



# Crosswalk of Quality Standards

2015 GNJK Standards  
to  
2025 GNJK Standards



# GNJK STANDARDS CROSSWALK

## What is a Crosswalk?

A crosswalk is a tool that helps you compare two sets of information – in this case, the 2015 and 2025 Grow NJ Kids Quality Standards – to see what’s stayed the same, what’s changed, and how they align. This document is designed to make the transition easier, by showing where there is full or partial overlap, so you can see how your current practices fit within the updated standards.

## Who should use this document?

Child Care centers, public preschool programs and Head Start programs participating in Grow NJ Kids.

## How can this I use this tool to support my program’s quality improvement goals?

This document is intended to help support Grow NJ Kids programs as they transition to the revised quality standards released in July 2025. Programs that currently have a completed self-assessment, QIP, or that have earned a 3, 4, or 5 Star rating should refer to this guide when working to complete thier Grow NJ Kids Self-Assessment, QIP, and/or prepare for rating with the newly revised 2025 GNJK Quality Standards

## Additional information to consider when using the crosswalk of the 2015 GNJK Standards to the 2025 GNJK Standards:

- Unless otherwise noted, ***partially aligns to 2015 GNJK Standard*** is used to identify
  - **2015 GNJK Standards** for which there is overlap either between the language of the 2015 Standard and the 2025 GNJK Standard, and/or
  - **2015 GNJK Standards** for which there is overlap between the evidence required for the 2015 GNJK Standard and the 2025 GNJK Standard
  - **Note:** For more information on the evidence required for 2015 GNJK Standards, please review the rating documents on the GNJK Rating website ([montclair.edu/gnjk-rating](http://montclair.edu/gnjk-rating))
- ***Fully aligns to 2015 GNJK Standard*** is used to identify the **2015 GNJK Standard(s)** for which the language of the 2015 Standard and/or evidence is almost identical to that of the 2025 GNJK Standard
- In some cases, notes have been included to provide additional information on the components of the 2015 GNJK Standard that are aligned to the 2025 GNJK Standard
- While this tool is intended to assist programs in navigating the 2025 GNJK Standards and in compiling documentation for a GNJK Star Rating, programs should thoroughly review the 2025 standards with their Technical Assistance Specialists to determine for which of the 2025 GNJK Standards the program will submit evidence for consideration.



# GNJK STANDARDS CROSSWALK

## Foundational Standards (FS) (Required) – Star Level 2

2025 GNJK Standard	Partially aligns to 2015 GNJK Standard	Fully aligns to 2015 GNJK Standard
<p><b>FS 1:</b> Educators and supervisors have received an overview of the most recent NJ Birth to Three Standards and/or NJ Preschool Teaching and Learning Standards.</p> <p><b>Required Evidence:</b> Professional development records/certificates, NJ Workforce Registry transcripts and/or college transcripts showing completion of coursework for educators and supervisors applicable to the age group staff are currently working with. This standard can be met through informal training, done with a director, mentor, coach, etc. A sign off that the staff member has received an overview is sufficient for this standard.</p>	<p><b>GNJK Standard 4.2.2</b> – 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 teach-child interaction and Developmentally Appropriate Practices (DAP).</p> <p><b>Note:</b> While the language in Standard 4.2.2 and FS 1 are similar, Standard 4.2.2 requires <i>formal professional development</i>, while Standard FS 1 can be met through <i>informal training/an overview</i>.</p>	N/A
<p><b>FS 2:</b> All educators are enrolled in the NJ Workforce Registry.</p> <p><b>Required Evidence:</b> A copy of each staff members NJCCIS Membership Card or listing of NJCCIS ID#s</p>	N/A	<p><b>GNJK Standard 4.2.1</b> – All classroom staff is enrolled in the NJ Workforce Registry.</p>
<p><b>FS 3:</b> Written personnel and program operational policies (i.e., staff handbook) are used to communicate program policies, procedures, roles, and responsibilities to staff.</p> <p><b>Required Evidence:</b> A copy of the staff program policies handbook.</p>	<p><b>Standard 5.3.7</b> - At least three (3) types of internal communication to inform staff of program activities, policies, etc. is used.</p>	N/A



