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Self-Assessments must be completed in NJCCIS

Grow NJ Kids
Early Care and Education Programs
Self-Assessment Tool

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Introduction:

Grow NJ Kids is New Jersey's program to raise the quality of early care and education (children from birth through pre-school) across the state. New Jersey's Departments of Children and Families, Education, Health and Human Services, have collaborated to create a program with two goals: to help all types of early care and education to continuously improve and to provide parents with information to help them select a high quality program.

Programs 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 Quality Improvement Specialist will provide an overview of the process and then will help you complete the self-assessment.

To learn more about the self-assessment process and Grow NJ Kids, visit www.GrowNJKids.com.

Early Care and Education Programs are defined as center-based, school-based, district-funded, as well as private schools for Special Education students.

Quality Improvement Specialist Name/Initials	**Director/Administrator Name/Initials**	**Date**

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Category 1: Safe, Healthy Learning Environment

A high quality learning experience can only be facilitated in a safe and healthy environment. An enriching environment must use appropriate classroom 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 Environment

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
1.1.1	Early Head Start, Head Start and Center-based sites have a one-year license from the Department of Children and Families (DCF) Office of Licensing (OOL). School-based sites have appropriate Department of Education (DOE) plan approval.	License in good standing or program meets Licensing Standards (for non-licensable and license exempt programs)	Office of Licensing (OOL) Certificate DOE approved plan	1304.53(a)(6) Monitoring Protocol Child Health & Safety Key Indicator #3 Safe Physical Environments	NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations	☐ Yes ☐ No

Level 2 Safe, Healthy Learning Environment

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
1.2.1	Demonstrates healthy, safe and clean indoor and outdoor environments through a formal assessment.	Environmental Rating Scale (ERS) self-assessed score average of 4 with no subscale below 3	Appropriate Environmental Rating Scale (ERS) Score for age group (Protocol)	1304.53(a) 1304.53(b) Child Health & Safety Key Indicator #3 Safe Physical Environments	NECPA Self-Assessment Tool NAEYC Self-Assessment Tool	☐ Yes ☐ No
1.2.2	The program implements national health and safety standards and embeds practices into the daily routine.	Healthy and Safety Policies & Procedures **And** Let's Move Child Care Checklist	Policy and Procedure that reflect national health and safety standards. **And** Completed Let's Move Child Care Checklist	1304.53 (a)(b) 1306.35(b)(2)(i-ix) Child Health & Safety Key Indicator #3 Safe Physical Environments	NECPA II-50	☐ Yes ☐ No
1.2.3	Parents are educated on the importance of having a medical home.	Healthy and Safety Policies & Procedures	Evidence of correspondence with parents **And** Copies of Universal Health Record			☐ Yes ☐ No

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Level 3 Safe, Healthy Learning Environment

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
1.3.1	Program has health and safety checks for outdoor areas and has a system to identify/address health and safety concerns.	Safety policy and procedure related to standard	Outdoor Play Area Inspection Log	1304.53(a)(10)(viii) Child Health & Safety Key Indicator #3 Safe Physical Environments	NECPA: School/Center Building, Supplies, Equipment & Transportation	☐ Yes ☐ No
1.3.2	Programs 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.	Breastfeeding Policy	Breastfeeding Policy **And** Documentation of staff orientation to the Breastfeeding Policy	45 CFR 1304.40© (3) Child Health & Safety Key Indicator #4 – Child Health & Safety Indicator #4 – Healthy Practices and Routines		☐ Yes ☐ No ☐ N/A
1.3.3	Nutritious meals and snacks are encouraged and/or provided and are respectful of religious and dietary restrictions.	Policy on Food Service, including program adherence to religious and dietary restrictions as defined by US Department of Agriculture (USDA) guidelines & Child Adult Care Food Program	Sample Menus	1304.23(b)(1) Child Health & Safety Key Indicator #4 – Healthy Practices and Routines	NAEYC: Health	☐ Yes ☐ No
1.3.4	Families are provided health and safety workshops and/or resources annually in topics that include: preventive health care, mental/behavioral health issues, nutrition and obesity, medication administration policies and procedures, oral health practices, communicable disease prevention.	Parent Handbook that includes all topics listed	Sample Flyers of workshops and sign-in sheets **And** Signed receipts for the parent handbook	1304.40(b)(1)(ii) Program Governance Key Indicator #2 Roles, Responsibilities, and Training Family & Community Engagement Key Indicator #2 Parent – Child Relationships	NECPA: Health Protection & Promotion	☐ Yes ☐ No

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Level 3 Safe, Healthy Learning Environment

