



What's New With Grow NJ Kids

Webinar

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Presenters:

NJCQR Staff & Dr. Holly Seplocha (New Jersey Center for Quality Ratings)

Andrea Breitwieser & Kim Owens (Grow NJ Kids)



Learn More About *Grow NJ Kids*

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TA Structure

Purpose: Grow NJ Kids has a multi-layered technical assistance approach to efficiently support progressive movement through the framework of Grow NJ Kids (GNJK). This policy outlines clear parameters regarding the amount of time a Grow NJ Kids program will receive technical assistance and support throughout the center or family child care program participation in Grow NJ Kids.

Technical Assistance Timeframe: 18 Months **Phase 1:** 1-5 months **Phase 2:** 5-18 months

Phase 1: Targeted Technical Assistance – CCR&R			
Step	Timeframe	Activity	Policy
Step 1:	Month 1	Welcome Letter Sent by DFD	
Step 2:	Month 2	Center Enrolls in Director's Orientation	Directors/administrators must complete GNJK Directors Orientation within in 2-3 months of enrollment (<i>log in information from Atlantic Community College is sent 3-4 days prior to start</i>) Once GNJK Directors Orientation is completed a Quality Improvement Specialist is assigned to the program
Step 3:	Month 3	QIS Notified by DFD of Enrolled Center	The Quality Improvement Specialist (QIS) will make initial contact with the program within 2 to 4 weeks after completion of the GNJK Directors Orientation
Step 4:	Months 3-5	QIS Completes On-Site Visits	The QIS will complete an initial site visit within 4 weeks to 6 weeks after initial contact is made. This visit focuses on: <ul style="list-style-type: none"> o Follow-up from the Orientation o Initial fact finding about the program o Review of the participant agreement Second visit is completed within 8 weeks of Orientation. This visit focuses on: <ul style="list-style-type: none"> o Workforce registry o Orientation of staff Third visit is completed within 12 weeks of Orientation. This visit focuses on: <ul style="list-style-type: none"> o ERS Overview o A schedule of Environmental Rating Scale completion is developed o QIS is responsible to provide coaching support in 2 classrooms or 3% of the classrooms whichever is greatest
Step 5:	Month 5	Transition of Center to the TA Center	Programs will transition to the Technical Assistance Center by the 4-5 month of completion of the GNJK Directors Orientation

Disengagement Policy: At any point in service if a program has been deemed disengaged, the disengagement policy and procedures will be followed

TA Structure con't...

Phase 2: Intensive Technical Assistance – GNJK TA Center			
Step	Timeframe	Activity	Policy
Step 1:	Month 5-6	Initial Site Visits <ul style="list-style-type: none"> Process of information gathering and relationship building Selection of a research-based curriculum Identification of staff educational needs and scholarships available. Conducting ERS for remaining classrooms Begin Self-Assessment form 	<p>Transition meetings occur once per month, programs will be contacted by the Technical Assistance Center/Technical Assistance Specialist within 2 weeks of the transition meeting</p> <p>Programs meet with their Technical Assistance Specialist (TAS) within 5 months of enrollment into Grow NJ Kids. During the first visit with the following is completed:</p> <ul style="list-style-type: none"> Environmental Rating Scale Status update Review of initial incentives received and discussion regarding additional incentives Curriculum discussion The TAS and the program establish the best option for technical assistance support. Programs are provided technical assistance based on a tiered approach (tier A, B, or C). Tier A is the most intensive tier and the most on-site consultation occurs. See Tiered Technical Assistance Policy for further details
Step 2:	Month 6-9	Self-Assessment and QIP Development <ul style="list-style-type: none"> Center enhancement requests 	Centers must sign letter of agreement to be rated in order to receive the enhancement order
Step 3:	Month 9-18	Intensive, Individualized Technical Assistance <ul style="list-style-type: none"> Implementation of QIP Coaching, mentoring, in-class support Use of enhancement materials 	Centers need to begin implementation of all areas of QIP including the use of the chosen curriculum and enhancement materials
Step 4:	Month 15-18	Rating readiness preparation <ul style="list-style-type: none"> Assist center through ERS reassessment Review of documentation Implementation of QIP Review of staff PD 	<p>Programs will receive technical assistance for approximately 18 months. If programs have not moved to Rating Readiness by 18 months of enrollment, they can ask for an extension</p> <p>Extension will be granted for programs that through documentation review and discussion with the Technical Assistance Specialist, deem the program has progressive moved through the GNJK process and need additional time to be successful with the rating process</p> <p>Extensions will be granted for 3 or 6 months</p>
Step 5:	Month 18+	Transition to rating process and CQI Plan <ul style="list-style-type: none"> TAS sign off on rating application CQI plan developed upon rating Maintain participation in TAC activities such as webinars and communities of practice 	<p>Once rated, GNJK centers will stay involved with the TAC by taking part in activities such as communities of practice, webinars and other professional development opportunities.</p> <p>Center may continue working to raise rating level for re-rating</p>