# GNJK STANDARDS CROSSWALK

2025 GNJK Standard	Partially aligns to 2015 GNJK Standard	Fully aligns to 2015 GNJK Standard
<p><b>FS 4: Administrators and supervisors have completed professional development on evaluating and supporting early childhood educators.</b></p> <p><b>Required Evidence:</b> Professional development records/certificates, NJ Workforce Registry transcripts and/or college transcripts that reflect completion of professional development.</p>	<p><b>Standard 4.3.3</b> - Directors/Supervisors have received training in evaluating and observing teachers both formally and informally (with walkthrough instruments), (e.g., using structured observation instruments).</p> <p><b>Note:</b> While the language of Standard 4.3.3 closely aligns with that of FS 4, the required evidence for each standard is slightly different – 4.3.3 requires training on <i>use of a structured observation instrument</i>, while FS 4 requires that directors/supervisors take professional development on evaluating and supporting educators. However, if a program met Standard 4.3.3, they would meet Standard FS 4.</p>	N/A
<p><b>FS 5: All educators who have completed their first year of employment receive an annual written performance evaluation conducted by their supervisor.</b></p> <p><b>Required Evidence:</b> Completed annual written performance evaluation protocol or form for at least 80% of program staff. Confidential information may be redacted.</p>	N/A	<p><b>GNJK Standard 4.3.4</b></p> <p>- All teaching staff receives an annual written performance evaluation, conducted by their supervisor.</p>



# GNJK STANDARDS CROSSWALK

2025 GNJK Standard	Partially aligns to 2015 GNJK Standard	Fully aligns to 2015 GNJK Standard
<p><b>FS 6:</b> All educators and leadership have an annual Individualized Professional Development Plan.</p> <p><b>Required Evidence:</b> Annual Individualized Professional Development Plans. Plans could be included in annual performance evaluations.</p>	<p><b>GNJK Standard 4.3.4</b> – All teaching staff receives an annual written performance evaluation, conducted by their supervisor.</p> <p><b>Note:</b> The required evidence for Standard 4.3.4 is staff Individualized Professional Development Plans. If a program met Standard 4.3.4, they would meet Standard FS 6.</p>	N/A
<p><b>FS 7:</b> Program implements a continuous quality improvement (CQI) process that includes regular assessments, goal setting, and action plans to address identified areas for enhancement. The CQI process should include family and staff participation and feedback. Programs utilize the Quality Improvement Plan (QIP) in NJCCIS to document their CQI Journey.</p> <p><b>Required Evidence:</b> Completed QIP on NJCCIS and narrative on how CQI process included family and staff participation and feedback.</p>	N/A	N/A



# GNJK STANDARDS CROSSWALK

2025 GNJK Standard	Partially aligns to 2015 GNJK Standard	Fully aligns to 2015 GNJK Standard
<p><b>FS 8:</b> Programs serving infants have a Safe Sleep policy in accordance with the American Academy of Pediatrics and <a href="#">Caring for our Children 3.1.4.1</a> (waived for programs who do not serve infants and toddlers). This standard is not applicable for programs serving children over 1 year of age.</p> <p><b>Required Evidence:</b> Policy that states the importance of using Safe Sleep practices, lists the ABCs of Safe Sleep, lists items prohibited in cribs, and includes a commitment to use the ABCs of Safe Sleep for every baby and every sleep. Staff signatures indicating receipt of the program’s Safe Sleep Policy. Evidence of policy implementation observed or confirmed.</p>	N/A	N/A
<p><b>FS 9:</b> The program has established and enforces policies aimed at preventing suspension and expulsion.</p> <p><b>Required Evidence:</b> Policies aimed at preventing suspension and expulsion. These policies must include: proactive strategies to support children’s social and emotional development, teacher training and intervention plans for addressing challenging behaviors, and collaborative efforts with educators, families and specialists to ensure every child receives the support they need to thrive. See <a href="#">Policy Statement on Prevention of Suspension and Expulsion of Children Birth to Age Five for Early Childhood Programs</a>.</p> <p>Enforcement of policies can be demonstrated using documentation and/or narratives.</p>	N/A	N/A

## Curriculum Teaching and Learning (CTL)

### Professional Development for Administrators/Supervisors

**CTL 1. Administrators and supervisors** have completed professional development on each of the following topics:

#### Required to Qualify for 3 stars – Lesson Planning and Developmentally Responsive Practice

- Developmentally and culturally responsive practice related to children’s learning and development (minimum of 2 hours within past 3 years)
- Lesson planning

#### Required to Qualify for 4 or 5 stars – Curriculum Implementation Training

- Foundational and ongoing professional development related to curriculum implementation must be delivered by or approved by the curriculum developer.
- Minimum of 6 hours of professional development required every 3 years up to 36 hours. After 36 hours, supervisors can select specialized professional development related\* to curriculum implementation

**ALIGNMENT:** Not aligned to 2015 GNJK Standards for 3 Star Rating; Fully aligned to GNJK Standard 2.4.1 for 4 and 5 Star Rating – *Implementation of Curriculum.*

