



Quality Standards for Early Care and Education Programs

Center-based and DOE Preschool Programs

Revised
2025



REVISED QUALITY STANDARDS

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Grow NJ Kids Quality Domains

The Grow NJ Kids Domains work together to create a comprehensive framework that supports high-quality early childhood education (ECE). Each domain—**Curriculum, Teaching, and Learning (CTL)**; **Child Wellbeing (CW)**; **Family and Community Engagement (FCE)**; **Workforce Development and Supports (WDS)**; and **Administration and Management Practices (AMP)**—plays a crucial role in fostering children's development and learning. By integrating these domains, programs ensure that children receive well-rounded supports that nurture their cognitive, social, emotional, and physical growth. A strong, skilled workforce and effective management practices further enhance program quality, while family and community engagement strengthen connections that benefit children's long-term success. Together, these domains establish a foundation for continuous improvement, ensuring that every child in Grow NJ Kids programs thrives in a safe, supportive, and enriching environment.



Curriculum, Teaching, and Learning (CTL)

Grow NJ Kid's focus on **Curriculum, Teaching and Learning (CTL)** ensures that the developmental milestones and learning needs of children are being met through evidence-based practices. By focusing on CTL, Grow NJ Kids programs tailor their curriculum and activities to foster cognitive, social, emotional, and physical development in a holistic manner. A strong commitment to CTL also fosters a culture of intentional and reflective practice where educators are encouraged to observe, document, and analyze children's progress, leading to informed decision-making and individualized support.

Child Wellbeing (CW)

A focus on **Child Wellbeing (CW)** creates a foundation for healthy development and lifelong learning. When Grow NJ Kids programs prioritize CW, they address the essential needs of children, such as physical health, emotional security, and social connections. This approach ensures that children are not only academically prepared but also equipped with resilience and adaptability. Practices centered around CW foster an environment where children feel safe, valued, and supported. These environments are crucial for promoting positive outcomes and reducing the impact of adverse experiences that can hinder a child's growth and development.



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Family and Community Engagement (FCE)

A focus on **Family and Community Engagement (FCE)** acknowledges the integral role that families and communities play in the development and education of young children. Actively involving families and communities in the design and implementation of Grow NJ Kids programs ensures that programs are culturally relevant and responsive to the needs of the children they serve. Engaging families builds trust and open communication, fostering a collaborative environment where parents and educators work together to support children's learning and development. Community involvement also supports access to valuable resources that enhance the quality of education and support for children and families.

Workforce Development and Supports (WDS)

The quality of ECE is directly influenced by the skills and competencies of program leaders, educators, supervisors and support staff. By focusing on **Workforce Development and Supports (WDS)**, Grow NJ Kids ensures that program leaders, educators, supervisors and support staff receive ongoing professional development, equipping them with the skills to provide high-quality learning experiences for children. In addition, a well-supported workforce is more likely to remain committed and engaged in their roles, reducing turnover rates and creating a stable environment for young learners.




Administration and Management Practices (AMP)

Effective **Administration and Management Practices (AMP)** guarantee that ECE programs are systematically structured, economically sustainable, and equipped to provide reliable, high-quality services. Strong leadership combined with efficient management techniques fosters an environment where both staff and children flourish. Continuous Quality Improvement (CQI) is an essential ingredient to administering a quality ECE program. An iterative CQI process ensures services are consistently reviewed, assessed, and enhanced. Through CQI, Grow NJ Kids programs identify areas needing improvement and implement strategies that lead to better outcomes for children, families, and staff.



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Grow NJ Kids STAR Levels

GNJK Level	Range of Points/Requirements
Participation Levels	
Level 1 Enrollment in GNJK Program Centers – Licensed (Centers) or Operating (NJDOE Preschool) for a minimum of 1 Year Compliance with Licensing	<p>Early Head Start, Head Start and Center-based ECE programs with a minimum of 1 year of operating with a license from the Department of Children and Families (DCF) Office of Licensing (OOL). School-based sites have appropriate Department of Education (DOE) plan approval and are in good standing with DOE.</p> <p>Program has fully enrolled in Grow NJ Kids by:</p> <ul style="list-style-type: none"> • Submitting the enrollment application on NJCCIS and, once approved; • Completing the Grow NJ Kids Orientation, • Reviewing and signing the GNJK participation agreement. <p>Program has a Regular or Temporary License with no outstanding unabated items.</p>
Level 2 Self-Assessment and Planning	<p>Meets all Level 1 Requirements AND:</p> <ol style="list-style-type: none"> 1) Completed the Grow NJ Kids Self-Assessment in NJCCIS, and; 2) Has developed a Quality Improvement Plan within NJCCIS. <p>Programs must meet both Level 1 and 2 requirements and all Foundational Standards to qualify for a 3, 4, or 5-star rating</p>
Star Rating Levels	
 50 - 90 Points	<p>Meets Level 1 and 2 Requirements AND:</p> <ol style="list-style-type: none"> 1) Receive a minimum of 10 points in each of Grow NJ Kids Quality Domains <ol style="list-style-type: none"> a. Programs must receive at least 1 point towards CTL1 b. Programs must receive at least 2 points towards CTL 2 2) Receive a minimum of points within a Star level <ul style="list-style-type: none"> • Star Level 3 - 50 - 90 Points • Star Level 4 - 91 - 131 Points • Star Level 5 -132 and Above Points 3) Receive a minimum score on the ERS Observation <ul style="list-style-type: none"> • Star Level 3 - ERS Average 3.75, no more than 1 subscale below 3 • Star Level 4 - ERS Average 4.5, no more than 1 subscale below 4 • Star Level 5 - ERS average of 5, no more than 1 subscale below 4.25 <p>To achieve a star rating of 3, 4, or 5 programs submit evidence of how they are meeting specific voluntary and required standards. Throughout the Grow NJ Kids self-assessment and the critical quality improvement phase, the set of standards enable programs to swiftly pinpoint and showcase existing strengths and recognize opportunities for short-term enhancements and long-term goal setting towards higher quality. Programs engaged in Grow NJ Kids are not required to meet and provide evidence for every standard within each domain; instead, they should gather evidence for the indicators already in place or currently practiced that highlight their program’s strengths at the review time.</p> <p>Note: Standard alignment for NAEYC Accredited and Head Start Programs will be released and shared in late summer 2025.</p>
 91 - 131 Points	
 132 and Above Points	



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Glossary of Terms

Administrator - An individual responsible for the overall management, supervision, and leadership of early childhood education programs.

