



# Quality Standards for Early Care and Education Programs

## Self-Assessment Checklist

Name of Program/School: \_\_\_\_\_  
Name/Position: \_\_\_\_\_  
NJCCIS Facility ID: \_\_\_\_\_  
TA Specialist Name: \_\_\_\_\_  
Date Completed: \_\_\_\_\_

### Completing The Grow NJ Kids Self-Assessment

The Grow NJ Kids Self -Assessment process serves as a foundational step in your commitment to supporting the development and well-being of children. It also initiates a collaboration between your early care and education (ECE) program and NJ's robust system of supports and technical assistance. Use this tool and the support of your Technical Assistance Specialist (TAS) to help you **identify and celebrate your program's strengths** while pinpointing **opportunities for continuous quality improvement (CQI)**.

By engaging with this tool, you align with Grow NJ Kids' mission to raise the quality of child care and early learning across the state. Together, we aim to promote best practices, enhance educator and program development, and ultimately, improve outcomes for New Jersey's youngest learners.

**Instructions:** Use the self-assessment on the following pages to identify your program's strengths as well as areas for growth. Once complete, enter your responses into self-assessment located in your Grow NJ Kids profile on NJCCIS.



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### Instructions for Completing the Grow NJ Kids (GNJK) Self-Assessment and Documentation Submission Process

#### 1. Understand the Domains and Standards

- Familiarize yourself with the Grow NJ Kids Domains and Standards. Write down any questions you have and review questions with your Technical Assistance Specialist (TAS).

#### 2. Review the Checklist

- Read the checklist thoroughly and indicate which standards in each domain you feel your program meets.
- Go back through your list of MET standards and indicate what evidence you have that would best demonstrate how your program meets the intention of the standard.
- For NOT MET standards provide some information on what supports you would need to meet this standard in the future, or why you feel this standard may be out of reach or not applicable for your program.

#### 3. Enter your Self-Assessment responses in NJCCIS

- Upon submitting your electronic self-assessment, a Quality Improvement Plan will generate. Use the QIP template to generate your program's improvement plan, identifying your goals, actions required, individuals responsible, resources needed, and a target date for completion.

#### 4. Gather Required Documentation

- Refer to the examples of evidence provided in the standards document. Gather training records, NJ Workforce Registry transcripts, program policies, evaluation protocols, photos, videos, narrative descriptions, and any additional evidence to support your "met" standards. Label EACH piece of evidence with your program name, date, and the standard number i.e., CW 1.
- Don't forget to review additional point opportunities

#### 5. Upload Evidence to the NJCCIS File Cabinet.

- Each Grow NJ Kids Domain has a specific folder where you can upload your documentation. Schedule a time to review your checklist and evidence with your TAS. Your TAS will work with you to review all evidence, help calculate and document points for each standard and sign off on your checklist. Your TAS will also verify all Foundational Standards are met before your program files for rating.



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### Level 1 and 2 Requirements

#### Level 1

- Enrollment in GNJK Program
- Licensed (Centers) or Operating (NJDOE Preschool) for a minimum of 1 Year
- Program has a regular or temporary license from the NJ Office of Licensing and no unabated OOL violations

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, are in good standing with the NJ DOE, and have been open and operating for one school year.

Program has fully enrolled in Grow NJ Kids by:

- 1) Submitting the enrollment application on NJCCIS and, once approved;
- 2) Completing the Grow NJ Kids Orientation,
- 3) Reviewing and signing the GNJK participation agreement.

#### Level 2

- Self-Assessment and Planning

Meets all Level 1 Requirements AND:

- 1) Completed the Grow NJ Kids Self-Assessment in NJCCIS, and;
- 2) Has developed a Quality Improvement Plan within NJCCIS.