### Professional Development for Educators

**CTL 2. Educators** have completed professional development on each of the following topics:

#### Required to qualify for 3 stars – Lesson Planning and Developmentally Responsive Practice

- Developmentally and culturally responsive practice related to children’s learning and development (minimum of 4 hours within past 3 years)
- Lesson planning

#### Required to qualify for 4 or 5 stars – Curriculum Implementation Training

- **Implementing Curriculum**
  - Foundational and ongoing professional development related to curriculum implementation must be delivered by or approved by the curriculum developer.
  - Minimum of 12 hours of professional development required every 3 years up to 36 hours. After 36 hours, educators can select specialized professional development related\* to curriculum implementation

**ALIGNMENT:** Not aligned to 2015 GNJK Standards for 3 Star Rating; Fully aligned to GNJK Standard 2.4.1 for 4 and 5 Star Rating – *Implementation of Curriculum.*



# GNJK STANDARDS CROSSWALK

## Professional Development for Administrators/Supervisors and Educators

**CTL 3. Administrators/Supervisors and Educators have completed professional development on the following topics:**

- Implementation of Developmental Screening
- Implementation of program's specific Performance Based Assessment (PBA)
- Inclusion and inclusive practices (minimum of 2 hours within past 3 years)
- Supporting children's home language
- Supporting Child Transitions
- The Environment Rating Scales (minimum of 2 hours within past 3 years)

### **ALIGNMENT:**

**Partially aligned to GNJK Standard 1.3.6 – All teachers have received training in the administration of the adopted developmental screening.** (Note: Standard 1.3.6 applies to teaching staff, Standard CTL 3 applies to administrators/supervisors and educators)

**Partially aligned to GNJK Standard 4.3.2; 4.3.7 – All teaching staff have received professional development in the selected performance-based assessment.** (Note: Standards 4.3.2/4.3.7 applies to lead teachers, Standard CTL 3 applies to administrators/supervisors and educators)

**Partially aligned to GNJK Standard 4.4.1 – All teaching staff have professional development or college level coursework that prepares them to work with young children who have special needs. These should include strategies for supporting inclusion.** (Note: Standard 4.4.1 applies to teaching staff, Standard CTL 3 applies to administrators/supervisors and educators)

**Partially aligned to GNJK Standard 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, transitions, the Strengthening Families Protective Factors, social-emotional, and infant/toddler or early childhood mental health.** (Note: Standard 4.4.4 applies to teaching staff, Standard CTL 3 applies to administrators/supervisors and educators)

**Partially aligned to GNJK Standard 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).** (Notes: Standard 4.3.3 applies to directors/supervisors, Standard CTL 3 applies to administrators/supervisors and educators; Standard 4.3.3 is also aligned to Standard FS 4. Programs can receive credit for the applicable point(s) associated with CTL 3 if **directors and supervisors** complete an additional 2 hours of professional development on the Environment Rating Scales, over and above the 2 hours necessary for required Standard FS 4 [i.e., at least 4 hours of ERS training total]).

## Professional Development for Non-Instructional Staff





# GNJK STANDARDS CROSSWALK

**CTL 4. Program's non-instructional staff receive a minimum of 2 hours of professional development on each of the following topics:**

- Developmentally and culturally responsive practices (within past 3 years)
- Overview of NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards
- Appropriate adult-child interactions (Within past 3 years)

**ALIGNMENT:**

**Partially aligned to GNJK Standard 4.4.8 – *Non-instructional staff receive information on: developmentally appropriate practices, diversity, an overview of age-appropriate standards and appropriate adult-child interactions.*** (Note: While CTL 4 requires that non-instructional staff complete *professional development on the above topics*, training is not required for Standard 4.4.8. Credit may be given for Standard 4.4.8 if non-instructional staff receive information on these topics.)

## Required Standard for Level 3

**CTL 5. Lesson plans and activities for all classrooms are developmentally and culturally appropriate, support children's individual differences and align to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards.**

**ALIGNMENT:**

**Partially aligned to GNJK 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.*** (Note: While the language of Standard 2.3.1 and Standard CTL 5 are very similar, the evidence required for Standard 2.3.1 is sign-off that program staff have received the NJ early learning standards. Standard CTL 5 requires evidence of integration of the learning standards into lesson plans. Therefore, these standards were determined to be *partially aligned*.)

