NJ CENTER FOR QUALITY RATINGS
WILLIAM PATERSON UNIVERSITY

grow nj kids

Point Requirements for 3, 4, and 5-Star Ratings

3, 4, and 5-Star Ratings will be determined by your center/school-wide average score on the ERS/CLASS assessments conducted by the NJ Center for Quality Ratings, evidence of implementing a selected research-based curriculum **and** the number of points you earn from meeting standards across all five categories.
A program can reach required points for applied star rating by submitting documentation that meets the requirements from *any level and any category.*

Requirements for Star Ratings by NJ Center for Quality 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**
	ERS (ECERS-3/ITERS-R) (Preschool or I/T) Center/school-wide average of random selection by NJ Center for Quality Ratings of 50% of all classrooms by each age group *For programs with 15+ classrooms – 1/3 of each age group*	**CLASS: EMOTIONAL SUPPORT AND CLASSROOM ORGANIZATION** *(Toddler Classrooms Only)* Center/school-wide average of random selection by NJ Center for Quality Ratings of 50% of all appropriate classrooms *For programs with 15+ classrooms – 1/3 of each age group*	**CLASS: Instructional Support/Engaged Support for Learning** *(Toddler Classrooms Only)* Center/school-wide average of random selection by NJ Center for Quality Ratings of 50% of all appropriate classrooms *For programs with 15+ classrooms – 1/3 of each age group*	**Implementation of Curriculum (GNJK Standard: 2.4.1)**	**Range of Points for required documentation**
☆☆☆	**ECERS-3: Average of 3.75 ITERS-R: Average of 3.75** **No subscale below a 3 (ECERS-3) No subscale below a 3.5 (ITERS-R)**	**N/A**	**N/A**	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: Score of 5**	**Preschool Classroom –N/A Toddler: 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: Score of 5.5**	**Preschool Classroom –N/A Toddler: Score of 3.3**	Selected research-based curriculum is **fully implemented.**	**86-100**

Your center/school will be awarded points by meeting standards from each of the five categories. The following pages list the *Grow NJ Kids* standards from Levels 3, 4, and 5 of each category and the amount of points each standard is worth. Your center/school can acquire points by meeting standards during the onsite review of documentation by the NJ Center for Quality Ratings and/or by electronically submitting documentation.

The box below describes the information in each box and how it is coded:

GNJK Criteria #	Level 3		Level 4	Level 5	Max. Pts.	My Pts.
Criteria #	Standard Description *Required Documentation/Evidence* **Special Notes**	Pt. Value			Max. # of points available	

Additionally, some items are qualitative and measured across more than one level. These items are listed horizontally and depending on documentation requirements, point values may be added together to acquire the maximum amount of points available. Your center/school can achieve *up to* those amount of points listed on those items by meeting the requirements for each leveled standard. The example below demonstrates this:

GNJK Criteria #	Level 3		Level 4		Level 5		Max. Pts.	My Pts.
4.3.8; 4.4.2; 4.5.3	20% of teaching staff have a minimum of a CDA or equivalent, or higher degrees, credentials or licenses	**1**	35% of teaching staff have a minimum of a CDA or equivalent, or higher degrees, credentials or licenses	**1**	50% of teaching staff have a minimum of a CDA or equivalent, or higher degrees, credentials or licenses	**1**	**3**	

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Maximum Points for Each Category

Category 1: Safe, Healthy Learning Environment   10 Points

Category 2: Curriculum and Learning Environment   15 Points

Category 3: Family and Community Engagement   18 Points

Category 4: Workforce/Professional Development   14 Points

      NJ Workforce Registry Professional Development and Training Staff Credentials   18 Points

Category 5: Administration and Management   25 Points

Grand Total   **100 Points**

A program can reach required points for applied star rating by submitting documentation from *any level and any category.*

Category 1: Safe, Healthy Learning Environment

GNJK Criteria #	Level 3			Max. Pts.	My Pts.
1.3.1	Program has health and safety checks for outdoors areas and has a system to identify/address health and safety concerns. *Outdoor Play Area Inspection Logs*	1			1	
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 & Documentation of Staff Orientation to the Breastfeeding Policy.* **(I/T Programs Only)**	1			1	
1.3.3	Nutritious meals and snacks are encouraged and/or provided and are respectful of religious and dietary restrictions. *Sample menus*	1			1	
1.3.4	Families are provided health and safety workshops annually in topics that include: preventative health care, mental/behavioral issues, nutrition and obesity, medication administration policies and procedures, oral health practices, communicable disease prevention. *Flyers/Sign-In sheets from health and safety workshops; signed receipts for the Parent Handbook.* **On Site Review/Children's Intake Folders (Signed receipts only)**	2			2	