Continuous Quality Improvement (CQI) and Quality Improvement Plan (QIP) - A commitment and process made by Grow NJ Kids Programs to identify, describe, and analyze strengths and challenges within a programs policies, protocols and practices. Programs committed to CQI consistently test, implement, learn, and revise their practices with a goal of continuous growth and improvement. The Grow NJ Kids QIP is the tool utilized to document a program's CQI journey. Programs will complete a QIP upon completion of their first self-assessment and every 3-years after each rating cycle.

NJ Core Knowledge and Competencies for Early Childhood Professionals - A [guide](#) for professionals working with children birth through age five as well as those professionals engaged in teacher preparation, home visitation, and intervention services as to what professionals should know and be able to do with very young children in multiple settings.

Developmental Screening - The practice of systematically looking for and monitoring signs that a young child may not be meeting developmental milestones in one or more areas of development. Screening is not meant to establish a diagnosis for the child but rather to help professionals determine whether more in-depth assessment is needed.

Developmentally and Culturally Responsive Practice - Valuing and recognizing child development as both universal and cross-cultural in nature. The notion of cross-cultural development suggests that children's social, cognitive, physical, emotional, and language development are culturally constructed in important ways.

Educator - A person who provides education and care for young children.

Evidence – Documentation submitted to meet criteria for a particular standard.

Examples of Evidence - These are provided for illustrative purposes only and do not reflect the only type of evidence accepted unless otherwise indicated. Evidence submitted by a program to meet the criteria for a certain standard should best represent how the program meets the standard's intent. Evidence can include but is not limited to policies, protocols, videos, pictures, newsletters, emails, lesson plans, etc.

IDEA - The Individuals with Disabilities Education Act (IDEA) is a [law](#) that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children, supports early intervention services for infants and toddlers and their families, and awards competitive discretionary grants.

Part B and C of IDEA

- **Part B** - Provides grants to states for programs that educate school-aged children with disabilities.
- **Part C** - Provides grants to states for programs that serve infants and toddlers with disabilities.



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Inclusion - The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or intellectual disabilities and members of culturally, linguistically or racially diverse communities.

Individualized Education Plan (IEP) - A plan to lay out the special education instruction, supports, and services a student needs to thrive in school. IEPs are part of P-12 public education programs.

504 Plan - A plan to lay out accommodations for a child who does not need special education services but needs an accommodation plan to fully participate in general education. 504 plans are part of P-12 public education programs.

Individualized Family Service Plan (IFSP) - Both a process and a document. An IFSP is provided if a child is found eligible for early intervention services. An IFSP supports infants and toddlers to develop to their fullest potential.

Non-Instructional Staff - Staff who do not provide instruction to children but are present in the facility and engage socially with children. Examples of non-instructional staff in professional development requirements include bus drivers, cooks, nutrition support staff, and custodial staff.

Performance-Based Assessment (PBA) - A child-centered approach that evaluates a child's ability to apply their knowledge and skills in a practical context. Examples of a PBA include Teaching Strategies Gold, HighScope COR, and the Work Sampling System (WSS).

Physical Health - an essential component of overall wellbeing that directly affects long-term health. Important aspects of physical health include exercise, nutrition, and sleep.

Professional Development (PD) - The Grow NJ Kids professional development requirements help maintain consistent quality in professional development while supporting the unique developmental needs of staff and recognizing NJ's mixed delivery system. The following represents an overview of how we define professional development and requirements related to professional development. Questions related to professional development should be directed to the Grow NJ Kids Training Services.

As described by NAEYC, professional development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work (NAEYC). Professional development is categorized through three means of attainment that support a continuum of learning. These include formal education, training and technical assistance.

- **Formal Education** - offered through a professionally accredited secondary school, college or university. This education is delivered by professionals who meet qualifications required by the state, accreditor and institution and occurs between teachers, faculty and students. Completion of coursework or a program requires satisfactory performance on content standards or outcomes-based assessments and results in a recognized education degree and or credential.
- **Training** - a learning experience, or series of experiences, that addresses a specific area of inquiry or related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills.



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- **Technical Assistance** - the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application or implementation of services by recipients. Mentoring, coaching, consultation and peer-to-peer activities such as communities of practice are all considered as strategies for technical assistance.

Social Emotional Development - The process of learning how to understand and manage emotions, form relationships, and interact with others. It's also known as social and emotional learning (SEL).

Supervisor - An individual responsible for the supervision and leadership of early childhood education staff.

Waivers - A waiver allows a provider to be automatically awarded points for a specific indicator. Waivers are typically granted due to programs based on their participation in other quality initiatives, oversight by another entity such as Head Start or -NAEYC, or by the unique configuration or enrollment of their program (i.e., no infants served). Programs should work with their Technical Assistance Specialist (TAS) to determine if their program is eligible for a waiver.



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

(Reviewed virtually or onsite by a Technical Assistance Specialist)

FS 1: Educators and supervisors have received an overview of the most recent NJ Birth to Three Standards and/or NJ Preschool Teaching and Learning Standards.