## Required Standard for Level 4 and 5

**CTL 6. Program adopts and fully implements a research-based validated curriculum that aligns to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards.**

**ALIGNMENT:**

**Fully aligned GNJK Standard 2.4.1 - *Implementation of Curriculum.***

**CTL 7. Program has a written policy outlining the implementation of developmental screening that includes that screenings are performed in accordance with the instrument guidelines or at a minimum at 9, 18, 30, 42 and 60**



# GNJK STANDARDS CROSSWALK

months, 3, 4, and 5 years of age in accordance with [CDC guidelines](#). A system is established to refer families to further evaluation that address children's developmental and behavioral needs.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 1.3.6** – *A research-based developmental screening tool is used to identify children who may need additional evaluation and/or intervention strategies.*

**Partially aligned to GNJK 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.*

**CTL 8.** Program implements state approved performance-based assessment (PBA) system and uses child assessment data to improve program practice.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 2.3.3** – *A performance-based assessment aligned to the research-based curriculum is used to address all developmental domains.*

**Partially aligned to GNJK Standard 2.3.4** – *Evidence of how results from performance-based assessment are used to modify/accommodate children's specific needs and abilities; Appropriate teaching and learning modifications and/or accommodations are made based on findings from performance-based assessments, and information gathered from observations is used to address children's specific needs and strengths.*

**Partially aligned to GNJK Standard 2.3.5** – *Performance-based assessment results are shared with parents/families. Performance-based assessment must be aligned with the research-based curriculum chosen by the program.*

**Partially aligned to GNJK Standard 2.4.3** – *Data from performance-based assessments are used to inform program practices and individualized child supports. Performance-based assessment must be aligned with the research-based curriculum chosen by the program.*

**Partially aligned to GNJK Standard 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.*



# GNJK STANDARDS CROSSWALK

**CTL 9.** Program demonstrates a commitment to inclusion by ensuring that all children, regardless of their abilities, have access to and can participate in all aspects of the program. This includes providing necessary adaptations and supports to facilitate meaningful participation and engagement.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 2.3.4** – *Evidence of how results from performance-based assessment are used to modify/accommodate children’s specific needs and abilities; Appropriate teaching and learning modifications and/or accommodations are made based on findings from performance-based assessments, and information gathered from observations is used to address children’s specific needs and strengths.*

**CTL 10.** Program demonstrates a commitment to supporting children’s home languages and cultural traditions through intentional practices that foster dual-language development, family engagement, and culturally responsive learning environments.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 2.2.3** – *Children whose first language isn’t English are encouraged to use home languages, gestures, communication devices, sign language, and pictures to communicate when needed.*

**Partially aligned to GNJK Standard 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.*

**CTL 11.** Program has created and implements a comprehensive plan for child transitions which ensures a smooth and supportive process for children moving between classrooms, activities, different programs including from Part C to Part B services and on to kindergarten. This plan involves collaboration among educators, families, and any relevant service providers to facilitate continuity of care and a consistent, nurturing environment.

**ALIGNMENT:**

**Fully aligned to GNJK Standard 2.4.5** – *Transition planning for all children going to preschool or kindergarten, including successful intervention strategies for children who exhibit challenging behaviors, is documented and shared with the child’s parent/family, as well as next placement.*

**CTL 12.** Program utilizes resources including family engagement and teacher training/support to prevent suspension and expulsion.

**ALIGNMENT:** *Not aligned to 2015 GNJK Standards*



# GNJK STANDARDS CROSSWALK

## Child Wellbeing (CW)

### Professional Development for Administrators/Supervisors

**CW 1. Administrators and supervisors have completed at least 2 hours of professional development on each of the following topics and are currently certified in Pediatric First Aid and CPR:**

- Pediatric First Aid and CPR Certification (must include proof of certification)
- Physical health (within past 3 years)
- Social-emotional learning (SEL), and effective evidence-based strategies to support children's mental health (within past 3 years)

#### **ALIGNMENT:**

**Partially aligned to GNJK Standard 1.4.3; 1.5.2 – 50% of all teaching staff have a Pediatric First Aid & CPR Certificate; All adults identified as staff have a Pediatric First Aid & CPR Certificate. (Note: Standards 1.4.3 and 1.5.2 apply to all teaching staff, Standard CW 1 applies to administrators/supervisors)**

**Partially aligned to GNJK 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. (Note: Standard 4.4.3 applies to program staff, Standard CW 1 applies to administrators/supervisors)**

**\*Note – There is no 2015 standard that aligns to the Physical Health requirement.**

### Professional Development for Educators

**CW 2. Educators have completed at least 2 hours of professional development on each of the following topics and are currently certified in Pediatric First Aid and CPR:**

- Pediatric First Aid and CPR (must include proof of certification)
- Physical health (within past 3 years)
- Social-emotional learning (SEL), and effective evidence-based strategies to support children's mental health (within past 3 years)

#### **ALIGNMENT:**

**Partially aligned to GNJK Standard 1.4.3; 1.5.2 - 50% of all teaching staff have a Pediatric First Aid & CPR Certificate; All adults identified as staff have a Pediatric First Aid & CPR Certificate. (Note: Standards 1.4.3 and 1.5.2 apply to all teaching staff, Standard CW 2 applies to educators)**