Category 1: Safe, Healthy Learning Environment

GNJK Criteria #	Level 3			Max. Pts.	My Pts.
1.3.6	A research-based developmental screening tool is used to identify children who may need additional evaluation and/or intervention strategies. **1** *Copy of developmental screening tool; completed screenings; protocol/policy.* **On Site Review/Children's Intake Folders (Completed screenings only)**			1	
1.4.2		**Level 4** The program has a system for daily age-appropriate oral health care for all children. **1** *Policy of age-appropriate oral health care for all children including documentation of parent consent*		1	
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. **1** *Outdoor Play Area Inspection Logs*		1	
1.5.1			**Level 5** With parental consent, vision, hearing, and dental screenings are completed and results are shared with families. **2** *Evidence that vision, hearing and dental screenings are offered and results are shared with families*	2	2
				10	

Category 2: Curriculum and Learning Environment

GNJK Criteria #	Level 3			Max. Pts.	My Pts.
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. *Signed receipt teachers and teacher assistants received a copy of the NJ Birth-Three Standards and/or the NJ Preschool Teaching and Learning Standards* **On-Site Review/Staff Folders** — 1			1	
2.3.2; 2.4.2	Structured Classroom observations tools are used to focus on curricular areas such as literacy, math, science and diversity. *Copy of policies for completed structured classroom observation/assessment tool(s) (e.g. ECERS; SELA; PCMI; PRISM; QBCC; ITERS-R; CLASS; TPOT; TPITOS)* — 1	**Level 4** 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. *Copy of policies for additional completed structured classroom observation/assessment tool(s) (e.g. ECERS; SELA; PCMI; PRISM; QBCC; ITERS-R; CLASS; TPOT; TPITOS)* — 1		2	
2.3.3	A performance-based assessment aligned to the curriculum is used to address all developmental domains. *Evidence of performance-based assessment: sample portfolios, observation forms, completed rubrics* **On-Site/Children's Classroom Folders** — 1			1	

Category 2: Curriculum and Learning Environment

GNJK Criteria #	Level 3			Max. Pts.	My Pts.
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. *Evidence of how results from performance-based assessment are used to modify/accommodate children's specific needs and abilities (1 week of lesson plans from 50% of classrooms with descriptions of how PBA results are used in the submitted lesson plans)*	2		2	
2.3.5	Performance-based assessment results are shared with parents/families. *Documentation of results from performance-based assessment shared with families (2x in 10 month program)* **On Site/Children's Classroom Folders**	1		1	
2.4.3		**Level 4**		2	
		Data from Performance-based assessments are used to inform program practices and individualized child supports. *Evidence of data summaries from performance-based assessment with descriptions of how it is used to inform program practices/individual student growth*	2		

Category 2: Curriculum and Learning Environment

GNJK Criteria #		Level 4		Max. Pts.	My Pts.
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. *Documentation of screening and referral policy; copies of completed referrals* **On Site Review/Children's Classroom Folders (Copies of referrals)**	**2**		**2**	
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. *Child's Transition Folders and Transition Policy* **On Site Review/ Children's Classroom (Transition) Folders**	**2**		**2**	
2.5.2			**Level 5**		**2**	
			Program shows evidence of improving child outcomes. *Aggregated classroom data of comparative progress over 5-10 months from 50% of classrooms*	**2**		
					15	

