom – N/A Toddler Classrooms – Score of 3.3	Selected research-based curriculum is fully implemented	86-100

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