**Partially aligned to GNJK 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. (Note: Standard 4.4.3 applies to program staff, Standard CW 2 applies to educators)**

**\*Note – There is no 2015 standard that aligns to the Physical Health requirement.**



# GNJK STANDARDS CROSSWALK

## Professional Development for Non-Instructional Staff

**CW 3. Non-instructional staff are currently certified in Pediatric First Aid and CPR.**

- Pediatric First Aid and CPR Certification (must include proof of certification)

### **ALIGNMENT:**

**Partially aligned to GNJK Standard 1.4.3; 1.5.2 – 50% of all teaching staff have a Pediatric First Aid & CPR**

**Certificate; All adults identified as staff have a Pediatric First Aid & CPR Certificate. (Note: Standards 1.4.3 and 1.5.2 apply to all teaching staff, Standard CW 3 applies to non-instructional staff.)**

**CW 4. Program delivers an array of program practices that promote the physical health of children and families.**

### **ALIGNMENT:**

**Partially aligned to GNJK Standard 1.2.2 – *The program implements national health and safety standards and embeds practices into the daily routine.***

**Partially aligned to GNJK Standard 1.3.3 – *Nutritious meals and snacks are encouraged and/or provided and are respectful of religious and dietary restrictions.***

**Partially aligned to GNJK Standard 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.***

**CW 5. Program establishes and implements evidence-based practices to support children's social and emotional wellbeing. This includes incorporation of social emotional learning (SEL) concepts into daily activities, routines, and interactions rather than treating them as stand-alone lessons, creating a nurturing environment, and developing individualized plans to support children's social and emotional needs.**

**ALIGNMENT: *Not aligned to 2015 GNJK Standards***

**CW 6. Parents receive information and or resources on the importance of having a medical home or consistency in a primary care provider.**

### **ALIGNMENT:**

**Fully aligned to GNJK Standard 1.2.3 – *Parents are educated on the importance of having a medical home.***

**Partially aligned to GNJK Standard 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.* (Note: Standard 1.3.4 would only be partially aligned if the program had provided a workshop to families on the importance of having a medical home or consistency in a primary care provider.)**



# GNJK STANDARDS CROSSWALK

CW 7. Program has a policy that supports breastfeeding friendly principles, including accepting and storing breast milk and providing a comfortable place for breastfeeding for families and staff.

**Note: Not applicable if program does not serve infants.**

**ALIGNMENT:**

**Fully aligned to GNJK Standard 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.**

CW 8. Vision, hearing, and/or dental screenings are completed, with parental consent, and results are shared with families.

**ALIGNMENT:**

**Fully aligned to GNJK Standard 1.5.1 – Parental consent, vision, hearing, and dental screenings are completed and results are shared with families.**

## Family and Community Engagement (FCE)

### Professional Development for Administrators/Supervisors

FCE 1. Administrators and supervisors have completed at least 2 hours of professional development each of the following topics:

- Supporting and engaging with diverse communities to ensure cultural responsiveness and anti-bias (within past 3 years)
- Family and Community Engagement or Strengthening Families Framework (within the past 3 years)

#### ALIGNMENT:

**Partially aligned to GNJK Standard 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, transitions, the Strengthening Families Protective Factors, social-emotional, and infant/toddler or early childhood mental health.

### Professional Development for Educators

FCE 2. Educators have completed at least 2 hours of professional development on each of the following topics:

- Supporting and engaging with diverse communities to ensure cultural responsiveness and anti-bias (within past 3 years)
- Family and Community Engagement or Strengthening Families Framework (within the past 3 years)

#### ALIGNMENT:

**Partially aligned to GNJK Standard 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, transitions, the Strengthening Families Protective Factors, social-emotional, and infant/toddler or early childhood mental health

FCE 3. Program creates one-way and two-way communication and engagement with families about their child's learning and development, curriculum objectives and supports for learning at home.

#### ALIGNMENT:

**Partially aligned to GNJK Standard 2.2.4** – System in place to communicate and document child observations to families.

**Partially aligned to GNJK 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.



# GNJK STANDARDS CROSSWALK

FCE 4. Program has an attendance policy and tracks and monitors absences of individual children and contacts families when children are absent after three consecutive days.

**ALIGNMENT:**

**Fully aligned to GNJK Standard 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.*

FCE 5. Program has a system in place to gather annual family feedback and uses this information to inform program policy and operations.