Category 3: Family and Community Engagement

GNJK Criteria #	Level 3		Level 4		Level 5		Max. Pts.	My Pts.
3.3.1; 3.4.1; 3.5.1	All newly enrolled families are offered the Strengthening Families (SF) Protective Factor Survey to complete. *Documentation of Strengthening Families Protective Factor (SFPF) Framework used in program; collated survey results* **Head Start programs use PFCE Framework in your Program: Markers of Progress**	**1**	The Strengthening Families Protective Factor Framework is used to assess engagement of and interactions with parents and families. *Documentation of Strengthening Families Protective Factor (SFPF) Framework used in program; surveys; annually updated Quality Improvement Plan and Self-Assessment* **Head Start programs use PFCE Framework in your Program: Markers of Progress**	**2**	Strengthening Families principles and seven core strategies are fully integrated into the work of the center/program. *Documentation of Strengthening Families Protective Factor (SFPF) Framework used in program; surveys; annually updated Quality Improvement Plan and Self-Assessment; evidence of program fully implementing SFPF* **Head Start programs use PFCE Framework in your Program: Markers of Progress**	**2**	**5**	
3.3.2; 3.4.2	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. *Parent/Family Group Meeting agendas and/or minutes (2x a year)*	**1**	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. *Parent/Family Group Meeting agendas and/or minutes (3x a year)*	**1**			**2**	
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. *Family Education workshop agendas and sign-in sheets/minutes*	**2**					**2**	

Category 3: Family and Community Engagement

GNJK Criteria #			Level 4		Level 5	Max. Pts.	My Pts.
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. *Examples of communication strategies; e.g. newsletters, letters, workshops, flyers*	2		2	
3.3.4; 3.4.4	**Level 3** Home visits are offered to all enrolled families using standard guidelines. *Documentation of completed home visits with evidence they are offered up to 1x a year (letter to families, policy, etc.)*	1	Home visits are offered to all enrolled families at least two (2) times per year using standard guidelines. *Documentation of completed home visits with evidence they are offered up to 2x a year (letter to families, policy, etc.)*	1		2	
3.3.5; 3.4.5	Participation of parents on a local or regional community advisory council is encouraged (i.e., this could be the District or County Council for Young Children). *List of community organizations with parent representatives*	1	Representation and participation of at least one (1) parent on a local or regional community advisory council (i.e., this could be the District or County Council for Young Children). *List of community organizations with parent representatives; meeting minutes/agendas*	1		2	
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. *Documentation of Absenteeism Policy*	1				1	

Category 3: Family and Community Engagement

GNJK Criteria #			Level 5	Max. Pts.	My Pts.
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. *List of ethnic demographics of student population; Annual current calendar of culturally relevant dates and activities reflecting student demographics* 2	2	
				18	

Category 4: Workforce/Professional Development

GNJK Criteria #	Level 3	Level 4		Max. Pts.	My Pts.
4.3.4	All teaching staff receives an annual written performance evaluation, conducted by their supervisor. *Description of the annual performance evaluation process and copy of evaluation, self-assessment, family surveys and Individual Professional Development Plan* **On Site Review/Staff Files (Individual Professional Development Plans)** 2			2	
4.4.5		The Professional Development Plan includes the use of a curriculum implementation or fidelity checklist/instrument to ensure implementation of the curriculum. *Copy of completed curriculum implementation/Fidelity instrument* 2		2	
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. *Copy of staff meeting schedule and/or agendas* 2		2	
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 classroom/program/child level data reports and Program Improvement Plan* 2		2	

Category 4: Workforce/Professional Development

GNJK Criteria #		Level 4		Max. Pts.	My Pts.
4.4.8		Non-instructional staff receive information on: developmentally appropriate practices, diversity, an overview of age-appropriate standards, and appropriate adult-child interactions. 1 *Signed receipts from non-instructional staff receiving documentation of school practices* **On Site Review/Staff Files**		1	
4.5.1			**Level 5**	2	
4.5.1			Ongoing professional development and supervision are received by staff to support positive and responsive relationships and interactions that are warm and nurturing. 2 *Agency Training Plans*	2	
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 challenging behaviors. 3 *Score sheets from completed assessments: Pyramid Model TPOT and/or TPITOS*	3	
				14	

NJ Workforce Registry Professional Development and Training Staff Credentials
Documentation: NJ Workforce Registry

GNJK Criteria #		Level 4		Level 5		Max. Pts.	My Pts.
1.4.3; 1.5.2		50% of all teaching staff have a Pediatric First Aid & CPR Certificate.	1	All adults identified as *staff* have a Pediatric First Aid & CPR Certificate.	1	2	
	Level 3						
4.3.1	All teaching staff, administrators/directors have received formal training in the curriculum.	2				2	
4.3.2; 4.3.7	All teaching staff have received professional development in the selected performance-based assessment.	2				2	
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).	2				2	
4.3.5	Staff is trained to work with children with special diets, allergies and specialized feeding issues.	1				1	
4.3.6	All teachers have received training in the administration of the adopted developmental screening.	1				1	
4.4.1			**Level 4**			1	
			All teaching staff have 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.	1			