Required Evidence: 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.

FS 2: All educators are enrolled in the NJ Workforce Registry.

Required Evidence: A copy of each staff members NJCCIS Membership Card or listing of NJCCIS ID#s

FS 3: Written personnel and program operational policies (i.e., staff handbook) are used to communicate program policies, procedures, roles, and responsibilities to staff.

Required Evidence: A copy of the staff program policies handbook.

FS 4: Administrators and supervisors have completed professional development on evaluating and supporting early childhood educators.

Required Evidence: Professional development records/certificates, NJ Workforce Registry transcripts and/or college transcripts that reflect completion of professional development.

FS 5: All educators who have completed their first year of employment receive an annual written performance evaluation conducted by their supervisor.

Required Evidence: Completed annual written performance evaluation protocol or form for at least 80% of program staff. Confidential information may be redacted.

FS 6: All educators and leadership have an annual Individualized Professional Development Plan.

Required Evidence: Annual Individualized Professional Development Plans. Plans could be included in annual performance evaluations.

FS 7: 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.

Required Evidence: Completed QIP on NJCCIS and narrative on how CQI process included family and staff participation and feedback.



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FS 8: Programs serving infants have a Safe Sleep policy in accordance with the American Academy of Pediatrics and Caring for our Children 3.1.4.1 (waived for programs who do not serve infants and toddlers). This standard is not applicable for programs serving children over 1 year of age.

Required Evidence: 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.

FS 9: The program has established and enforces policies aimed at preventing suspension and expulsion.

Required Evidence: 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 [Policy Statement on Prevention of Suspension and Expulsion of Children Birth to Age Five for Early Childhood Programs](#). Enforcement of policies can be demonstrated using documentation and/or narratives.



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Star Levels 3, 4, and 5: Domains, Topics, Point Allocations

Domain	Topics Overview	# of Standards	Total Points Allocated
Curriculum, Teaching and Learning (CTL)	<ul style="list-style-type: none"> Curriculum Lesson Planning Classroom Environment (ERS) Assessment Developmental Screening Professional Development Inclusion Transitions Prevention of Suspension and Expulsion Diversity 	12	60
Child Wellbeing (CW)	<ul style="list-style-type: none"> Health Nutrition Safety Wellbeing Cultural Competency Professional Development 	8	27
Family and Community Engagement (FCE)	<ul style="list-style-type: none"> Communication Feedback Engagement Supports Community Partnerships Learning Opportunities Home Visiting Professional Development 	10	30
Workforce Development and Supports (WDS)	<ul style="list-style-type: none"> Education Level Professional Development Leadership Communication Wellness Supports and Resources 	9	28
Administration and Management Practices (AMP)	<ul style="list-style-type: none"> Policies and Procedures Benefits Business Practices Use of Data CQI Self-Assessment Regulatory Compliance Hiring Practices 	9	25
TOTALS		48	170
Additional Points (pg.35)			43



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Professional Development Topics: Domain, Audience, Requirement Status

Domain	Professional Development Topic (NJ ECE Core Knowledge and Competency)	Required	Optional for Points	Audience Educators (E) Administrators and Supervisors (A) Non-Instructional Staff (N)
Foundational Standards	Overview of the NJ Birth to Three Standards and/or NJ Preschool Teaching and Learning Standards (1. Child Growth and Development)	All Levels		E, A
	Evaluating and Supporting Early Childhood Educators (8. Professionalism and Leadership)	All Levels		A
Curriculum, Teaching and Learning (CTL)	Developmentally and Culturally Responsive Practice (1. Child Growth and Development)	Level 3		E, A
	Lesson planning (4. Learning Environment and Curriculum)	Level 3		
	Curriculum Training focused on Implementation (3. Learning Environment and Curriculum)	Levels 4 and 5		
	Developmental Screening (5. Child Assessment)		X	
	Overview of NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards (1. Child Growth and Development)		X	N
	Developmentally and Culturally Responsive Practice (1. Child Growth and Development)		X	
	Appropriate Adult-Child Interactions (4. Teaching-Learning Interactions and Approaches)		X	
	Performance Based Assessment (5. Child Assessment)		X	E, A
	Inclusion and Inclusive Practices (7. Serving Diverse Populations)		X	
	Supporting Children's Home Language (7. Serving Diverse Populations)		X	
	Supporting Child Transitions (3. Learning Environment and Curriculum)		X	
	The Environment Rating Scales (3. Learning Environment and Curriculum)		X	
Child Wellbeing (CW)	Physical Health (6. Child Wellness: Health, Safety, Nutrition & Physical Activities)		X	E, A
	Social-emotional learning (SEL), and effective strategies to support children's mental health (4. Teaching-Learning Interactions and Approaches)		X	
	Pediatric First Aid and CPR (6. Child Wellness: Health, Safety, Nutrition and Physical Activities)		X	E,A,N
Family and Community Engagement (FCE)	Family and Community Engagement or Strengthening Families Framework (2. Family and Community partnerships) Supporting and engaging with diverse communities (7. Serving Diverse Populations)		X	E, A
Workforce Development and Supports (WDS)	Key Characteristics and Skills of High-Impact Leaders (8. Professionalism and Leadership)		X	A
Administration and Management Practices (AMP)	Environment Rating Scales (9. Program Organization and Management/Program Evaluation)	Level 3 and above		A



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Domain	Professional Development Topic (NJ ECE Core Knowledge and Competency)	Required	Optional for Points	Audience Educators (E) Administrators and Supervisors (A) Non-Instructional Staff (N)
Additional Points	HEART of Leadership Training (8. Professionalism and Leadership)		X	A
	Keeping Babies and Children in Mind (1. Child Growth and Development)		X	E
	Implementation and benefits of Home Visiting (2. Family and Community partnerships)		X	E, A

Professional Development Length and Approval Requirements

- Professional development in a topic area must equal a minimum of 2 hours unless otherwise indicated. For PD credit, each training must be a minimum of 1-hour in length.
- Professional development should be delivered by trainers who are approved in the New Jersey Child Care Information System (NJCCIS), approved or certified by the training content developer, or able to produce a train-the-trainer certificate on the content provided.
- Professional development should align with NJ Core Knowledge and Competencies.
- Professional development for Curriculum, Performance Based Assessments and Developmental Screening:
 - Any professional development related to curriculum implementation, performance-based assessments or developmental screening must be provided or approved by the curriculum or tool developer or Grow NJ Kids Training Services.