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
1.3.5	Demonstrates healthy, safe and clean indoor and outdoor environments through a formal assessment.	ERS reliable rater score average of 5 with no subscale below 4	Appropriate ERS Score for age group (Protocol)	1304.53(a) 1304.53(b) Child Health & Safety Key Indicator #3 Safe Physical Environments	NECPA Self-Assessment Tool NAEYC Self-Assessment Tool	☐ Yes ☐ No
1.3.6	A research-based developmental screening tool is used to identify children who may need additional evaluation and/or intervention strategies.	Screening Results *Note: State-funded Preschool programs use Early Screening Inventory-Revised (ESI-R). Other preschool and infant/toddler programs may use Ages and Stages Questionnaire (ASQ), Ages and Stages Social Emotional Questionnaire (ASQ-SE) and/or Brigance Screening*	Copy of Screening Tool **And** Developmental Screening Protocol/Policy	1308.6(a)(1,2,3) 13086(e)(1) 1304.20(f)(2)(ii) Child Health & Safety Key Indicator #2 Screening & Referrals	NAEYC: Assessment of Child Progress	☐ Yes ☐ No

Level 4 Safe, Healthy Learning Environment

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
1.4.1	Demonstrates healthy, safe and clean indoor and outdoor environments through a formal assessment.	ERS reliable rater score average of 5 with no subscale below 4	Appropriate ERS Score for age group (Protocol)	1304.53(a) 1304.53(b) Child Health & Safety Key Indicator #3 Safe Physical Environments	NECPA Self-Assessment Tool NAEYC Self-Assessment Tool	☐ Yes ☐ No
1.4.2	The program has a system for daily age-appropriate oral health care for all children.	Policy and or Documentation of the oral health care system	Health Tracking System aligns with child's files Parent Consent	1304.23(b)(3) 1304.20©(3)(i) & (ii) Child Health & Safety Key Indicator #1 – Access to Health and Dental Care	NAEYC 9.B.07	☐ Yes ☐ No

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Level 4 Safe, Healthy Learning Environment

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
1.4.3	One teacher or teacher assistant in each room has a pediatric First Aid & Cardio Pulmonary Resuscitation (CPR) Certificate.	Training as indicated in PINJ Registry or First Aid & CPR Certificate	PINJ Training records for staff	1304.53(a)(10)(x) Child Health & Safety Key Indicator #3—Safe Physical Environments	NECPA: Health Protection & Promotion	☐ Yes ☐ No
1.4.4	Play areas are inspected annually to assure that play equipment is safe and accommodates abilities, needs and interest of each age group served.	Outdoor Play Inspection Report	Completed Outdoor Play Inspection Form	1304.23(b)(3) 1304.20©(3)(i) & (ii) Child Health & Safety Key Indicator #1- Access to Health and Dental Care		☐ Yes ☐ No

Level 5 Safe, Healthy Learning Environment

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
1.5.1	With parental consent, vision, hearing, and dental screenings are completed and results are shared with families.	Evidence of Health Screenings provided to parents/program **And** Copy of Consent Form	Interview two parents or Parent log with parent signature	1304.20(b)(1) Health & Safety Key Indicator #1—Access to Health and Dental Care	NAEYC: Health	☐ Yes ☐ No
1.5.2	All staff, identified as part of the adult: child ratio, have a certificate of completion in Pediatric First Aid and CPR.	Training as indicated in PINJ Registry or First Aid & CPR Certificate	PINJ Training records for staff	1304.22(d)(1) 1304.22(d)(2)	NECPA: Health Protection & Promotion	☐ Yes ☐ No
1.5.3	Demonstrates healthy, safe and clean indoor and outdoor environments through a formal assessment.	ERS reliable rater score average of 6 with no subscale below 5	Appropriate ERS Score for age group (Protocol)	1304.53(a) 1304.53(b) Child Health & Safety Key Indicator #3 Safe Physical Environments		☐ Yes ☐ No

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Category 2: Curriculum and Learning Environment

A research-based curriculum, when used with fidelity, provides a road map for teachers/caregivers to use in their rooms/classrooms. Teachers/Caregivers need to be formally trained in the program's chosen curriculum to ensure that the components are effectively being implemented. Training teachers/caregivers 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

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
2.1.1	Early Head Start, Head Start and Center-based sites have a one-year license from the Department of Children and Families (DCF) Office of Licensing (OOL). School-based sites have appropriate Department of Education (DOE) plan approval.	License in good standing or program meets Licensing Standards (for non-licensable and license exempt programs)	Office of Licensing (OOL)Certificate DOE approved plan	1304.53(a)(6) Monitoring Protocol Child Health & Safety Key Indicator #3 Safe Physical Environments	NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations	☐ Yes ☐ No

Level 2 Curriculum and Learning Environment

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
2.2.1	A structured observation instrument is used to assess the general classroom learning environment.	ERS self-assessed score average of 4 with no subscale below 3	Appropriate ERS Score for age group (Protocol)	1307.3(b)(2)(i) 1307.3(b)(2)(ii) Child Development & Education Key Indicator #1 School Readiness		☐ Yes ☐ No
2.2.2	Program is preparing to adopt a research-based, validated curriculum that is aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards.	Identify research-based curriculum of choice	Documentation that demonstrates teacher and parent involvement in the research and selection of an appropriate research-based curriculum **And** Standards Alignment Documentation	642(f)(3)(C)(E) Child Development & Education Key Indicator #2 School Readiness		☐ Yes ☐ No ☐ N/A

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Level 2 Curriculum and Learning Environment

