



Documentation Review Protocol for Head Start Programs

(See Readiness Checklist for Head Start Programs for additional details on required documentation)

The following documentation requirements apply to Head Start programs seeking a 3, 4, or 5-Star Rating from *Grow NJ Kids*. Based on findings from the comprehensive monitoring reviews conducted by OHS during the 2 years prior to the date of review 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 the applied for Star Rating.

All Head Start Programs must submit the following documentation to NJCQR:

- Copy of most recent federal review(s) from within past 2 years
- Copy of ongoing monitoring system evidence
- Copy of most recently completed OHS monitoring report plus any additional aligned monitoring reports and copies of corrects to any noted code violations within last 12 months

Head Start Monitoring Reviews

If a program submits reviews from within prior 2 years in which all items on the review(s) are listed *compliant*, all items within the review(s), will be waived automatically and counted in a program’s total amount of points. Programs should consider the amount of points waived for each submitted review 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. Each review below lists the amount of points waived and the GNJK documentation that is waived:

Environmental Health & Safety Review (EnvHS) = 13 Points waived

- Outdoor Play Area Inspection Logs (1.3.1; 1.4.4)
- Sample menus (1.3.3)
- Copy of developmental screening tool; completed screenings; protocol/policy (1.3.6)

- Policy of age-appropriate oral health care for all children including documentation of parent consent (1.4.2)
- Valid First Aid & CPR: 50% of all teaching staff in each classroom (1.4.3) & 100% of all teaching staff in each classroom (1.5.2)
- Evidence that vision, hearing and dental screenings are offered and results are shared with families (1.5.1)
- 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 screening and referral policy; copies of completed referrals (2.4.4)

Leadership, Governance & Management Systems Review (LGMS) = 20 Points waived

- Examples of communication strategies; e.g. newsletters, letters, workshops, flyers (3.4.3)
- Agency Training Plans (4.5.1)
- Administrative Scale to assess Program Management (5.3.1; 5.4.1; 5.5.1)
- Written definition of roles and responsibilities of the governing body (if non-profit/public) (5.3.2)
- Evidence of parent/staff feedback used to evaluate program (5.3.6)
- Evidence of internal communication strategies with staff (5.3.7)
- Benefit policy describing benefit(s) employees receive (Employee Handbook) (5.3.8; 5.5.2)
- Advisory council meeting minutes or sign-in sheets (5.4.2)
- Business/strategic plan (5.4.3)
- Written description for tracking teacher turnover with evidence (5.4.4)
- Annual report with financial system information (5.4.5)
- Quarterly accounting review report (5.4.6)

Fiscal Integrity & ERSEA Review (FIS/ERSEA) = 5 points waived

- Documentation of Absenteeism Policy (3.3.6)
- Written policy/manual that includes financial operating procedures (5.3.3)
- Marketing plan addressing increasing enrollment (5.3.4)
- Current operating budget including statement of income and expenditures (5.3.5)
- Signed contract with CPA and most recent audit (5.4.7)

Comprehensive Services & School Readiness Review (CSSR) = 38 points waived

- Flyers/Sign-in sheets from health & safety workshops; signed receipts for the Parent Handbook (1.3.4)
- Copy of policies for completed structured classroom observation/assessment tool(s) (e.g. ECERS; SELA; PCMI; PRISM; QBCC; ITERS-R; CLASS; TPOT; TPITOS) (2.3.2; 2.4.2)
- Evidence of performance-based assessment used (i.e. sample portfolios, observation forms, completed rubrics) (2.3.3)
- Documentation of results from performance-based assessment shared with families (2x in 10-month program) (2.3.5)
- Evidence of data summaries from performance-based assessment with descriptions of how it is used to inform program practice/student growth (2.4.3)
- Children's Transition Folders and Transition Policy (2.4.5)
- Evidence of Head Start PFCE Framework in Your Program: Markers of Progress (3.3.1; 3.4.1; 3.5.1)
- Parent/Family Group Meeting agendas and/or sign-in sheets; minutes (3.3.2; 3.4.2)
- Family Education workshop agendas and sign-in sheets/minutes (3.3.3)
- Documentation of completed home visits with evidence they are offered up to 2x a year (letter to families, policy, etc.) (3.3.4; 3.4.4)
- Aggregated classroom data of comparative progress across the school year (2.5.2)
- Description of the annual performance evaluation process and copy of evaluation, self-assessment, family surveys and Individual Professional Development Plans (4.3.4; 5.3.9)
- Teaching staff have a minimum of a CDA or equivalent, or higher degrees, credentials or licenses (4.3.8; 4.4.2; 4.5.3)

- Copy of completed curriculum implementation/Fidelity instrument (4.4.5)
- Evidence of aggregated classroom/program/child level data reports and Program Improvement Plan (4.4.7)
- Documentation of ongoing reflective practice opportunities (Head Start Programs: Practice-Based coaching) (5.5.3)

GNJK Training Standards

(4.3.5; 4.4.1; 4.4.3)

Additional Documentation to Meet Grow NJ Kids Star Rating Requirements




The following documentation is not waived through verification of any Head Start review, 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 the Star Rating they are seeking:

- Breastfeeding Policy & Documentation of Staff Orientation to the Breastfeeding Policy – EHS Programs Only (1.3.2)
- Signed receipt teachers and teacher assistants have received a copy of the NJ Birth-Three Standards and/or the NJ Preschool Teaching and Learning Standards (2.3.1)
- List of community organizations with parent representatives; meeting minutes/agendas (3.3.5; 3.4.5)
- List of ethnic demographics; Annual current calendar of culturally relevant dates and activities reflecting student demographics (3.5.2)
- Supervisors of teaching staff have a minimum of a CDA or equivalent, or higher degrees, credentials or licenses (4.3.9)
- Copy of staff meeting schedule and/or agendas (4.4.6)
- Signed receipts from non-instructional staff receiving documentation of school practices (4.4.8)
- Completed assessments: Pyramid Model TPOT and/or TPITOS (4.5.2)
- Documentation of incentive programs (5.5.4)

GNJK Training Standards

(4.3.1; 4.3.2; 4.3.3; 4.3.6; 4.3.7; 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
	<p>ECERS-3 – average of 3.75 ITERS-R – average of 3.75</p> <p>No subscale below a 3 (ECERS-3) No subscale below a 3.5 (ITERS-R)</p>	<p>N/A</p>	<p>N/A</p>	<p>Staff have attended minimum of 5 hours of training on selected research-based curriculum.</p>	<p>30-59</p>
	<p>ECERS-3 – average of 4.5 ITERS-R – average of 5</p> <p>No subscale below a 4 (ECERS-3) No subscale below a 4 (ITERS-R)</p>	<p>Preschool Classroom – N/A</p> <p>Toddler Classrooms – Score of 5</p>	<p>Preschool Classroom – N/A</p> <p>Toddler Classrooms – Score of 3</p>	<p>Staff have attended minimum of 10 hours of training on selected research-based curriculum</p>	<p>60-85</p>
	<p>ECERS-3 – average of 5 ITERS-R – average of 6</p> <p>No subscale below a 4.25 (ECERS-3) No subscale below a 5 (ITERS-R)</p>	<p>Preschool Classroom – N/A</p> <p>Toddler Classrooms – Score of 5.5</p>	<p>Preschool Classroom – N/A</p> <p>Toddler Classrooms – Score of 3.3</p>	<p>Selected research-based curriculum is fully implemented</p>	<p>86-100</p>

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