Exemptions for New Staff:

- Programs can exclude staff in their first year of employment from professional development completion calculations if these staff members have an up-to-date professional development plan that shows they will complete the required professional development by their second year.

Department of Education (DOE) Program Requirements:

- DOE programs with their own comprehensive professional development systems must ensure that their professional development meets the intention of the Grow NJ Kids standards and has DOE approval. Curriculum training must be provided by an approved trainer certified by the curriculum developer.

Purposeful Professional Development Selection:

- ECE program staff should select professional development that aligns with the specific content standards set by Grow NJ Kids. This professional development should also address the individual needs of each staff member.



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Menu of Points Based Standards By Domain

Domain #1: Curriculum Teaching and Learning (CTL)

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

Examples of Evidence Could Include:

- Professional development records/certificates, NJ Workforce Registry transcripts
- College transcripts showing completion of aligned coursework

Points: up to 6

Level 3 Point Max

- 50% of administrators and supervisors complete professional development (1 point) **or**
- 100% of administrators and supervisors complete professional development (2 points)

Level 4- and 5-Point Max

- 50% of administrators and supervisors complete professional development (2 points) **or**
- 100% of administrators and supervisors complete professional development (4 points)

**Related Curriculum Training: Once an individual has completed 36 hours of formal curriculum training by the curriculum developer or the program has completed all available training offered by the developer, staff may complete training that is related to the implementation of curriculum. Related trainings do not have to be provided by the curriculum developer however the topic and content should support the individual's efforts to effectively implement the curriculum in the classroom.*

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

- 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

Examples of Evidence Could Include:

- Professional development records/certificates, NJ Workforce Registry transcripts
- College transcripts showing completion of aligned coursework

Points: up to 12

Level 3 Point Max

- 50% of educators complete professional development (2 point) **or**
- 100% of educators complete professional development (4 points)

Level 4- and 5-Point Max

- 50% of educators complete professional development (6 points) **or**
- 100% of educators complete professional development (8 points)

**Related Curriculum Training: Once an individual has completed 36 hours of formal curriculum training by the curriculum developer or the program has completed all available training offered by the developer, staff may complete training that is related to the implementation of curriculum. Related trainings do not have to be provided by the curriculum developer however the topic and content should support the individual's efforts to effectively implement the curriculum in the classroom.*



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CTL 3. <u>Administrators/Supervisors and Educators</u> have completed professional development on the following topics: <ul style="list-style-type: none"> • 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) 	
Examples of Evidence Could Include: <ul style="list-style-type: none"> • Professional development records/certificates, NJ Workforce Registry transcripts • College transcripts showing completion of aligned coursework 	Points: up to 12 <ul style="list-style-type: none"> • 50% of administrators, supervisors and educators complete professional development (1 point per topic) or • 100% of administrators and supervisors complete professional development (2 points per topic)
CTL 4. Program’s <u>non-instructional staff</u> receive a minimum of 2 hours of professional development on each of the following topics: <ul style="list-style-type: none"> • Developmentally and culturally responsive practices (within past 3 years) • Overview of <u>NJ Birth to Three Standards</u> and/or the <u>NJ Preschool Teaching and Learning Standards</u> • Appropriate adult-child interactions (Within past 3 years) 	
Examples of Evidence Could Include: <ul style="list-style-type: none"> • Professional development records/certificates, NJ Workforce Registry transcripts • College transcripts showing completion of aligned coursework 	Points: up to 6 <ul style="list-style-type: none"> • 50% of non-instructional staff complete professional development (1 point per topic) or • 100% of non-instructional staff complete professional development (2 points per topic)
CTL 5. Lesson plans and activities for all classrooms are <u>developmentally and culturally appropriate</u>, support children’s individual differences and align to the <u>NJ Birth to Three Standards</u> and/or the <u>NJ Preschool Teaching and Learning Standards</u>.	
Required Standard for Level 3	
Examples of Evidence Could Include: <ul style="list-style-type: none"> • Lesson plans for all classrooms reflect individualized activities and are aligned to NJ Birth to Three Learning Standards and/or the NJ Preschool Teaching and Learning Standards (including standards that address cultures within the classroom and community) and/or Individualized Educational Plans (IEP), 504 plans, or Individualized Family Service Plans (IFSP) • Documentation that lesson plans are implemented 	Points: 2 Met/Not Met



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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.

Required Standard for Level 4 and 5

Examples of Evidence Could Include:

- Documentation that research-based curriculum has been obtained
- Documentation that research-based curriculum is implemented and learning standard coded lesson plans demonstrate aligned to the curriculum

Points: up to 4

- Research-based curriculum obtained by program (1 point)
- Lessons plans aligned to curriculum and coded to early learning standards (3 points)

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 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.