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
2.2.3	Children whose first language isn't English are encouraged to use home language, gestures, communication devices, sign language, and pictures to communicate when needed.	Home Language Policy	Labeling in home language **And** Materials, books, etc. in home language	1304.21(a)(1)(i) Child Development & Education Key Indicator #1 & 3 School Readiness	NECPA 111-40 & 111-54	☐ Yes ☐ No
2.2.4	System in place to communicate and document child observations to families (daily for infants and toddlers and weekly for preschool).	Communication Policy	Documentation of communication with parents	1304.20(f)(1) 1304.40(e)(5) Family & Community Engagement Key Indicator #3-Parents as their Child's Educators		☐ Yes ☐ No

Level 3 Curriculum and Learning Environment

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
2.3.1	Children's individual differences are supported when developing individual activities and/or lesson plans and are reflective of the NJ Birth to Three Standards and or the NJ Preschool Teaching and Learning Standards.	Lesson/Activity Plans	Signed receipt teachers and teacher assistants have received a copy of the Standards	1304.21(a)(1)(i) Child Development & Education Key Indicator #3 Individualizing		☐ Yes ☐ No
2.3.2	Structured Classroom observation tools are used to focus on curricular areas such as literacy, math, science and diversity. *(e.g., Early Childhood Environment Rating Scale-Extended, Supports for Early Literacy Assessment, Preschool Classroom Mathematics Inventory, Preschool Rating Instrument for Science and Math, Quality Benchmark for Cultural Competence tool)*	Completion of a scored structured tool to focus on curricular areas **And** Professional Development Plan based on rating scale results	Structured Observation Policy/Protocol	1307.3(b)(2)(i) 1307.3(b)(2)(ii) Child Development & Education Key Indicator #1 School Readiness		☐ Yes ☐ No

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Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
2.3.3	A performance-based assessment aligned to the curriculum is used to address all developmental domains.	Performance-Based 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	1307.3(b)(1)(i) Child Development & Education Key Indicator #1 School Readiness	NECPA 11-80	☐ Yes ☐ No
2.3.4	Appropriate teaching and learning modifications and/or accommodations are made based on findings from performance-based assessments, and information gathered from observations to address children's specific needs and strengths.	Lesson/Activity Plans **And** Materials for different abilities and interests	Screening Results	Child Development & Education Key Indicator #1 School Readiness #3 Individualizing ACF-PI-HS-11-04 School Readiness	NECPA 11-96 NAEYC: assessment of child progress	☐ Yes ☐ No
2.3.5	Performance-based assessment results are shared with parents/families.	Screening and Assessment Policy, Lesson/Activity Plans **And** Parent reports	Documentation of results shared with parents (2 times in a 10-month program)	1304.20(e) Child Development & Education Key Indicator #1 School Readiness	NECPA 11-95 (Curriculum)	☐ Yes ☐ No

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Level 4 Curriculum and Learning Environment

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
2.4.1	A comprehensive, research-based, developmentally appropriate curriculum is fully implemented and teaching strategies are used to ensure positive classroom environment, engage children in learning and promote critical thinking skills.	ERS reliable rater average score of 5 or higher with no single subscale below a 4 **And** CLASS reliable rater score of 5 in Emotional Support and Classroom Organization domains and score of 3 in the Instructional Support Domain **And** Curriculum Implementation Check-list/Fidelity Assessment	Appropriate ERS Score for age group (Protocol)	Head Start Act Section: 642(f)(3)(C) Child Development & Education Key Indicator #2-Curriculum Selection and Implementation	NAEYC: Assessment of Child Progress NECPA: Curriculum (assessment only)	☐ Yes ☐ No
2.4.2	Additional structured observation/assessment instruments are used to focus on specific instructional supports and interactions to further inform quality improvement and inform instruction and determine overall trends in children's development and learning.	Results from structured observations **And** Data summary reports of children's development and learning **And** Lesson/Activity Plans	Observation and Assessment Policy/Protocols	1307.3(b)(2)(i) 1307.3(b)(2)(ii) Child Development & Education Key Indicator #2 Curriculum Selection and Implementation	NAEYC: Assessment of Child Progress NECPA: Curriculum (No research-based tool) & Staff-Parent-Community Partnerships	☐ Yes ☐ No
2.4.3	Data from Performance-based assessments are used to inform program practices and individualized child supports.	Description of program's process of using data to inform program practices, student progress and Professional Development Plans	Summary of Data	ACF-PI-HS-1104 1304.21(c)(2) Head Start Act Section:642(f) Child Development & Education Key Indicator #1 School Readiness	NECPA 11-63 NAEYC: Community Relationship	☐ Yes ☐ No

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Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
2.4.4	A system is in place to link families to services needed to address the developmental and behavioral concerns of children identified through developmental screening and performance-based assessments.	Screening and Referral Policy **And** Formal agreements	Documentation of the policy and copies of referral forms	1304.20(b)(1) 1304.20(b)(2&3) Child Health & Safety Key Indicator #2 –Screening and Referrals		☐ Yes ☐ No
2.4.5	Transition planning for all children going to preschool or kindergarten including successful interventions strategies for children who exhibit challenging behaviors is documented and shared with the child's parent/family, as well as next placement.	Documentation plans (e.g. Behavioral support plans)	Transition Folder	1308.4(g) Head Start Act Section: 642A 1304.41(c) Family & Community Engagement Key Indicator #4 Parents in Transition	NECPA 11-98	☐ Yes ☐ No