GNJK Incentives

- Book Stipend 57 individuals
- Merit Award 25 recipients
- GNJK CDA 55 individuals
- Ratings Incentive 2 programs
- Teacher Incentive 20 programs
- Curriculum: \$979,193
- GOLD: \$18,900
- Classroom: \$490,902
- Family Child Care (Pilots): \$40,571
- Scholarships: \$567,098
- Health and Safety: \$48,453

ITERS-R Observation Score Updates

Star Rating Level	ITERS-R Score Requirements
Star Rating Level 3	ITERS-R – Average of 3.75 No subscale below a 3.5 (ITERS-R)
Star Rating Level 4	ITERS-R – Average of 5 No subscale below a 4 (ITERS-R)
Star Rating Level 5	ITERS-R – Average of 6 No subscale below a 5 (ITERS-R)



NJ Center for Quality Ratings

A Partner in Grow NJ Kids

Our Role

Receive & review documentation submitted for ratings

- Documentation on USB drive
- Review and verify staff training & credentials
- Arrange onsite visit (Review child's intake folders & classroom folders; staff files)
- Notify program of missing/incomplete documentation

Arrange & complete classroom observations

- 50% of the classes in each age group (1/3 for larger programs)
- ECERS-3; ITERS-R; Toddler CLASS (**only at Levels 4 + 5**)

Ready for Rating



- QIP must be signed by you and your QIS (as appropriate)
- Your program meets Levels 1 & 2 requirements
- Make needed Program Improvements to prepare for ratings
- Documentation and forms need to be uploaded to USB
- E-mail the **GNJK Notification of Rating Readiness** to Andrea Breitwieser (Andrea.Breitwieser@dhs.state.nj.us)
- **Readiness Checklist** is completed and signed
- USB is sent to NJCQR

Documentation Review

Documentation is verification that *GNJK* standards have been met

Electronic documentation:

- Uploaded to USB drive
- Program's website
- Program's Staff/Parent Handbooks
- Performance-based assessments (online databases/login info.)
- Readiness Checklist with required forms
- PINJ Registry Participant Education & Training Reports for staff members
(if not on PINJ, documentation will be reviewed in staff files/folders or on training logs)



Types of Required Documentation

- Parent/Staff Handbooks
- Health and safety policies/records
- Family communication/education
 - Newsletters, flyers from workshops
 - Sign-sheets, meeting minutes, agendas
 - Logs and receipts
- Developmental screening/referral policies
- Data/evidence of performance-based assessments
- Classroom Observation Tools & policy



Types of Required Documentation (con't.)

- Implementation of Strengthening Families
- Business/marketing plans and polices
- Budget and financial records
- Professional Development Plans
- Evidence of Curriculum Implementation



Evidence of Curriculum Implementation

Star Rating Level 3: Staff must provide evidence of 5 hours of training

Star Rating Level 4: Staff must provide evidence of 10 hours of training

Star Rating Level 5: Evidence that the program fully implements selected curriculum



What does 'full implementation' look like?



Child assessment system

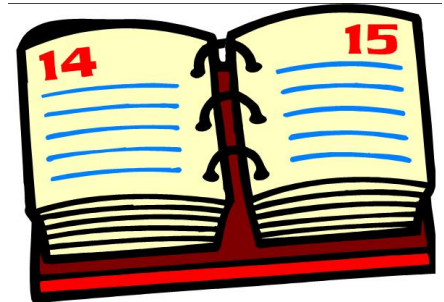
Weekly planning process

Schedule of the day

Fidelity checklist (as appropriate)

Literacy and/or math program (as appropriate)

Evidence that teaching staff have attended *all* required hours of training to fully implement the curriculum, its assessment system, components of the day, and the curriculum's literacy and math programs