Examples of Evidence Could Include:

- Program policy on conducting developmental screenings (who completes screenings, how often are screenings completed, what happens if a student is enrolled during the school year, how are results shared with families, how is referral process described)
- Evidence of screenings taking place*
- Sample family communication and referral

* Onsite review – 25% random sample of completed developmental screenings for each age group

Points: up to 4

- Developmental screening tools obtained by program and policy related to implementation of developmental screening (1 point)
- Developmental screenings conducted a minimum of 1x per year for students receiving parental consent (1 point) **or**
- Developmental screenings performed in accordance with the instrument guidelines or at a minimum at 9, 18,&30 months, 3, 4, & 5 years of age for students receiving parental consent students (2 points)
- Families receive information related to developmental screenings and as appropriate receive referrals for further evaluation (1 point)

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

Examples of Evidence Could Include:

- Documentation that PBA system has been acquired
- Narrative describing implementation
- Narrative description of how data from PBA is used to tailor individual instruction
- Lesson plans reflecting modifications made based on PBA data
- PBA data reflected in staff professional development plans
- Evidence that the following occurred according to the PBA developer guidelines:
 - Child assessment data sent to families*; or
 - Parent conferences (virtual or in person) offered to review child assessment data - conference sign-in sheets*
- Narrative description of how and when leadership shares PBA data, and how classroom instruction is modified

*Onsite review – 25% random sample (per age group/classroom) of assessment data sent to families or conferences twice per year

Points: up to 5

- Purchase or acquisition of PBA (1 point)
- PBA Implementation (1 Point)
- Lesson plans reflect modifications based on PBA data (1 Point)
- Child Assessment data shared with families (1 point)
- Use of PBA data to improve classroom and/or program practices (1 point)

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.

Examples of Evidence Could Include:

- Program policy that demonstrates commitment to inclusive practices
- Lesson plans noting adaptations and documentation of learning environment and learning experiences

Points: up to 2

- Documentation of Inclusion Policy (1 point)
- Documentation of implementation of inclusive practices (1 point)



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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.

Examples of Evidence Could Include:

- Verification of the program collecting information on each child’s home language(s) during enrollment to inform classroom practices
- Verification that the program engages families as partners by seeking their input on culturally appropriate practices and language needs
- Verification that the program employs bilingual staff
- Verification that the program regularly evaluates and adapts language support practices based on child outcomes and family feedback

Verification that inclusive materials and resources are widely accessible and available to children and families

Points: up to 3

- 1 activity demonstrating commitment and/or intentional practices (1 point) **or**
- 2 activities demonstrating commitment and/or intentional practices (2 points) **or**
- 3 or more activities demonstrating commitment and/or intentional practices (3 points)

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.

Examples of Evidence Could Include:

- Transition policies to facilitate continuity of care and a consistent, nurturing environment
- Evidence of meetings that support staggered or gradual transition between age groups
- Evidence of children visiting next classroom assignment prior to FT move
- Verification of staff moving with children to support continuity of care
- Staff facilitating special education transitions
- Verification of family events related to kindergarten transition

Points: up to 2

- Evidence of 1 transition strategy (1 point) **or**
- Evidence of 2 or more transition strategies (2 points)



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

Examples of Evidence Could Include:

- List of resources to support teachers and families who are supporting children with challenging behaviors with narrative on how resources have been utilized
- Family communication related to efforts to support appropriate child behaviors

See [Policy Statement on Prevention of Suspension and Expulsion of Children Birth to Age Five for Early Childhood Programs](#)

Points: 2 Met/Not Met



REVISED QUALITY STANDARDS

Child Wellbeing (CW)

<p>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 <u>Pediatric First Aid and CPR</u>:</p> <ul style="list-style-type: none"> • 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) 	
<p>Examples of Evidence Could Include:</p> <ul style="list-style-type: none"> • Professional development records/certificates, NJ Workforce Registry transcripts • College transcripts showing completion of aligned coursework 	<p>Points: up to 6</p> <ul style="list-style-type: none"> • 50% of administrators and supervisors complete professional development (1 point per topic) or • 100% of administrators and supervisors complete professional development (2 points per topic)
<p>CW 2. Educators have completed at least 2 hours of professional development on each of the following topics and are currently certified in <u>Pediatric First Aid and CPR</u>:</p> <ul style="list-style-type: none"> • 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) 	
<p>Examples of Evidence Could Include:</p> <ul style="list-style-type: none"> • Professional development records/certificates, NJ Workforce Registry transcripts • College transcripts showing completion of aligned coursework 	<p>Points: up to 6</p> <ul style="list-style-type: none"> • Minimum of 1 educator from each classroom completes professional development (1 point per topic) or • 100% of educators complete professional development (2 points per topic)
<p>CW 3. <u>Non-instructional staff</u> are currently certified in <u>Pediatric First Aid and CPR</u>.</p> <ul style="list-style-type: none"> • Pediatric First Aid and CPR Certification (must include proof of certification) 	
<p>Examples of Evidence Could Include:</p> <ul style="list-style-type: none"> • Professional development records/certificates, NJ Workforce Registry transcripts 	<p>Points: up to 2</p> <ul style="list-style-type: none"> • 50% of non-instructional staff complete professional development (1 point) or • 100% of non-instructional staff complete professional development (2 points)