***Programs must meet both Level 1 and 2 requirements and all Foundational Standards to qualify for a 3, 4, or 5-star rating.***



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### Foundational Standards

Programs must meet both Level 1 and 2 requirements and all Foundational Standards to qualify for a 3, 4, or 5-star rating

*(Foundational Standard evidence is reviewed virtually or onsite by a Technical Assistance Specialist prior to filing for a star rating)*

| Criteria # | Standard  | Meets Standard?   | Notes | Add to QIP?              |
|------------|---|---|-------|--------------------------|
| 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.</b><br><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. | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |       | <input type="checkbox"/> |
| FS 2       | <b>All educators are enrolled in the NJ Workforce Registry.</b><br><b>Required Evidence:</b> A copy of each staff members NJCCIS Membership Card or listing of NJCCIS ID#s  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |       | <input type="checkbox"/> |
| 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.</b><br><b>Required Evidence:</b> A copy of the staff program policies handbook.  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |       | <input type="checkbox"/> |
| FS 4       | <b>Administrators and supervisors have completed professional development on evaluating and supporting early childhood educators.</b><br><b>Required Evidence:</b> Professional development records/certificates, NJ Workforce Registry transcripts and/or college transcripts that reflect completion of professional development.   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |       | <input type="checkbox"/> |
| FS 5       | <b>All educators who have completed their first year of employment receive an annual written performance evaluation conducted by their supervisor.</b><br><b>Required Evidence:</b> Completed annual written performance evaluation protocol or form for at least 80% of program staff. Confidential information may be redacted.   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |       | <input type="checkbox"/> |



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| Criteria # | Standard   | Meets Standard?   | Notes | Add to QIP?              |
|------------|--|---|-------|--------------------------|
| FS 6       | <b>All educators and leadership have an Individualized Professional Development Plan.</b><br><b>Required Evidence:</b> Annual Individualized Professional Development Plans. Plans could be included in annual performance evaluations.  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |       | <input type="checkbox"/> |
| 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.</b><br><b>Required Evidence:</b> Completed QIP on NJCCIS and narrative on how CQI process included family and staff participation and feedback  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |       | <input type="checkbox"/> |
| FS 8       | <b>Programs serving infants have a Safe Sleep policy in accordance with the <u>American Academy of Pediatrics</u> and <u>Caring for our Children 3.1.4.1</u> (waived for programs who do not serve infants and toddlers). This standard is not applicable for programs serving children over 1 year of age.</b><br><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.  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |       | <input type="checkbox"/> |
| FS 9       | <b>The program has established and enforces policies aimed at preventing suspension and expulsion.</b><br><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> . Enforcement of policies can be demonstrated using documentation and/or narratives. | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |       | <input type="checkbox"/> |



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### Voluntary Points Based Standards to Support CQI

#### Curriculum Teaching and Learning (CTL) - Up to 60 Points

| Criteria # | Standard  | Meets Standard?   | Notes | Add to QIP?              |
|------------|---|---|-------|--------------------------|
| CTL 1      | <p><b>Administrators and supervisors have completed professional development on each of the following topics:</b></p> <p><u>Required to qualify for 3 stars – Lesson Planning and Developmentally Responsive Practice</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developmentally and culturally responsive practice related to curriculum implementation (minimum of 2 hours within past 3 years)</li> <li><input type="checkbox"/> Lesson planning</li> </ul> <p><u>Required to qualify for 4 or 5 stars – Curriculum Implementation Training</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Foundational and ongoing professional development related to curriculum implementation must be delivered by or approved by the curriculum developer.</li> <li><input type="checkbox"/> 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 instruction.</li> </ul> <p><i>*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.</i></p> <p><b>Points: up to 6</b></p> <p><b>Level 3 Point Max</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 50% of administrators and supervisors complete professional development (1 point) <b>or</b></li> <li><input type="checkbox"/> 100% of administrators and supervisors complete professional development (2 points)</li> </ul> <p><b>Level 4- and 5-Point Max</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 50% of administrators and supervisors complete professional development (2 points) <b>or</b></li> <li><input type="checkbox"/> 100% of administrators and supervisors complete professional development (4 points)</li> </ul> | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No |       | <input type="checkbox"/> |