**ALIGNMENT:**

**Fully aligned to GNJK Standard 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.*

FCE 6. Program incorporates diverse perspectives into decision-making processes by establishing a family advisory council or committee that reflects the diversity of families in care. This ensures that the voices of all families are heard and considered in program planning and implementation.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 5.4.2** – *An advisory council is established which includes diverse community representatives who meet regularly to assist with the program improvement.*

FCE 7. Community resources are available, accessible, and updated annually for families and staff that includes community and school-based resources and/or direct services to promote child/family safety, health, and well-being.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 3.2.2** – *A community resource handbook or materials are available to parents/families yearly that include: community and school-based resources and/or direct services to promote child/family safety, health, and stability.*

FCE 8. Program partners with at least two community organizations that serve diverse populations to build stronger connections and better understand the needs of the families they serve. These partnerships provide valuable resources and support for program staff and families.

**ALIGNMENT:** **Not aligned to 2015 GNJK Standards** (Note: The language for FCE 8 is similar to the language for Standard 3.5.2, however, the documentation accepted for Standard 3.5.2 requires evidence of *internal activities that are culturally responsive* [i.e., a list of ethnic demographics of the student population; annual calendar of culturally relevant dates and activities reflecting student demographics] while the acceptable documentation for FCE 8 includes evidence of *partnerships with external community organizations*.)



**FCE 9.** Learning opportunities to promote child and family health and wellness, positive relationships, and children’s learning and development are created with family input, provided routinely and are accessible to families.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 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.*

**Partially aligned to GNJK Standard 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 parents/families.*

**FCE 10.** The Strengthening Families Protective Factors (SFPF) Framework is used annually to assess engagement of and interactions with families.

**ALIGNMENT:**

**Fully aligned to GNJK Standard 3.2.2** - *The Strengthening Families Protective Factors Framework is used to assess engagement or interactions with parents and families (evidence: Self-Assessment tool, QIP).*

**Fully aligned to GNJK Standard 3.4.1** – *The Strengthening Families Protective Factor Framework is used to assess engagement of and interactions with parents and families (evidence: surveys; annually updated Quality Improvement Plan and Self-Assessment).*

**Partially aligned to GNJK Standard 3.5.1** – *Strengthening Families principles and seven core strategies are fully integrated into the work of the center/program (evidence: full implementation of SFPF).*



# GNJK STANDARDS CROSSWALK

## Workforce Development and Supports (WDS)

### Professional Development for Administrators/Supervisors

WDS 1. Administrators and supervisors have completed at least 2 hours (every 3 years) of professional development related to key characteristics and skills of high impact leaders.

**ALIGNMENT:** *Not aligned to 2015 GNJK Standards*

WDS 2. Program supports educators, administrators, supervisors and non-instructional staff in attaining higher qualifications on the NJ Career Lattice ([ADD LINK](#)).

**ALIGNMENT:**

*Partially aligned to GNJK Standard 5.3.9 – Based on the career lattice, there is a system to support staff career development.*

*Partially aligned to GNJK Standard 5.5.4 – Programs have Professional Learning Communities and incentive processes that reward educators that achieve the next steps on the career lattice.*

WDS 3. Minimum educator qualifications help to ensure that the ECE program provides high-quality instruction and care. This standard emphasizes the importance of continued education for educators to enhance their skills and knowledge, thereby improving program outcomes for children.

**ALIGNMENT:**

*Partially aligned to GNJK Standard 4.3.8 - 20% of teaching staff have a minimum of a CDA or equivalent, or higher degrees, credentials or licenses.*

*Partially aligned to GNJK Standard 4.4.2 - 35% of teaching staff have a minimum of a CDA or equivalent, or higher degrees, credentials or licenses.*

*Partially aligned to GNJK Standard 4.5.3 - 50% of teaching staff have a minimum of a CDA or equivalent, or higher degrees, credentials or licenses.*

WDS 4. Professional development at the program-level is data-driven and centered around program and staff needs.

**ALIGNMENT:**

*Partially aligned to GNJK Standard 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.*



# GNJK STANDARDS CROSSWALK

**WDS 5.** Multiple types of bi-directional communication responsive to staff needs and preferences are used to inform staff of program activities, policies, etc.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 5.3.7** – *At least three (3) types of internal communication to inform staff of program activities, policies, etc. is used.*

**WDS 6.** Program promotes a positive organizational climate based on staff needs and feedback.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 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.*

**WDS 7.** Program fosters a supportive environment where educators and staff feel appreciated and listened to.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 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.*

**Partially aligned to GNJK Standard 5.5.4** – *Programs have Professional Learning Communities and incentive processes that reward educators that achieve the next steps on the career lattice.*

**WDS 8.** Program provides comprehensive support for the social-emotional wellness of administrators, educators, and non-instructional staff.