REVISED QUALITY STANDARDS

CW 4. Program delivers an array of program practices that promote the physical health of children and families.	
Examples of Evidence Could Include: <ul style="list-style-type: none"> • Documentation reflecting nutrition and/or physical activity curriculum • Lesson plans that reflect nutrition and physical activity content are included in classroom instruction • Program sponsored health fair for families • Extended outdoor play, when the majority of children are present, is reflected in the schedule and practice • Program menus align with the standards of the Child and Adult Care Food Program • Daily health checks are implemented 	Points: up to 3 <ul style="list-style-type: none"> • 1 physical health activity implemented (1 point) or • 2 physical health activities implemented (2 points) or • 3 or more physical health activities implemented (3 points)
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.	
Examples of Evidence Could Include: <ul style="list-style-type: none"> • Lesson plans from each age group* demonstrating SEL concepts integrated into daily activities • Pictures from each age-range* served indicating practices that support SEL • Partnership and regular communication with Mental Health Consultant • Video evidence of interactions, routines etc. <p><i>*Age group includes infant/toddler (0-3) and preschool (3-5)</i></p>	Points: up to 4 <ul style="list-style-type: none"> • 1 SEL concept per age group integrated in daily activities (1 point) or • 2 SEL concepts per age group integrated in daily activities (2 points) or • 3 or more SEL concepts per age group integrated in daily activities (4 points)
CW 6. Parents receive information and or resources on the importance of having a medical home or consistency in a primary care provider.	
Examples of Evidence Could Include: <ul style="list-style-type: none"> • Workshop sign-in sheets, newsletter, overview in parent handbook, or any other communication educating parents about the importance of a medical home • Documentation of resources on community health services/providers offered 	Points: 2 Met/Not Met



REVISED QUALITY STANDARDS

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.

Examples of Evidence Could Include:

- Breastfeeding friendly policy that supports families and staff that includes accepting and storing breast milk (applicable only for infants/toddlers enrolled), providing a comfortable place for breastfeeding (family members and staff) and staff signatures verifying receipt of the policy
- Documentation of staff orientation of breastfeeding friendly policies

Points: 2 Met/Not Met

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

Examples of Evidence Could Include:

- Vision, hearing, and/or dental screenings are completed with parental consent and results are shared with families. The coordinated and accessible screenings are offered onsite, or information provided for accessible off-site screenings and must be completed by a medical professional

*Onsite review – 25% random sample (per type of screening) of completed screenings

Points: up to 2

- One type of screening (1 point) **or**
- Two or more types of screenings (2 points)

Family and Community Engagement (FCE)

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)

Examples of Evidence Could Include:

- Professional development records/certificates, NJ Workforce Registry transcripts
- College transcripts showing completion of aligned coursework

Points: up to 4

- 50% of administrators and supervisors complete professional development (1 point per topic) **or**
- 100% of administrators and supervisors complete professional development (2 points per topic)

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)

Examples of Evidence Could Include:

- Professional development records/certificates, NJ Workforce Registry transcripts
- College transcripts showing completion of aligned coursework

Points: up to 4

- Minimum of 1 educator from each classroom completes professional development (1 point per topic) **or**
- 100% of educators complete professional development (2 points per topic)

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.

Examples of Evidence Could Include:

- Completed weekly family communication log that includes updates on child's learning and development, curriculum objectives and supports for learning at home from each classroom
- Documentation of a two-way communication and engagement tool supporting parent's lead role in their children's development
- Evidence of use of a communication app that includes updates on child's learning and development, curriculum objectives and supports for learning at home **from each classroom**
- Weekly or monthly classroom newsletter that includes updates on child's learning and development, curriculum objectives and supports for learning at home **from each classroom**
- Sign-in sheets from conferences or other individualized strategies where information related to each child's learning and development, curriculum objectives and strategies for learning at home are discussed
- Parent input via survey or other means related to satisfaction with regular communication about their child's learning and development, curriculum objectives and supports for learning at home

Points: up to 3

- Consistent/regular communication about children's learning with all families (1 point)
- Tailored information for and communication with families via conferences or other individualized strategies (2 points)

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.

Examples of Evidence Could Include:

- Attendance policy that includes that a staff member reaches out to families of children that are absent after three consecutive days
- Evidence of follow up with families if a child has been absent 3 consecutive dates (call log etc.)

Points: up to 2

- Policy (1 point)
- Evidence of follow-up with families (1 point)



REVISED QUALITY STANDARDS

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

Examples of Evidence Could Include:

- Policy for collecting feedback from families that includes annual collection method
- Samples of feedback provided within the last year
- Narrative description of how family feedback is used to inform program policy, operations and improvements

Points: up to 3

- Policy (1 point)
- Samples from 25% of families collected within last year and example of how evidence informed program change (2 points)

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.

Examples of Evidence Could Include:

- Meeting schedule and agendas from current school year for family advisory council meetings
- Evidence of considering unique strengths and needs of families in curriculum and programming
- Evidence of designing the learning environment with inclusion in mind

Points: up to 2

- Meeting schedule and agendas from current school year for family advisory council meetings (1 point)
- Evidence of considerations for unique needs of families and the design of learning environments with inclusion in mind (1 point)

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.

Examples of Evidence Could Include:

- Community resource handbook*
- Website
- Family bulletin board
- Handout with links

A listing of languages primarily spoken by children/families currently enrolled must be provided to receive full credit for this standard

**Depending on size, this can be reviewed on site*

Points: up to 2

- Annually updated and accessible resources (1 point)
- Resources/materials within resources are available in languages reflected in program* (1 point)

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.

Examples of Evidence Could Include:

- Memo of Understanding (MOU) (formal partnership)
- Pictures, emails, flyers (informal partnership)
- List of partners and how they contribute to program
- Guest speakers at family events
- Support services offered (i.e., translation)

A narrative describing the partnerships and how they meet the needs of families/children/staff is required for credit to be received for this standard

Points: 2 Met/Not Met

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.

Examples of Evidence Could Include:

- Flyers and sign-in sheets for on-site opportunities or flyers and evidence that information was shared about off-site learning opportunities on child development, wellness, relationship development, health and safety, etc.
- Narrative description of how program topics are driven by family input
- Services provided in language accessible for families. If all children/families speak the same language, a plan for how these services would be provided in the future should families enroll that speak different languages.