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Level 5 Curriculum and Learning Environment

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
2.5.1	Teaching strategies are used to engage children in learning and meaningful conversations.	ERS reliable rater score average of 6 with no subscale below 5 **And** CLASS reliable rater score of 5 .5 in Emotional Support and Classroom Organization domains and score of 3.3 in the Instructional Support Domain	Lesson Plans and/or Activity Plans	Head Start Child Development & Early Learning Framework Head Start Act Section: 648A(d)(2) 1304.21 (a)(b)(c)	NAEYC: teaching standard NECPA: Developmental Program	☐ Yes ☐ No
2.5.2	Program shows evidence of improving child outcomes	Demonstration of progress over time using results of performance assessments or other measures	Aggregated data demonstrating progress across the year, relative to widely held expectations, or other appropriate comparison	642(f)(3)(E) Child Development & Education Key Indicator #2-Curriculum Selection		☐ Yes ☐ No

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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. Programs 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

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
3.1.1	Early Head Start, Head Start and Center-based sites have a one-year license from the Department of Children and Families (DCF) Office of Licensing (OOL). School-based sites have appropriate Department of Education (DOE) plan approval.	License in good standing or program meets Licensing Standards (for non-licensable and license exempt programs).	OOL Certificate DOE approved plan	1304.53(a)(6)	NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations	☐ Yes ☐ No

Level 2 Family and Community Engagement

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
3.2.1	The Strengthening Families Protective Factor Framework is used to assess engagement of and interactions with parents and families.	Strengthening Families Self-Assessment Tool	SF Quality Improvement Plan that includes strengths and areas of growth and includes input from staff, and parents/families in the process	1304.40(a)(1) 1304.40(a)(4)&(5) *Note: HS programs use Parent/Family Engagement Framework*		☐ Yes ☐ No
3.2.2	A community resource handbook or materials are available to all parents/families yearly that include: community and school-based resources and/or direct services to promote child/family safety, health, and stability.	Community Resource Handbook/materials	Parent signatures on receipt	1304.40(b)(1) 1304.41(a)(2) Family & Community Engagement Key Indicator #5		☐ Yes ☐ No

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Level 3 Family and Community Engagement

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
3.3.1	All newly enrolled families are offered the Strengthening Families (SF) Protective Factor Survey to complete.	SF Protective Factors Survey	Survey results are tallied, summarized and aggregated to inform program policies and procedures regarding parents/families.	1304.40(a)(1) 1304.40(a)(5) 1304.40(b)(1) Family & Community Engagement Key Indicator #1 Partnerships with Families		☐ Yes ☐ No
3.3.2	A parent/family group is established to engage enrolled families and support their participation in the education of their children and includes activities to promote multicultural learning.	Group meets at least two times per year	Parent/Family Group Meeting Agendas **And** Group sign-in sheet	1304.50(b)(1)-(b)(7) 1304.50(e)(1),(2) & (3) Family & Community Engagement Key Indicator #3 Parents as their Child's Educators		☐ Yes ☐ No
3.3.3	Education workshops are held at least two (2) times per year on topics such as: early literacy, adult/family literacy, positive parent-child interactions, cultural awareness, developmental issues, and/or other topics that address the identified needs and interests of enrolled parent/ families. *Note: Translation/Interpreters are provided for English Language Learners (ELL) parents/families.*	Communications of the workshops	Family Education workshop agendas **And** Sign-in sheet	1304.40(d)(1) 1304.40(e)(3)		☐ Yes ☐ No

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Level 3 Family and Community Engagement

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
3.3.4	Home visits are offered to all enrolled families using standard guidelines.	Home Visit policy and procedure	Number of completed home visits/Number of enrolled families **And** Documentation of the visit	1304.40(e)(5) 1306.32(b)(8) Family & Community Engagement Key Indicator #3 Parents as Their Child's Educator	NECPA: Staff-Parent-Community Partnerships	☐ Yes ☐ No
3.3.5	Participation of parents on a local or regional community advisory council is encouraged (i.e. this could be the County Council for Young Children).	Evidence of parent participation on the advisory committee/council	List of community organizations where parent representatives are involved	1304.50 (a)(1) 1304.40(g)(1)&(2) Program Governance Key Indicator #1-Structure and Participation		☐ Yes ☐ No
3.3.6	The program tracks and monitors absences of individual children and contacts families when children are absent more than three (3) consecutive days.	Absenteeism policy	Policy contains information on how absenteeism is addressed	1305.8(a) 1305.8(b) ERSEA Key Indicator #4-Attendance and Participation		☐ Yes ☐ No