**ALIGNMENT:** **Not aligned to 2015 GNJK Standards**

**WDS 9.** Program actively recruits and retains a diverse workforce by implementing inclusive hiring practices and creating a supportive environment that values and respects differences.

**ALIGNMENT:** **Not aligned to 2015 GNJK Standards**

## Administration and Management Practices (AMP)

### Professional Development for Administrators/Supervisors

#### AMP 1. **Required Standard for Level 3 and Above**

Administrators and supervisors have completed at least 2 hours of professional development on the following topic:

- The Environment Rating Scales

#### ALIGNMENT:

**Partially aligned to GNJK Standard 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).* (Note: Partial alignment only applies if, to meet Standard 4.3.3, program staff have taken Environment Rating Scale training.)

#### AMP 2. Program staff have access to paid benefits.

#### ALIGNMENT:

**Partially aligned to GNJK Standard 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.*

**Partially aligned to GNJK Standard 5.5.2** – *The program offers two benefits that include vacation, sick time, and health insurance.*

#### AMP 3. Program implements a transparent wage scale that links wages to staff qualifications.

**ALIGNMENT:** *Not aligned to 2015 GNJK Standards*

AMP 4. Paid planning time policy is implemented for all educators to engage in lesson planning, performance-based assessment, reflective teaching practices, and/or planning time to support developmentally and culturally appropriate practice.

#### ALIGNMENT:

**Partially aligned to GNJK Standard 5.5.3** - *Systematic opportunities are offered within the program for teachers to engage in reflective teaching practices through the use of peer groups, coaches, and/or mentors.* (Note: While Standard 5.5.3 allows for reflective teaching practice opportunities, there is not a component to this 2015 standard that requires that the time is paid.)



# GNJK STANDARDS CROSSWALK

**AMP 5.** Program maintains accurate and up-to-date financial records using accounting software. Regular audits, either internal or external, are conducted to ensure transparency and accountability.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 5.3.3** – *Financial policies and procedures are established based on professional accounting standards.*

**Partially aligned to GNJK Standard 5.4.5** - *The program’s financial system includes an annual budget and/or annual report.*

**Partially aligned to GNJK Standard 5.4.6** - *The program has quarterly reviews conducted of the accounting records by an independent third party who has accounting or bookkeeping expertise.*

**Partially aligned to GNJK Standard 5.4.7**– *An inside and outside audit is conducted annually by a Certified Public Accountant (CPA).*

**AMP 6.** Program has a current, comprehensive annual budget that outlines all expected revenues and expenditures. Regular financial reviews and adjustments are conducted to ensure alignment with financial goals.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 5.3.5** – *A projected one-year operating budget, including a statement of income and expenditures is developed.*

**Partially aligned to GNJK Standard 5.4.5** – *The program’s financial system includes an annual budget and/or annual report.*

**Partially aligned to GNJK Standard 5.4.6** - *The program has quarterly reviews conducted of the accounting records by an independent third party who has accounting or bookkeeping expertise.*

**AMP 7.** Program has a strategic or business plan that includes marketing/recruitment plan to maximize full enrollment.

**ALIGNMENT:**

**Partially aligned to GNJK Standard 5.3.4** – *The program has a marketing/recruitment plan to maximize full enrollment.*

**Partially aligned to GNJK Standard 5.4.3** – *The program has a strategic or business plan that is reviewed and updated, at a minimum, every three (3) years.*



# GNJK STANDARDS CROSSWALK

AMP 8. Program develops and implements clear, written policies and procedures for all aspects of the program. These are regularly reviewed and updated to reflect current best practices including equity and inclusivity.

**ALIGNMENT:**

Partially aligned to GNJK Standard 1.3.4 – *Signed receipts for the Parent Handbook.*

AMP 9. Program adheres to all relevant local, state, and federal regulations and regularly reviews compliance requirements and updates policies accordingly.

**ALIGNMENT:** *Not aligned to 2015 GNJK Standards*



# GNJK STANDARDS CROSSWALK

## Additional Point Opportunities (partial credit not awarded)

2025 GNJK Standard	Partially aligns to 2015 GNJK Standard	Fully aligns to 2015 GNJK Standard
<p><b>1.</b> Program is accredited by American Montessori Society (AMS) or Association of Montessori Internationale (AMI).</p> <p><b>Required Evidence:</b> Current accreditation certificate from AMS or AMI</p> <p><b>Points: 3</b></p>	N/A	N/A
<p><b>2.</b> Program offers additional supports to families such as providing transportation, having mental health professionals on staff or on call, offering on site therapeutic services such as speech, physical and or occupational therapy and/or having certified special education staff.</p> <p><b>Required Evidence:</b> Documentation of additional supports offered</p> <p><b>Points: 3</b></p>	N/A	N/A
<p><b>3.</b> Program Director or Administrator has completed the HEART of Leadership series.</p> <p><b>Required Evidence:</b> Professional development records/certificates, NJ Workforce Registry transcripts.</p> <p><b>Points: 3</b></p>	N/A	N/A