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| Criteria # | Standard  | Meets Standard?   | Notes | Add to QIP?              |
|------------|---|---|-------|--------------------------|
| CTL 3      | <p><b>Administrators/Supervisors and Educators have completed professional development on the following topics:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation of Developmental Screening</li> <li><input type="checkbox"/> Implementation of program's specific Performance Based Assessment (PBA)</li> <li><input type="checkbox"/> Inclusion and inclusive practices (minimum of 2 hours within past 3 years)</li> <li><input type="checkbox"/> Supporting children's home language</li> <li><input type="checkbox"/> Supporting Child Transitions</li> <li><input type="checkbox"/> The Environment Rating Scales (minimum of 2 hours within past 3 years)</li> </ul> <p><b>Points: up to 12</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 50% of administrators, supervisors and educators complete professional development (1 point per topic) <b>or</b></li> <li><input type="checkbox"/> 100% of administrators, supervisors and educators complete professional development (2 points per topic)</li> </ul> | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| CTL 4      | <p><b>Program's <u>non-instructional staff</u> receive a minimum of 2 hours of professional development on each of the following topics:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developmentally and culturally responsive practices (within past 3 years)</li> <li><input type="checkbox"/> Overview of <u>NJ Birth to Three Standards</u> and/or the <u>NJ Preschool Teaching and Learning Standards</u></li> <li><input type="checkbox"/> Appropriate adult-child interactions (Within past 3 years)</li> </ul> <p><b>Points: up to 6</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 50% of non-instructional staff complete professional development (1 point per topic) <b>or</b></li> <li><input type="checkbox"/> 100% of non-instructional staff complete professional development (2 points per topic)</li> </ul>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| CTL 5      | <p><b>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>.</b></p> <p><b>Points: 2 Met/Not Met</b></p>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item.                                     |       | <input type="checkbox"/> |





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|--|--|---|--|--------------------------|
| <b>CTL 6</b><br><b>Required Standard for Level 4 and 5</b> | <b>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.</b><br><b>Points: up to 4</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research-based curriculum obtained by program (1 point)</li> <li><input type="checkbox"/> Lessons plans aligned to curriculum and coded with early learning standards (3 points)</li> </ul>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item.                                     |  | <input type="checkbox"/> |
| <b>CTL 7</b>   | <b>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 <u>CDC guidelines</u>. A system is established to refer families to further evaluation that address children's developmental and behavioral needs.</b><br><b>Points: up to 4</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developmental screening tools obtained by program and policy related to implementation of developmental screening (1 point)</li> <li><input type="checkbox"/> Developmental screenings conducted a minimum of 1x per year for students receiving parental consent (1 point) <b>or</b></li> <li><input type="checkbox"/> Developmental screenings performed in accordance with the instrument guidelines or at a minimum at 9, 18, and 30 months, 3, 4, and 5 years of age for students receiving parental consent (2 points)</li> <li><input type="checkbox"/> Families receive information related to developmental screenings and as appropriate receive referrals for further evaluation (1 point)</li> </ul> | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. | * Onsite review – 25% random sample of completed developmental screenings for each age group   | <input type="checkbox"/> |
| <b>CTL 8</b>   | <b>Program implements state approved performance-based assessment (PBA) system and uses child assessment data to improve program practice.</b><br><b>Points: up to 5</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purchase or acquisition of PBA (1 point)</li> <li><input type="checkbox"/> PBA Implementation (1 Point)</li> <li><input type="checkbox"/> Lesson plans reflect modifications based on PBA data (1 Point)</li> <li><input type="checkbox"/> Child Assessment data shared with families (1 point)</li> <li><input type="checkbox"/> Use of PBA data to improve classroom and/or program practices (1 point)</li> </ul>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. | *Onsite review – 25% random sample (per age group/classroom) of assessment data sent to families or shared at conferences twice per year | <input type="checkbox"/> |



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| Criteria # | Standard  | Meets Standard?   | Notes | Add to QIP?              |
|------------|---|---|-------|--------------------------|
| CTL 9      | <p><b>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.</b></p> <p><b>Points: up to 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of Inclusion Policy (1 point)</li> <li><input type="checkbox"/> Documentation of implementation of inclusive practices (1 point)</li> </ul>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| CTL 10     | <p><b>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.</b></p> <p><b>Points: up to 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 activity demonstrating commitment and/or intentional practices (1 point) or</li> <li><input type="checkbox"/> 2 activities demonstrating commitment and/or intentional practices (2 points) or</li> <li><input type="checkbox"/> 3 or more activities demonstrating commitment and/or intentional practices (3 points)</li> </ul>                  | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| CTL 11     | <p><b>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.</b></p> <p><b>Points: up to 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of 1 transition strategy (1 point) or</li> <li><input type="checkbox"/> Evidence of 2 or more transition strategies (2 points)</li> </ul> | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| CTL 12     | <p><b>Program utilizes resources including family engagement and teacher training/support to prevent suspension and expulsion.</b></p> <p><b>Points: 2 Met/Not Met</b></p>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item.                                     |       | <input type="checkbox"/> |