Level 4 Family and Community Engagement

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
3.4.1	The Strengthening Families Protective Factor Framework is used to assess engagement of and interactions with parents and families.	Annual update of the Strengthening Families Self-Assessment	Annual update SF Quality Improvement Plan that includes strengths and areas of growth and includes input from staff, and parents/families in the process	1304.40 (a)(1) 1304.40(a)(5) Family & Community Engagement Key Indicator #1		☐ Yes ☐ No
3.4.2	A parent/family group is established to engage enrolled families and support their participation in the education of their children, provide input and advise on the program's policies, procedures and practices.	Group meets at least three times per year	Parent/Family Group Meeting Agendas **And** Group sign-in sheet **And** Meeting minutes	1304.50(a)(1)(2) Family & Community Engagement Key Indicator #2 Parent-Child Relationships		☐ Yes ☐ No

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Level 4 Family and Community Engagement

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
3.4.3	A variety of methods are used to communicate with parents/families about curriculum objectives, early care educational goals, other issues and effective strategies to support learning at home.		Evidence of communication strategies, e.g., newsletters, letters, parent workshops, flyers	Head Start National Parent, Family & Community Engagement Framework 1304.21(a)(2)	NAEYC: Families Standard NECPA: Staff-Parent-Community Partnerships	☐ Yes ☐ No
3.4.4	Home Visits are offered to all enrolled families at least two (2) times per year using standard guidelines.	Home Visit policy and procedure	Number of completed home visits/Number of enrolled families **And** Documentation of the visits	1304.40(e)(5) 1306.32(b)(8) Family &Community Engagement Key Indicator #3-Parents as Their Child's Educators		☐ Yes ☐ No
3.4.5	Representation and participation of at least one (1) parent on a local or regional community advisory council (i.e., this could be the County Council for Young Children).	Evidence of parent participation on the advisory committee/council	List of community organizations where parent representatives are involved	1304.50 (a)(1) 1308.21(a)(6) Family & Community Engagement Key Indicator #3-Parents as Their Child's Educators		☐ Yes ☐ No

Level 5 Family and Community Engagement

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
3.5.1	Strengthening Families principles and seven core strategies are fully integrated into the work of the center/program.		*Note: HS programs use The Head Start Parent, Family & Community Engagement Framework in your program: Markers of Progress*	1304.(c)(1)(i),(ii)&(iiii) Family & Community Engagement Key Indicator #1 Partnerships with Families		☐ Yes ☐ No
3.5.2	Program fully collaborates with community partners to create a supportive system that responds appropriately to the needs of parents/families and is inclusive and respectful of cultural and linguistic differences for all enrolled parents/families.	Partnership agreements and/or consultant agreements **And** Transition Folder	Annual Calendars of culturally relevant dates, Schedule of cultural activities	Family & Community Engagement Key Indicator #1 Partnerships with Families 1304.41(a)(1)	NECPA: 11-98 Staff-Parent-Community Partnerships	☐ Yes ☐ No

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Category 4: Workforce/Professional Development

Effective professional development provides staff 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 the identified needs and strengths of staff coupled with the goals of the program/agency. Staffs who participate in designing their own training plans are more effective.

Level 1 Workforce/Professional Development

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
4.1.1	Early Head Start, Head Start and Center-based sites have a one-year license from the Department of Children and Families (DCF) Office of Licensing (OOL). School-based sites have appropriate Department of Education (DOE) plan approval.	License in good standing or program meets Licensing Standards (for non-licensable and license exempt programs)	OOL Certificate DOE approved plan	1304.53(a)(6)	NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations	☐ Yes ☐ No

Level 2 Workforce/Professional Development

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
4.2.1	All classroom staff is enrolled in the workforce registry.	Evidence of Registry Membership	NJ Registry verification	1307.3(b)(2)(i)		☐ Yes ☐ No
4.2.2	All teaching staff and supervisors have received an overview of the NJ Birth to Three Standards and or NJ Preschool Teaching and Learning Standards, and topics specific to child development, appropriate teacher-child interaction and Developmentally Appropriate Practices (DAP).	Formal professional development as indicated by Registry **And/or** Program Professional Development Plan	NJ Registry verification	1307.(b)(1)(i) Child Development & Education Key Indicator #1 School Readiness		☐ Yes ☐ No
4.2.3	All teaching staff members have received training on the benefits of home visits and how to plan for a home visit.	Formal professional development as indicated by Registry **And/or** Program Professional Development Plan	NJ Registry verification Professional Development Schedule	Family & Community Engagement Key Indicator #1-Partnership with Families 1304.40		☐ Yes ☐ No