Points: up to 4

- Learning opportunity is provided to families 1x year (1 point) **or**
- Learning opportunities are provided to families at least twice a year (2 points)
- Program topics driven by family needs data (1 point)
- Translation/Interpreters provided for multilingual families (1 point)

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

Examples of Evidence Could Include:

- Completed Strengthening Families Self-Assessment
- Completed Strengthening Families Quality Improvement Plan
- Evidence of activities completed from the Quality Improvement Plan that were developed because of findings from the program's self-assessment

Points: up to 4

- Conduct annual assessment (1 point)
- Implement 1 activity from the plan (1 point) **or**
- Implement 2 or more activities from the plan (3 points)

Workforce Development and Supports (WDS)

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.	
Examples of Evidence Could Include: <ul style="list-style-type: none"> Professional development records/certificates, NJ Workforce Registry transcripts College transcripts showing completion of aligned coursework 	Points: up to 2 <ul style="list-style-type: none"> 50% of administrators and supervisors complete professional development (1 point) or 100% of administrators and supervisors complete professional development (2 points)
WDS 2. Program supports educators, administrators, supervisors and non-instructional staff in attaining higher qualifications on the NJ Career Lattice (ADD LINK).	
Examples of Evidence Could Include: <ul style="list-style-type: none"> Narrative description of how the career lattice is incorporated into professional development planning, and professional development plans for all educators, supervisors, administrators and non-instructional staff Policy for providing or accessing incentives for staff for attaining higher qualifications, and evidence of incentives provided (paystub with information redacted, staff member signed receipt) 	Points: up to 4 <ul style="list-style-type: none"> Program incorporates the NJ Career Lattice into individualized professional development planning (1 point) Program provides incentives for staff to attain higher qualifications (3 points)
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.	
Examples of Evidence Could Include: <ul style="list-style-type: none"> NJ Workforce Registry career level documentation 	Points: up to 6 <ul style="list-style-type: none"> At least 50% of educators or 1 full time*educator per classroom are a level 2 or higher qualification on the Career Lattice (1 point) or 75% of full time*educators and 1 full time educator per classroom are a level 2 or higher qualification on the Career Lattice (3 points) or At least 50% of educators or 1 full time*educator per classroom are a level 3 or higher qualification on the Career Lattice (3 points) or 75% of full time*educators and 1 full time educator per classroom are a level 3 or higher qualification on the Career Lattice (5 points) or 100% of full time*educators are a level 3 or higher qualification on the Career Lattice (6 points) <p>*As defined by the employing program</p>

WDS 4. Professional development at the program-level is data-driven and centered around program and staff needs.	
Examples of Evidence Could Include: <ul style="list-style-type: none"> • Narrative description of the program’s process for collecting and reviewing data (via surveys, professional development plans, performance appraisals, staff observations) and how the data is used to drive individual PD • Professional development records/certificates, NJ Workforce Registry transcripts • College transcripts showing completion of aligned coursework • Samples of professional development plans • Schedule of professional development offered 	Points: 3 Met/Not Met
WDS 5. Multiple types of bi-directional communication responsive to staff needs and preferences are used to inform staff of program activities, policies, etc.	
Examples of Evidence Could Include: <ul style="list-style-type: none"> • Samples of multiple types (more than 2) of internal bi-directional communication strategies with staff 	Points: 2 Met/Not Met
WDS 6. Program promotes a positive organizational climate based on staff needs and feedback.	
Examples of Evidence Must Include: <ul style="list-style-type: none"> • Evidence of regular feedback collected from staff regarding organizational climate, morale and wellbeing and ways to improve climate • Evidence that staff feedback has been implemented 	Points: 2 Met/Not Met
WDS 7. Program fosters a supportive environment where educators and staff feel appreciated and listened to.	
Examples of Evidence Could Include: <ul style="list-style-type: none"> • Program implements a system for recognizing and appreciating the hard work and contributions of educators and staff such as: <ul style="list-style-type: none"> ○ Employee of the month programs ○ Thank-you/appreciation notes ○ Public recognition events ○ Opportunities for advancement ○ Feedback surveys or suggestion box and evidence of strategy to address needs/concerns ○ Regular performance evaluations 	Points: up to 3 <ul style="list-style-type: none"> • Evidence of 1 strategy implemented (1 point) or • Evidence of 2 strategies implemented (2 points) or • Evidence of 3 or more strategies implemented (3 points)

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

Examples of Evidence Could Include:

- A narrative describing one or more of the following:
 - Regular wellness check-ins
 - Designated quiet spaces or break areas where educators and staff can relax, take a break, or practice self-care during the day
 - Evidence program provides resources such as wellness apps, relaxation tools, or access to recreational activities or equipment that promote the physical and mental health of the staff
 - Healthy snacks and drinks provided to staff
 - Regular breaks provided to staff
 - Flexible scheduling offered to staff
 - Opportunities for social connections for staff (holiday parties etc.)

Points: up to 3

- Evidence of 1 strategy implemented (1 point) **or**
- Evidence of 2 strategies implemented (2 points) **or**
- Evidence of 3 or more strategies implemented (3 points)

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.

Examples of Evidence Could Include:

- Hiring policy inclusive of hiring criteria and standardized interview processes
- Job postings
- Documentation of outreach in multiple locations and in multiple languages
- Recruitment committee reflecting diversity of community served
- Diversity statement in job description

Points: 3 Met/Not Met

- Evidence of 2 or more strategies

Administration and Management Practices (AMP)

AMP 1. Administrators and supervisors have completed at least 2 hours of professional development on the following topic:

- The Environment Rating Scales

Required Standard for Level 3 and Above

Examples of Evidence Could Include:

- Professional development records/certificates, NJ Workforce Registry transcripts

Note: Each Administrator/Supervisor completes professional development on a minimum of 1 instrument (ITERS-3, ECERS-3,) to support coverage of all instruments that apply to the program. Additional trainings/training hours related to the ERS may be applied to CTL 3.