Total Self-Assessed CTL Points =



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### Child Wellbeing (CW) – Up to 27 points

| Criteria #  | Standard  | Meets Standard?   | Notes | Add to QIP?              |
|-------------|---|---|-------|--------------------------|
| <b>CW 1</b> | <p><b><u>Administrators and supervisors</u> 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>:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pediatric First Aid and CPR Certification (must include proof of certification)</li> <li><input type="checkbox"/> Physical health (within past 3 years)</li> <li><input type="checkbox"/> Social-emotional learning (SEL), and effective evidence-based strategies to support children's mental health (within the past 3 years)</li> </ul> <p><b>Points: up to 6</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 50% of administrators and supervisors complete professional development (1 point per topic) <b>or</b></li> <li><input type="checkbox"/> 100% of administrators and supervisors complete professional development (2 points per topic)</li> </ul> | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| <b>CW 2</b> | <p><b><u>Educators</u> 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>:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pediatric First Aid and CPR (must include proof of certification)</li> <li><input type="checkbox"/> Physical health (within past 3 years)</li> <li><input type="checkbox"/> Social-emotional learning (SEL), and effective evidence-based strategies to support children's mental health (within the past 3 years)</li> </ul> <p><b>Points: up to 6</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Minimum of 1 educator from each classroom completes professional development (1 point per topic) <b>or</b></li> <li><input type="checkbox"/> 100% of educators complete professional development (2 points per topic)</li> </ul>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| <b>CW 3</b> | <p><b><u>Non-instructional staff</u> are currently certified in <u>Pediatric First Aid and CPR</u>.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pediatric First Aid and CPR Certification (must include proof of certification)</li> </ul> <p><b>Points: up to 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 50% of non-instructional staff complete professional development (1 point) <b>or</b></li> <li><input type="checkbox"/> 100% of non-instructional staff complete professional development (2 points)</li> </ul>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |



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| Criteria #  | Standard  | Meets Standard?   | Notes | Add to QIP?              |
|-------------|---|---|-------|--------------------------|
| <b>CW 4</b> | <b>Program delivers an array of program practices that promote the physical health of children and families.</b><br><b>Points: up to 3</b><br><input type="checkbox"/> 1 physical health activity implemented (1 point) <b>or</b><br><input type="checkbox"/> 2 physical health activities implemented (2 points) <b>or</b><br><input type="checkbox"/> 3 or more physical health activities implemented (3 points)   | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| <b>CW 5</b> | <b>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.</b><br><b>Points: up to 4</b><br><input type="checkbox"/> 1 SEL concept per age group integrated in daily activities (1 point) <b>or</b><br><input type="checkbox"/> 2 SEL concepts per age group integrated in daily activities (2 points) <b>or</b><br><input type="checkbox"/> 3 or more SEL concepts per age group integrated in daily activities (4 points) | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| <b>CW 6</b> | <b>Parents receive information and or resources on the importance of having a medical home or consistency in a primary care provider.</b><br><b>Points: 2 Met/Not Met</b>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item.                                     |       | <input type="checkbox"/> |
| <b>CW 7</b> | <b>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.</b><br><b>Points: 2 Met/Not Met</b><br><b>Note: Not applicable if program does not serve infants.</b>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item.                                     |       | <input type="checkbox"/> |



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| Criteria # | Standard  | Meets Standard?   | Notes  | Add to QIP?              |
|------------|---|---|--|--------------------------|
| CW 8       | <p>Vision, hearing, and/or dental screenings are completed, with parental consent, and results are shared with families.</p> <p><b>Points: Up to 2</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> One type of screening (1 point) <b>or</b></li><li><input type="checkbox"/> Two or more types of screenings (2 points)</li></ul> | <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> No</p> <p><b>Self-Assessed Points</b><br/>Choose an item.</p> | <p>Note: 25% random sample (per type of screening) of completed screenings</p> | <input type="checkbox"/> |