FOR REFERENCE ONLY
Self-Assessments must be completed in NJCCIS

Level 3 Workforce/Professional Development

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
4.3.1	All teaching staff and administrators/directors have received formal training in the selected curriculum.	Formal professional development as indicated by Registry **And/or** Program Professional Development Plan	NJ Registry verification	Child Development & Education Key Indicator #2 Curriculum Selection & Implementation		☐ Yes ☐ No
4.3.2	Teaching staff have received professional development in the selected performance-based assessment.	Formal professional development as indicated by Registry **And/or** Program Professional Development Plan	NJ Registry verification	642(f)(3)(C) Child Development & Education Key Indicator #4-Quality Teaching and Learning		☐ Yes ☐ No
4.3.3	Directors/Supervisors have received training in evaluating and observing teachers both formally and informally (with walkthrough instruments), (e.g., using structured observation instruments)	Formal professional development as indicated by Registry **And/or** Program Professional Development Plan	NJ Registry verification	648A(f) Child Development & Education Key Indicator #4-Quality Teaching and Learning		☐ Yes ☐ No
4.3.4	All teaching staff receives an annual written performance evaluation, conducted by their supervisor.	Self-evaluations completed by program administrator and teachers **And/or** Feedback from families	Description of the annual performance evaluation process **And** Copy of evaluation, self-assessment. family surveys, and Individual Professional Development Plan	648A(f) Child Development & Education Key Indicator #4 Quality Teaching & Learning 1304.52(i) *Note: All staff members must have performance appraisals* Child Development & Education Key Indicator #4 Quality Teaching & Learning		☐ Yes ☐ No

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Level 3 Workforce/Professional Development

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
4.3.5	Staff is trained to work with children with special diets, allergies and specialized feeding issues.	Training as indicated in PINJ Registry	PINJ Training Records for staff	1304.23(a)(2) 1304.2(c)(6) Child Health & Safety Key Indicator #4—Healthy Practices and Routines	NAEYC: Health NECPA: Staff-Parent-Community Partnerships	☐ Yes ☐ No
4.3.6	All teachers have received training in the administration of the adopted developmental screening.	Formal professional development as indicated by Registry **And/or** Program Professional Development Plan	NJ Registry verification	Child Health & Safety Key Indicator #2 Screening and Referrals 45 CFR 1304.52(j) 648A(a)(5)		☐ Yes ☐ No
4.3.7	All teachers have received training in the administration of the adopted performance-based assessment.	Formal professional development as indicated by Registry **And/or** Program Professional Development Plan	NJ Registry verification	Child Development & Education Key Indicator #1 School readiness *Note: Mentions use but not training on the tool*		☐ Yes ☐ No
4.3.8	Child care teaching staff has a CDA or equivalent nine (9) credits in field related to child growth or development or are in the process of attaining a CDA.	20% of teaching staff have a CDA	NJ Registry or CDA Certificate *Note: Infant/toddler teaching staff can have a NJ Infant/toddler Credential*	648A(a) Child Development & Education Key Indicator #4-Quality Teaching and Learning	NECPA 11-14 *Note: No mention of Individual Professional Development Plan*	☐ Yes ☐ No

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Level 3 Workforce/Professional Development

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
4.3.9	Supervisor(s) of teaching staff must have, at a minimum, a CDA or equivalent nine (9) credits in Early Childhood in the age group that the program serves.	Formal professional development as indicated by Registry	NJ Registry verification *Note: Head Start programs -Early Childhood Education Coordinators must have Baccalaureate or advanced degree in Early Childhood* *Note: School district administrators should attend the NJ Department of Education-sponsored early childhood leadership track*	648A(B)(i) 648A(f) Child Development & Education Key Indicator #4-Quality Teaching and Learning	NECPA 11-14 *Note: No mention of Individual Professional Development Plan*	☐ Yes ☐ No

Level 4 Workforce/Professional Development

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
4.4.1	All teaching staff has professional development or college level course work that prepares them to work with young children who have special needs. These should include strategies for supporting inclusion.	Formal professional development as indicated by Registry **And** Program Professional Development Plan	NJ Registry verification	Child Development & Education Key Indicator #1 School Readiness		☐ Yes ☐ No
4.4.2	Child care teaching staff has a CDA, in the age group of the children in their room/classroom or are in the process of attaining a CDA.	35% of teaching staff have a CDA	NJ Registry or CDA Certificate *Note: Infant/toddler teaching staff can have a NJ Infant/toddler Credential*	648A Child Development & Education Key Indicator #4-Quality Teaching and Learning	NECPA 11-14 *Note: No mention of Individual Professional Development Plan*	☐ Yes ☐ No ☐ N/A

FOR REFERENCE ONLY
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Level 4 Workforce/Professional Development

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
4.4.3	Professional development is offered to program staff that includes the following topics: Pyramid Model, Social and Emotional Development, and Infant Early Childhood Mental Health.	Professional Development Plan specific to the areas listed	NJ Registry verification	1304.21(a)(1)(i) Child Development & Education Key Indicator #4 Quality Teaching and Learning		☐ Yes ☐ No
4.4.4	Professional development is offered to program staff that includes: special needs, supporting teacher-child interactions, supporting English Language Learners (ELL), cultural competence, transition, and the Strengthening Families' Protective Factors.	60 hours of professional development in the topics listed obtained in 3 years	NJ Registry verification	1304.21(a)(1)(i) Child Development & Education Key Indicator #4 Quality Teaching and Learning		☐ Yes ☐ No
4.4.5	The Professional Development Plan includes the use of a curriculum implementation or fidelity checklist/instrument to ensure implementation of the curriculum.	Curriculum Implementation check-list/fidelity assessment	Copy of completed curriculum implementation/ Fidelity checklist/instrument	1304.52(i) Child Development & Education Key Indicator #3-Curriculum Selection and Implementation		☐ Yes ☐ No
4.4.6	Teachers have planned opportunities to share collected child anecdotes and work samples with each other to improve and maintain their reliable use to the performance-based assessment.	Number of times the opportunities occurred	Copy of Schedule **And/or** Staff meeting agendas	1307.3(b)(2)(i) 1307.3(b)(2)(ii) 1304.21(a)(4)(i) Child Development & Education Key Indicator #1 School Readiness		☐ Yes ☐ No
4.4.7	Directors/supervisors provide aggregated classroom and child data to teachers to collaboratively develop a plan to improve program quality in specific areas.	Evidence of aggregated room/classroom level data **And** Evidence of program planning using room/classroom data	Child level data reports & Classroom/program level data reports **And** Program Improvement Plan	Child Development & Education Key Indicator #1 School Readiness		☐ Yes ☐ No