Points: up to 3

- 50% of administrators and supervisors complete professional development (2 points) **or**
- 100% of administrators and supervisors complete professional development (3 points)

AMP 2. Program staff have access to paid benefits.

Examples of Evidence Could Include:

- Benefit policy describing the benefits offered to staff
- Paid vacation time
- Sick time
- Health insurance
- Tuition/professional development reimbursement
- Retirement plan option
- Reduced cost or free child care

Points: up to 4

- Benefit Policy (1 point)
- 1 benefit offered (1 point) **or**
- 2 benefits offered (2 points) **or**
- 3 or more benefits offered (3 points)

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

Examples of Evidence Could Include:

- Wage scale that outlines how pay is linked to staff qualifications and evidence of employee access to wage scale
- Evidence of pay aligning to wage scale

Points: up to 3

- Wage scale (1 point)
- Evidence of pay aligning to scale (2 points)

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.

Examples of Evidence Could Include:

- Policy for time outside the classroom allotted for planning and reflective practices
- Current schedule of planning/reflective practice opportunities for educators
- Teacher confirmation via written narrative or interview

Points: up to 4

- All educators .5 hours/weekly (1 point) **or**
- Lead educators 2 hours/month (2 points) **or**
- All educators 1 hour/weekly (4 points)



REVISED QUALITY STANDARDS

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.	
Examples of Evidence Must Include: <ul style="list-style-type: none"> Evidence of financial reporting process Description of regular review process 	Points: 2 Met/Not Met
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.	
Examples of Evidence Could Include: <ul style="list-style-type: none"> Evidence that program has a one-year operating budget with statement of income and expenditures Narrative describing how financial reviews support alignment with financial goals 	Points: up to 2 <ul style="list-style-type: none"> Evidence of operating budget with income and expenditures (1 point) Narrative describing how financial reviews support financial goals (1 point)
AMP 7. Program has a strategic or business plan that includes marketing/recruitment plan to maximize full enrollment.	
Examples of Evidence Could Include: <ul style="list-style-type: none"> Strategic or business plan updated within the last three years that includes marketing/recruitment 	Points: 2 Met/Not Met
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.	
Examples of Evidence Could Include: <ul style="list-style-type: none"> Operation Manual and/or staff and family handbooks Documentation of dates reviewed, and evidence policies and procedures have been reviewed by a diverse group, feedback has been sought, and revisions have been made to reflect attention to current needs, equity and inclusion Documentation of the utilization of the Model Work Standards to assess and inform policy and procedure updates (completed assessment with action plan) 	Points: up to 3 <ul style="list-style-type: none"> Operation Manual and/or staff and family handbooks* (2 points) Policies and procedures reviewed by diverse group, feedback sought, and revisions made (1 point) <p>* Depending on the size of manual(s), this could be reviewed onsite</p>
AMP 9. Program adheres to all relevant local, state, and federal regulations and regularly reviews compliance requirements and updates policies accordingly.	
Examples of Evidence Could Include: <ul style="list-style-type: none"> Evidence of program policies, practices or processes that support an annual review of compliance across relevant or applicable initiatives they are involved in (i.e., CCDF funding (Subsidy), NJDOE, CACFP, NAEYC, OOL, Grow NJ Kids, Head Start, Zoning, etc.) 	Points: 2 Met/Not Met

Additional Point Opportunities (partial credit not awarded)

Programs may receive additional points towards their star rating by meeting one or more of the high-quality activities below.

- ☐ 1. Program is accredited by American Montessori Society (AMS) or Association of Montessori Internationale (AMI).
 - **Required Evidence:** Current accreditation certificate from AMS or AMI
 - **Points: 3**
- ☐ 2. 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.
 - **Required Evidence:** Documentation of additional supports offered
 - **Points: 3**
- ☐ 3. Program Director or Administrator has completed the HEART of Leadership series.
 - **Required Evidence:** Professional development records/certificates, NJ Workforce Registry transcripts.
 - **Points: 3**
- ☐ 4. Program offers continuity of care (looping) for young children. Teachers remain with the child's age group for 2 plus years.
 - **Required Evidence:** Program policy for continuity of care
 - **Points: 3**
- ☐ 5. Program offers a multi-language approach. Curriculum is implemented in 2 or more languages.
 - **Required Evidence:** Documentation or receipt of language immersion curriculum; lesson plans reflecting curriculum is implemented in at least 2 languages
 - **Points: 3**
- ☐ 6. A minimum of 1 educator from each classroom completes the three module Pyramid Training Series (12 hours) to ensure programming that supports all infants and young children (ages 0-8) in developing social-emotional competence.
 - **Required Evidence:** Professional development records/certificates, NJ Workforce Registry transcripts.
 - **Points: 4**
- ☐ 7. A minimum of 1 educator from each classroom completes Keeping Babies and Children in Mind training Series (21 hours).
 - **Required Evidence:** Professional development records/certificates, NJ Workforce Registry transcripts.
 - **Points: 4**



REVISED QUALITY STANDARDS

- ❑ 8. Program is a Pyramid Model Implementation program.
 - **Required Evidence:** Certificate or letter of good standing from the Social Emotional Formation Initiative (SEFI) at Montclair State University
 - **Points: 5**

- ❑ 9. Educators, supervisors and administrators receive professional development and/or coursework on the implementation and benefits of home visiting. Home Visits are modeled after Head Start guidelines and are offered to all enrolled families.
 - **Required Evidence:** 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.*
 - **Points: 5**

- * Depending on how many the school completed, documentation of completed home visits could be reviewed virtually or onsite

- ❑ 10. Program is a Pyramid Model Demonstration site.
 - **Required Evidence:** Certificate or letter of good standing from the Social Emotional Formation Initiative (SEFI) at Montclair State University
 - **Points: 10**