Total Self-Assessed CW Points =



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### Family and Community Engagement (FCE) – Up to 30 points

| Criteria # | Standard  | Meets Standard?   | Notes | Add to QIP?              |
|------------|---|---|-------|--------------------------|
| FCE 1      | <p><b>Administrators and supervisors have completed at least 2 hours of professional development on one or more of the following topics:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting and engaging with diverse communities to ensure cultural responsiveness and anti-bias (within past 3 years)</li> <li><input type="checkbox"/> Family and Community Engagement or Strengthening Families Framework (within the past 3 years)</li> </ul> <p><b>Points: up to 4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 50% of administrators and supervisors complete professional development (1 point per topic) <b>or</b></li> <li><input type="checkbox"/> 100% of administrators and supervisors complete professional development (2 points per topic)</li> </ul> | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| FCE 2      | <p><b>Educators have completed at least 2 hours of professional development on one or more of the following topics:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting and engaging with diverse communities to ensure cultural responsiveness and anti-bias (within past 3 years)</li> <li><input type="checkbox"/> Family and Community Engagement or Strengthening Families Framework (within the past 3 years)</li> </ul> <p><b>Points: up to 4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Minimum of 1 educator from each classroom completes professional development (1 point per topic) <b>or</b></li> <li><input type="checkbox"/> 100% of educators complete professional development (2 points per topic)</li> </ul>                                      | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| FCE 3      | <p><b>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.</b></p> <p><b>Points: up to 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent/regular communication about children's learning with all families (1 point)</li> <li><input type="checkbox"/> Tailored information for and communication with families via conferences or other individualized strategies (2 points)</li> </ul>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |



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| Criteria #   | Standard  | Meets Standard?   | Notes   | Add to QIP?              |
|--------------|---|---|---|--------------------------|
| <b>FCE 4</b> | <p><b>Program has an attendance policy and tracks and monitors absences of individual children and contacts families when children are absent after three consecutive days.</b></p> <p><b>Points: up to 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Policy (1 point)</li> <li><input type="checkbox"/> Evidence of follow-up with families (1 point)</li> </ul>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |   | <input type="checkbox"/> |
| <b>FCE 5</b> | <p><b>Program has a system in place to gather annual family feedback and uses this information to inform program policy and operations.</b></p> <p><b>Points: up to 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Policy (1 point)</li> <li><input type="checkbox"/> Samples from 25% of families collected within last year and example of how evidence informed program change (2 points)</li> </ul>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |   | <input type="checkbox"/> |
| <b>FCE 6</b> | <p><b>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.</b></p> <p><b>Points: up to 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meeting schedule and agendas from current school year for family advisory council meetings (1 point)</li> <li><input type="checkbox"/> Evidence of considerations for unique needs of families and the design of learning environments with inclusion in mind (1 point)</li> </ul>     | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |   | <input type="checkbox"/> |
| <b>FCE 7</b> | <p><b>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.</b></p> <p><b>Points: up to 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annually updated and accessible resources (1 point)</li> <li><input type="checkbox"/> Resources/materials within resources are available in languages reflected in program* (1 point)</li> </ul> <p><i>A listing of languages primarily spoken by children/families currently enrolled must be provided to receive full credit for this standard</i></p> | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. | <i>*Depending on size, this can be reviewed on site</i> | <input type="checkbox"/> |



# Quality Standards for Early Care and Education Programs

## Self-Assessment Checklist

| Criteria #    | Standard   | Meets Standard?   | Notes | Add to QIP?              |
|---------------|--|---|-------|--------------------------|
| <b>FCE 8</b>  | <p>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.</p> <p><b>Points: 2 Met/Not Met</b><br/> <i>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</i></p>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item.                                     |       | <input type="checkbox"/> |
| <b>FCE 9</b>  | <p>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.</p> <p><b>Points: up to 4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning opportunity is provided to families 1x year (1 point) <b>or</b></li> <li><input type="checkbox"/> Learning opportunities are provided to families at least twice a year (2 points)</li> <li><input type="checkbox"/> Program topics driven by family needs data (1 point)</li> <li><input type="checkbox"/> Translation/Interpreters provided for multilingual families (1 point)</li> </ul> | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| <b>FCE 10</b> | <p><u>The Strengthening Families Protective Factors (SFPF) Framework</u> is used annually to assess engagement of and interactions with families.</p> <p><b>Points: up to 4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct annual assessment (1 point)</li> <li><input type="checkbox"/> Implement 1 activity from the plan (1 point) <b>or</b></li> <li><input type="checkbox"/> Implement 2 or more activities from the plan (3 points)</li> </ul>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |