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Level 4 Workforce/Professional Development

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
4.4.8	Non-instructional staff receives information on: developmentally appropriate practices, diversity, an overview of age-appropriate standards, and appropriate adult-child interactions. *Note: Non-instructional staff include: lunch assistants, bus drivers, maintenance staff and volunteers*	Signed receipt of information	Signed receipts	1304.23(b)(4) Head Start Transportation Regulations		☐ Yes ☐ No

Level 5 Workforce/Professional Development

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
4.5.1	Ongoing formal professional development and supervision are received by staff to support positive and responsive relationships and interactions that are warm and nurturing.	CLASS reliable rater score of 5 .5 in Emotional Support and Classroom Organization domains and score of 3.3 in the Instructional Support Domain	CLASS Protocol/Policy **And** Individual Professional Development Plans or Agency Training Plans Formal professional development as indicated by PINJ	1304.21(a)(3)(i)(A) Child Development & Education Key Indicator #4 Quality Teaching and Learning		☐ Yes ☐ No
4.5.2	Program has fully implemented a research-based system that provides teaching staff, in particular, with strategies that promote social-emotional competence and effectively address challenging behaviors.	Completed Pyramid Model TPOT and/or TPITOS assessment for each classroom	Completed assessments	1304.20(f)(1) 1304.20(f)(2)(i) Child Development & Education Key Indicator#3-Individualizing		☐ Yes ☐ No
4.5.3	Child care teaching staff has a CDA, in the age group of the children in their room/classroom or are in the process of attaining a CDA.	50% of teaching staff have a CDA **And/or** Professional Development Plan	NJ Registry or CDA Certificate *Note: Infant/toddler teaching staff can have a NJ Infant/toddler Credential*	648A Child Development & Education Key Indicator #4 Quality Teaching and Learning	NECPA 11-14 *Note: No mention of Individual Professional Development Plan*	☐ Yes ☐ No ☐ N/A

FOR REFERENCE ONLY
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Category 5: Administration and Management

High quality leaders are essential to an effective program. A purposeful program design will allow the staff and children to reach their full potential. High quality administrators design the program to provide appropriate training opportunities to staff, promote joint planning sessions, effectively involve families and the local community in program activities, and create a welcoming environment for all.

Level 1 Administration and Management

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
5.1.1	Early Head Start, Head Start and Center-based sites have a one-year license from the Department of Children and Families (DCF) Office of Licensing (OOL). School-based sites have appropriate Department of Education (DOE) plan approval.	License in good standing or program meets Licensing Standards (for non-licensable and license exempt programs)	OOL Certificate DOE approved plan	1304.53(a)(6)	NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations	☐ Yes ☐ No

Level 2 Administration and Management

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
5.2.1	Appropriate business and administrative practices are demonstrated.	Program Administration Scale (minimum self-assessed score of 2)				☐ Yes ☐ No ☐ N/A

Level 3 Administration and Management

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
5.3.1	Appropriate business and administrative practices are demonstrated.	Program Administration Scale (minimum self-assessed score of 3)			NAEYC: Leadership & management NECPA: Program Administration & Staff Relations	☐ Yes ☐ No ☐ N/A
5.3.2	Programs led or governed by a Board of Directors, Board of Education, advisory council other similar group, have written policies defining their roles and responsibilities.	Documentation of bylaws and or policies	Written definition of roles and responsibilities of the governing body	1304.50(a)(1) Program Governance Key Indicator #1 Structure and Participation	NAEYC: Leadership & Management	☐ Yes ☐ No ☐ N/A