# GNJK STANDARDS CROSSWALK

2025 GNJK Standard	Partially aligns to 2015 GNJK Standard	Fully aligns to 2015 GNJK Standard
<p><b>4.</b> Program offers continuity of care (looping) for young children. Teachers remain with the child’s age group for 2 plus years.</p> <p><b>Required Evidence:</b> Program policy for continuity of care</p> <p><b>Points: 3</b></p>	N/A	N/A
<p><b>5.</b> Program offers a multi-language approach. Curriculum is implemented in 2 or more languages.</p> <p><b>Required Evidence:</b> Documentation or receipt of language immersion curriculum; lesson plans reflecting curriculum is implemented in at least 2 languages</p> <p><b>Points: 3</b></p>	N/A	N/A
<p><b>6.</b> A minimum of 1 educator from each classroom completes the <u>three module Pyramid Training Series</u> (12 hours) to ensure programming that supports all infants and young children (ages 0-8) in developing social-emotional competence.</p> <p><b>Required Evidence:</b> Professional development records/certificates, NJ Workforce Registry transcripts, and/or college transcripts showing completion of aligned coursework</p> <p><b>Points: 4</b></p>	<b>Standard 4.4.3</b> - Professional development is offered to program staff that includes the following topics: Pyramid Model, Social and Emotional Development, and Infant Early Childhood Mental Health.	N/A
<p><b>7.</b> A minimum of 1 educator from each classroom completes Keeping Babies and Children in Mind training Series (21 hours).</p>	<b>Standard 4.4.3</b> - Professional development is offered to program staff that includes the following	N/A





# GNJK STANDARDS CROSSWALK

2025 GNJK Standard	Partially aligns to 2015 GNJK Standard	Fully aligns to 2015 GNJK Standard
<p><b>Required Evidence:</b> Professional development records/certificates, NJ Workforce Registry transcripts, and/or college transcripts showing completion of aligned coursework</p> <p><b>Points: 4</b></p>	<p>topics: Pyramid Model, Social and Emotional Development, and Infant Early Childhood Mental Health.</p>	
<p><b>8.</b> Program is a Pyramid Model Implementation program.</p> <p><b>Required Evidence:</b> Certificate or letter of good standing from the Social Emotional Formation Initiative (SEFI) at Montclair State University.</p> <p><b>Points: 5</b></p>	<p>N/A</p>	<p><b>Standard 4.5.2</b> - 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.</p> <p><b>Note:</b> Standard 4.5.2 requires evidence from SEFI that the program is enrolled as a Pyramid Model Implementation Site. While the language of the standards is not the same, if the program received credit for Standard 4.5.2, credit would also be given for this 2025 standard.</p>
<p><b>9.</b> Educators, supervisors and administrators receive professional development and/or coursework on the implementation and benefits of home visiting. <u>Home Visits</u> are modeled after Head Start guidelines and are offered to all enrolled families.</p>	<p><b>Standard 4.2.3</b> – A teaching staff members have received training on the benefits of home visits and how to plan for a home visit.</p>	<p>N/A</p>



# GNJK STANDARDS CROSSWALK

2025 GNJK Standard	Partially aligns to 2015 GNJK Standard	Fully aligns to 2015 GNJK Standard
<p><b>Required Evidence:</b> Professional development records/certificates, NJ Workforce Registry transcripts, and/or college transcripts showing completion of aligned coursework for a minimum of 1 teacher per classroom and all administrators and supervisors. Letter, newsletter, or handbook that reflects that home visits are offered and implementing home visiting to families once a year by the child’s primary educators with list of families wanting a home visit. Documentation for completed home visits.</p> <p><b>Points: 5</b></p>		
<p><b>10.</b> Program is a Pyramid Model Demonstration site.</p> <p><b>Required Evidence:</b> Certificate or letter of good standing from the Social Emotional Formation Initiative (SEFI) at Montclair State University.</p> <p><b>Points: 10</b></p>	<p><b>Standard 4.5.2</b> - 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.</p> <p><b>Note:</b> Programs that provide evidence from SEFI that they are enrolled as a Pyramid Model Demonstration Site can receive credit for Standard 4.5.2, therefore, Standard 4.5.2 was determined to be <i>partially aligned</i> to this 2025 standard.</p>	N/A