Total Self-Assessed FCE Points =





# Quality Standards for Early Care and Education Programs

## Self-Assessment Checklist

### Workforce Development and Supports (WDS) – Up to 28 points

| Criteria #   | Standard   | Meets Standard?   | Notes | Add to QIP?              |
|--------------|--|---|-------|--------------------------|
| <b>WDS 1</b> | <b>Administrators and supervisors have completed at least 2 hours of professional development related to key characteristics and skills of high impact leaders.</b><br><b>Points: up to 2</b><br><input type="checkbox"/> 50% of administrators and supervisors complete professional development (1 point) <b>or</b><br><input type="checkbox"/> 100% of administrators and supervisors complete professional development (2 points)  | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| <b>WDS 2</b> | <b>Program supports <u>educators, administrators, supervisors and non-instructional staff</u> in attaining higher qualifications on the NJ Career Lattice.</b><br><b>Points: up to 4</b><br><input type="checkbox"/> Program incorporates the NJ Career Lattice into individualized professional development planning (1 point)<br><input type="checkbox"/> Program provides incentives for staff to attain higher qualifications (3 points)   | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| <b>WDS 3</b> | <b>Minimum <u>educator</u> 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.</b><br><b>Points: up to 6</b><br><input type="checkbox"/> 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) <b>or</b><br><input type="checkbox"/> 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) <b>or</b><br><input type="checkbox"/> 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) <b>or</b><br><input type="checkbox"/> 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) <b>or</b><br><input type="checkbox"/> 100% of full time*educators are a level 3 or higher qualification on the Career Lattice (6 points)<br>*As defined by the employing program | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |



# Quality Standards for Early Care and Education Programs

## Self-Assessment Checklist

| Criteria #   | Standard  | Meets Standard?   | Notes | Add to QIP?              |
|--------------|---|---|-------|--------------------------|
| <b>WDS 4</b> | <b>Professional development at the program-level is data-driven and centered around program and staff needs.</b><br><b>Points: 3 Met/Not Met</b>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item.                                     |       | <input type="checkbox"/> |
| <b>WDS 5</b> | <b>Multiple types of bi-directional communication responsive to staff needs and preferences are used to inform staff of program activities, policies, etc.</b><br><b>Points: 2 Met/Not Met</b>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item.                                     |       | <input type="checkbox"/> |
| <b>WDS 6</b> | <b>Program promotes a positive organizational climate based on staff needs and feedback.</b><br><b>Points: 2 Met/Not Met</b>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item.                                     |       | <input type="checkbox"/> |
| <b>WDS 7</b> | <b>Program fosters a supportive environment where educators and staff feel appreciated and listened to.</b><br><b>Points: up to 3</b><br><input type="checkbox"/> Evidence of 1 strategy implemented (1 point) <b>or</b><br><input type="checkbox"/> Evidence of 2 strategies implemented (2 points) <b>or</b><br><input type="checkbox"/> Evidence of 3 or more strategies implemented (3 points)                                | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| <b>WDS 8</b> | <b>Program provides comprehensive support for the social-emotional wellness of administrators, educators, and non-instructional staff.</b><br><b>Points: up to 3</b><br><input type="checkbox"/> Evidence of 1 strategy implemented (1 point) <b>or</b><br><input type="checkbox"/> Evidence of 2 strategies implemented (2 points) <b>or</b><br><input type="checkbox"/> Evidence of 3 or more strategies implemented (3 points) | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |



# Quality Standards for Early Care and Education Programs

## Self-Assessment Checklist

|              |   |   |  |                          |
|--------------|---|---|--|--------------------------|
| <b>WDS 9</b> | <b>Program actively recruits and retains a diverse workforce by implementing inclusive hiring practices and creating a supportive environment that values and respects differences.</b><br><b>Points: 3 Met/Not Met</b><br><input type="checkbox"/> Evidence of 2 or more strategies implemented (3 points) | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |  | <input type="checkbox"/> |
|--------------|---|---|--|--------------------------|