FOR REFERENCE ONLY
Self-Assessments must be completed in NJCCIS

Level 3 Administration and Management

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
5.3.3	Financial policies and procedures are established based on professional accounting standards.	Description of financial operations procedures		74.21(b)(3) 1301.32(a)(1) Fiscal Integrity Key Indicator #1 Financial Management Systems	NAEYC: Leadership & Management	☐ Yes ☐ No
5.3.4	The program has a marketing/recruitment plan to maximize full enrollment.	Marketing Plan	Marketing Plan that addresses increasing enrollment	1305.5 ERSEA Key Indicator #1-Recruitment and Selection	NAEYC: Leadership & Management (Program Improvement)	☐ Yes ☐ No
5.3.5	A projected one-year operating budget, including a statement of income and expenditures is developed.	1 Year operating budget	Operating budget and includes statement of income and expenditures	Head Start Act Section 647A Records & Audits Fiscal Integrity Key Indicator #2 Reporting		☐ Yes ☐ No
5.3.6	Annually, input is solicited from staff and families to evaluate the program. Results are used to develop/inform a comprehensive written program improvement plan.	Annual feedback and results tallied	A comprehensive written program improvement plan	1304.51(a) 642©(2)(B)(i) Program Governance Key Indicator#2 Roles, Responsibilities and Training	NAEYC: Leadership & Management NECPA: Program Evaluation	☐ Yes ☐ No
5.3.7	At least three (3) types of internal communication to inform staff of program activities, policies, etc. is used.	Evidence of internal communication strategies		1304.51(b) Management Systems Key Indicator #4-Communication	NECPA: Program Administration & Staff Relations NAEYC: Leadership & Management	☐ Yes ☐ No
5.3.8	At least one benefit (paid vacation time, sick time, health insurance, tuition/professional development reimbursement or retirement plan option) is provided to staff.	Employee Handbook **Or** Employee benefit policy	Employee handbook or benefit policy describing the benefit(s) employees receive.	1301.31 Personnel Policies Management Systems Key Indicator #3: Human Resources	NECPA: Program Administration & Staff Relations NAEYC: Leadership & Management	☐ Yes ☐ No
5.3.9	Based on the career lattice, there is a system to support staff career development.	Individual Professional Development Plans		1304.52(i)		☐ Yes ☐ No

FOR REFERENCE ONLY
Self-Assessments must be completed in NJCCIS

Level 4 Administration and Management

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
5.4.1	Appropriate business and administrative practices are demonstrated.	Program Administration Scale (PAS) score self assessed of 4				☐ Yes ☐ No ☐ N/A
5.4.2	An advisory council is established which includes diverse community representatives who meet regularly to assist with the program improvement.	Roster of members with affiliations	Meeting Minutes/Sign-in sheets	1304.50(b)(1)-(b)(7) Program Governance Key Indicator-Structure and Participation	NAEYC: Leadership & Management (no timeframe)	☐ Yes ☐ No
5.4.3	The program has a strategic or business plan that is reviewed and updated, at a minimum, every three (3) years.	Strategic Plan **Or** Business Plan		1304.51(a)Program Governance Key Indicator #2-Roles, Responsibilities and Training	NECPA: Program Administration NAEYC: Leadership & Management	☐ Yes ☐ No
5.4.4	Teacher turnover is documented and tracked.	Description of system for tracking teacher turnover and plan for addressing teacher turnover		1305.51(a)(1)(iii) Management Systems Key Indicator #1 Program Planning		☐ Yes ☐ No
5.4.5	The program's financial system includes an annual budget and/or annual report.	Annual Budget **And/or** Annual Report	Annual report contains financial system information	1304.51(h)(1) Head Start Act Section 644 Program Governance Key Indicator #3-Reporting	NECPA: Program Administration & Staff Relations NAEYC: Leadership & Management	☐ Yes ☐ No
5.4.6	The program has quarterly review conducted of the accounting records by an independent party who has accounting or bookkeeping expertise.	Quarterly review report to ensure fiscal integrity and inform the business plan		Head Start Section Act 647 Program Governance Key Indicator #3 Reporting to the Governing Body and Policy Council		☐ Yes ☐ No
5.4.7	An inside and outside audit is conducted annually by a Certified Public Accountant (CPA).	Signed contract with a CPA **And** Most recent audit		1301.13 Fiscal Integrity Key Indicator #1 Financial Management Systems		☐ Yes ☐ No

FOR REFERENCE ONLY
Self-Assessments must be completed in NJCCIS

Criteria #	Standard	Measurement	Evidence/ Documentation Required	Head Start Program Performance Standards & Act	Accreditation Standards NAEYC	Meets Standard?
5.5.1	Appropriate business and administrative practices are demonstrated.	Program Administration Scale (PAS) score self assessed of 5				☐ Yes ☐ No ☐ N/A
5.5.2	The program offers two benefits that include vacation, sick time, and health insurance.	Employee Handbook **Or** Employee benefit policy	Employee handbook or benefit policy describing the benefit(s) employees receive	1301.31 Personnel Policies Management Systems Key Indicator #3: Human Resources		☐ Yes ☐ No
5.5.3	Systematic opportunities are offered for teachers to engage in reflective teaching practices through the use of peer groups, coaches, and/or mentors.	Documentation of ongoing reflective practice opportunities	*Note: Head Start uses Practice-Based Coaching document*	1307.3(b)(1)(i) Child Development & Education Key #1 School Readiness		☐ Yes ☐ No
5.5.4	Programs have incentive processes that reward educators that achieve the next steps on the NJ Registry Career Lattice.	Minutes from Professional Learning Community **And** Documentation of Incentive program			NECPA: Program Administration & Staff Relations	☐ Yes ☐ No

Last updated 5-20-15