Ready for Ratings

- Select 2-month window with **no more than 10 dates of exclusion:**
(Half days, Parent/Teacher conferences, holidays, visitors, special events)
- NJCQR staff member notifies you of any *resubmits*.
- NJCQR staff member sends Onsite Rating Visit Notification via e-mail with:
 - 10-day window – not necessarily consecutive
 - Number of classrooms to be observed
 - Onsite documentation to be reviewed

On site documentation (including staff training/credentials):

- Reviewed on any day within 10-day window
- Random Selection by NJCQR
 - **Child Classroom/Intake Folders**
 - **Staff/Personnel Files/Evidence of Staff Training**



What to expect during onsite rating visit

- NJCQR staff member will review *random sample* of documentation from children and staff files/folders
- Documentation review can occur on *any* day within 10-day window (a.m. or p.m.)
- Observations can occur on any day (more than one observation on one day can occur)
- Helpful for the director and/or a non-teaching school staff member to be present and available
- If a NJCQR staff member cannot locate something, may ask school staff member where it is
- Performance-based assessments; access to login online account is most convenient for efficient review

Tips for successful observations

- Notify all teaching staff of 10-day window and the possibility of being randomly selected
- Review ECERS-3 and/or ITERS-R instruments together with your teaching staff; when teaching staff are aware of the tool, their classrooms are more likely to score higher as teachers have a good handle of what high quality is.
- Stick to the normal routine as closely as possible
- Providing an up-to-date schedule of each classroom will determine best starting times for observations
- Consider staff coverage/location of staff interview after ITERS-R observations
- ITERS-R observations: Birthday list is used to determine ITERS-R or ECERS-3 observation
 - ITERS-R: 75% of children are 30 months or younger at time of ratings
 - ECERS-3: 75% of children are 30 months or older at time of ratings

And remember...

NJCQR staff members and observers truly appreciate seeing all of the great things that are already happening in your classrooms everyday!

Observation Reminders


ALL classrooms for children 0 to 5 years of age at site address included in random selection of classrooms for observations, except for self-contained classrooms where all children have diagnosed special needs

- District contracted
- Non-district contracted

Notify NJCQR observer on day of observation if there are any changes to any teacher's schedule that weren't originally anticipated

- CST Meetings
- Special visitors/teachers
- Large absence of children


Days of exclusion – consider any days that are different from normal routine (even if just for a few hours!)

- Picture Days
 - Kindergarten Transition Visits
 - Class assemblies
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Moving towards a smoother ratings process

- Helpful for program to have documentation in one place for efficient review
- Summary sheets; sign-in logs; certificates compiled of staff yearly trainings from **past 3 years**
- Whenever possible, ***submit documentation electronically***
- When naming files on USB, use clear names with appropriate GNJK standard number
- Make sure all documents are completely filled out and **signed** by QIS/TA and Program Director as required
- Be sure all documentation meets date requirements (i.e. from within past 3 months of date of ratings)
- Scan actual document; photos are not acceptable
- Inform all staff of NJCQR's 10-day window for purpose of GNJK ratings
- Specific details of parking and location of where to first report in the morning are very helpful!

Strength-Based Process

- GNJK Self-Assessment will help you to develop QIP that best fits your programs' current needs and goals
 - NJCQR schedules classroom observation times based on schedule
 - Strength-based report from NJCQR describes strengths and recommendation for improvement (findings from classroom observations and documentation review)
 - Getting rated gives suggestions to support continued growth and reaching the next star rating level
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Rating Readiness and Rating Extension Policy

Supports programs in need of intensive technical support prior to continuing through the ratings process

- **Rating Readiness differences:** When programs identify themselves as “Rating Ready” after meeting requirements at Levels 1 and 2 and their technical assistance support through objective observations and support identify otherwise.
- **Rating differences:** When programs are referred for Rating, through portfolio review and/or observations are deemed not rating ready by NJCQR

Reminders and Helpful Information

- GNJK Self-Assessment & Quality Improvement Plan must be completed, signed and sent to Andrea Breitweiser before ratings can begin
- Completed and signed GNJK Self-Assessment & QIP must also be sent to NJCQR on USB
- Complete GNJK Notification of Rating Readiness & e-mail to Andrea Breitweiser
- NJCQR staff member will call to confirm receipt of USB
- First 100 programs through ratings receive \$1,000 incentive money!
- Head Start and NAEYC-Accredited programs follow a different documentation review; use correct readiness form

Questions

Please type in your questions in the chat box.





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Visit the NJCQR website: <http://www.wpunj.edu/coe/njcqr>