Total Self-Assessed WDS Points =



# Quality Standards for Early Care and Education Programs

## Self-Assessment Checklist

### Administration and Management Practices (AMP) – Up to 25 points

| Criteria #  | Standard   | Meets Standard?   | Notes | Add to QIP?              |
|---|--|---|-------|--------------------------|
| <b>AMP 1</b><br>Required Standard for Level 3 and Above | <p><b>Administrators and supervisors have completed at least 2 hours of professional development on the following topic:</b></p> <p><input type="checkbox"/> The Environment Rating Scales</p> <p>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.</p> <p><b>Points: up to 3</b></p> <p><input type="checkbox"/> 50% of administrators and supervisors complete professional development (2 points) <b>or</b></p> <p><input type="checkbox"/> 100% of administrators and supervisors complete professional development (3 points)</p> | <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> No</p> <p><b>Self-Assessed Points</b><br/>Choose an item.</p> |       | <input type="checkbox"/> |
| <b>AMP 2</b>  | <p><b>Program staff have access to paid benefits.</b></p> <p><b>Points: up to 4</b></p> <p><input type="checkbox"/> Benefit Policy (1 point)</p> <p><input type="checkbox"/> 1 benefit offered (1 point) <b>or</b></p> <p><input type="checkbox"/> 2 benefits offered (2 points) <b>or</b></p> <p><input type="checkbox"/> 3 or more benefits offered (3 points)</p>   | <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> No</p> <p><b>Self-Assessed Points</b><br/>Choose an item.</p> |       | <input type="checkbox"/> |
| <b>AMP 3</b>  | <p><b>Program implements a transparent wage scale that links wages to staff qualifications.</b></p> <p><b>Points: up to 3</b></p> <p><input type="checkbox"/> Wage scale (1 point)</p> <p><input type="checkbox"/> Evidence of pay aligning to scale (2 points)</p>  | <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> No</p> <p><b>Self-Assessed Points</b><br/>Choose an item.</p> |       | <input type="checkbox"/> |



# Quality Standards for Early Care and Education Programs

## Self-Assessment Checklist

| Criteria # | Standard   | Meets Standard?   | Notes | Add to QIP?              |
|------------|--|---|-------|--------------------------|
| AMP 4      | <p><b>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.</b></p> <p><b>Points: up to 4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All educators .5 hours/weekly (1 point) or</li> <li><input type="checkbox"/> Lead educators 2 hours/month (2 points) or</li> <li><input type="checkbox"/> All educators 1 hour/weekly (4 points)</li> </ul> | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| AMP 5      | <p><b>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.</b></p> <p><b>Points: 2 Met/Not Met</b></p>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item.                                     |       | <input type="checkbox"/> |
| AMP 6      | <p><b>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.</b></p> <p><b>Points: up to 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of operating budget with income and expenditures (1 point)</li> <li><input type="checkbox"/> Narrative describing how financial reviews support financial goals (1 point)</li> </ul>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> Partial<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| AMP 7      | <p><b>Program has a strategic or business plan that includes marketing/recruitment plan to maximize full enrollment.</b></p> <p><b>Points: 2 Met/Not Met</b></p>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item.                                     |       | <input type="checkbox"/> |



# Quality Standards for Early Care and Education Programs

## Self-Assessment Checklist

| Criteria #   | Standard  | Meets Standard?   | Notes  | Add to QIP?              |
|--------------|---|---|--|--------------------------|
| <b>AMP 8</b> | <p>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.</p> <p><b>Points: up to 3</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Operation Manual and/or staff and family handbooks (2 points)</li><li><input type="checkbox"/> Policies and procedures reviewed by diverse group, feedback sought, and revisions made (1 point)</li></ul> | <p><input type="checkbox"/> Yes<br/><input type="checkbox"/> Partial<br/><input type="checkbox"/> No</p> <p><b>Self-Assessed Points</b><br/>Choose an item.</p> | <p>* Depending on the size of manual(s), this could be reviewed onsite</p> | <input type="checkbox"/> |
| <b>AMP 9</b> | <p>Program adheres to all relevant local, state, and federal regulations and regularly reviews compliance requirements and updates policies accordingly.</p> <p><b>Points: 2 Met/Not Met</b></p>  | <p><input type="checkbox"/> Yes<br/><input type="checkbox"/> No</p> <p><b>Self-Assessed Points</b><br/>Choose an item.</p>                                      |  | <input type="checkbox"/> |