NJ Workforce Registry Professional Development and Training Staff Credentials
Documentation: NJ Workforce Registry

GNJK Criteria #		Level 4			Max. Pts.	My Pts.
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.	1		1	
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.	2		2	
4.3.8; 4.4.2; 4.5.3	**Level 3** 20% of teaching staff have a minimum of a CDA or equivalent, or higher degrees, credentials or licenses.	1	35% of teaching staff have a minimum of a CDA or equivalent or equivalent, or higher degrees, credentials or licenses.	1	**Level 5** 50% of teaching staff have a minimum of a CDA or equivalent or equivalent, or higher degrees, credentials or licenses.	1	3
4.3.9	Supervisor of teaching staff must have, at a minimum, a CDA or equivalent nine credits in ECE in the age group that the program serves.	1				1	
					18	

Category 5: Administration and Management

GNJK Criteria #	Level 3		Level 4		Level 5		Max. Pts.	My Pts.
5.3.1; 5.4.1; 5.5.1	Program Administration Scale (minimum self-assessed score of 3) *Self-Assessed PAS scoresheet* **N/A- District & Head Start Programs**	**1**	Program Administration Scale (minimum self-assessed score of 4) *Self-Assessed PAS scoresheet* **N/A- District & Head Start Programs**	**1**	Program Administration Scale (minimum self-assessed score of 5) *Self-Assessed PAS scoresheet* **N/A- District & Head Start Programs**	**1**	1	
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. *Written definition of roles and responsibilities of the governing body (if non-profit/public)*	**1**					1	
5.3.3	Financial policies and procedures are established based on professional accounting standards. *Written policy/manual that includes financial operating procedures*	**1**					1	
5.3.4	The program has a marketing/recruitment plan to maximize full enrollment. *Marketing Plan addressing increasing enrollment*	**1**					1	
5.3.5	A projected one-year operating budget, including a statement of income and expenditures is developed. *Current operating budget including statement of income and expenditures*	**1**					1	
5.4.2			The advisory council is established which includes diverse community representatives who meet regularly to assist with the program improvement. *Advisory council meeting minutes/sign-in sheets*	**1**			1	

Category 5: Administration and Management

GNJK Criteria #	Level 3	Level 4	Level 5	Max. Pts.	My Pts.
5.4.3		The program has a strategic or business plan that is reviewed and updated, at a minimum, every three (3) years. *Business/Strategic Plan* — **2**		**2**	
5.4.4		Teacher turnover is documented and tracked. *Written description of system for tracking teacher turnover with evidence* — **2**		**2**	
5.4.5		The program's financial system includes an annual budget and/or annual report. *Annual report with financial system information* — **1**		**1**	
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. *Evidence of parent/staff feedback used to evaluate the program* — **2**			**2**	
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 with staff* — **1**			**1**	
5.3.8; 5.5.2	At least one benefit (paid vacation time, sick time, health insurance, tuition/professional development reimbursement or retirement plan option) is provided to staff. *Benefit policy describing the benefit(s) employees receive (Employee Handbook)* — **1**		The program offers two benefits that include vacation, sick time, and health insurance. *Benefit policy describing the benefit(s) employees receive (Employee Handbook)* — **2**	**3**	

Category 5: Administration and Management

GNJK Criteria #	Level 3	Level 4	Level 5	Max. Pts.	My Pts.
5.3.9; 5.5.4	Based on the career lattice, there is a system to support staff career development. *Documentation of individual professional development plans* **On Site Review/Staff Files (Individual Professional Development Plans)** **1**		Programs have incentive processes that reward educators that achieve the next steps on the NJ Workforce Registry Career Lattice. *Documentation of incentive programs* **2**	3	
5.4.6		The program has quarterly review conducted of the accounting records by an independent party who has accounting or bookkeeping expertise. *Quarterly accounting review report* **2**		2	
5.4.7		An inside and outside audit is conducted annually by a Certified Public Accountant (CPA). *Signed contract with CPA and most recent audit* **1**		1	
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/ Head Start Programs: Practice-Based Coaching document* **2**	2	
				25	

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