Total Self-Assessed AMP Points =



# Quality Standards for Early Care and Education Programs

## Self-Assessment Checklist

### Additional Points – Up to 43 points

| # | Activity  | Criteria Met?   | Notes | Add to QIP?              |
|---|---|---|-------|--------------------------|
| 1 | <p>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>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| 2 | <p>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> | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| 3 | <p>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>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| 4 | <p>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>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| 5 | <p>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>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| 6 | <p>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.</p> <p><b>Points: 4</b></p>       | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |



# Quality Standards for Early Care and Education Programs

## Self-Assessment Checklist

| #  | Standard  | Meets Standard?   | Notes | Add to QIP?              |
|----|---|---|-------|--------------------------|
| 7  | <b>A minimum of 1 educator from each classroom completes Keeping Babies and Children in Mind training Series (21 hours).</b><br><b>Required Evidence:</b> Professional development records/certificates, NJ Workforce Registry transcripts.<br><b>Points: 4</b>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| 8  | <b>Program is a Pyramid Model Implementation program.</b><br><b>Required Evidence:</b> Certificate or letter of good standing from the Social Emotional Formation Initiative (SEFI) at Montclair State University<br><b>Points: 5</b>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| 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.</b><br><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*<br><b>Points: 5</b><br>* Depending on how many the school completed, documentation of completed home visits could be reviewed virtually or onsite | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |
| 10 | <b>Program is a Pyramid Model Demonstration site.</b><br><b>Required Evidence:</b> Certificate or letter of good standing from the Social Emotional Formation Initiative (SEFI) at Montclair State University<br><b>Points: 10</b>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Self-Assessed Points</b><br>Choose an item. |       | <input type="checkbox"/> |

Total Self-Assessed Additional Points =





# Quality Standards for Early Care and Education Programs

## Self-Assessment Checklist




### Self-Assessment Summary

| Grow NJ Kids Domain                           | Total Points Available | Self-Assessed Points |
|---|------------------------|----------------------|
| Foundational Standards                        | Required               | Required             |
| Curriculum Teaching and Learning (CTL)        | 60                     |                      |
| Child Wellbeing (CW)                          | 27                     |                      |
| Family and Community Engagement (FCE)         | 30                     |                      |
| Workforce Development and Supports (WDS)      | 28                     |                      |
| Administration and Management Practices (AMP) | 25                     |                      |
| Subtotal                                      | 170                    |                      |
| Additional Points                             | 48                     |                      |
| Total Self-Assessed Points                    | 213                    |                      |



# Quality Standards for Early Care and Education Programs

## Self-Assessment Checklist

| GNJK Level  | Range of Points/Requirements  |   |
|---|---|---|
| Participation Levels  |   |   |
| <div>Level 1</div> <ul style="list-style-type: none"><li>Enrollment in GNJK Program</li><li>Centers – Licensed (Centers) or Operating (NJDOE Preschool) for a minimum of 1 Year</li><li>Compliance with Licensing</li></ul> | <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"><li>Submitting the enrollment application on NJCCIS and, once approved;</li><li>Completing the Grow NJ Kids Orientation,</li><li>Reviewing and signing the GNJK participation agreement.</li></ul> <p>Program has a Regular or Temporary License with no outstanding unabated items.</p>  |   |
| <div>Level 2</div> <ul style="list-style-type: none"><li>Self-Assessment and Planning</li></ul>   | <p>Meets all Level 1 Requirements AND:</p> <ol style="list-style-type: none"><li>Completed the Grow NJ Kids Self-Assessment in NJCCIS, and;</li><li>Has developed a Quality Improvement Plan within NJCCIS.</li></ol> <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  |   |   |
| <div>50 - 90 Points</div> <div></div>  | <p><b>Meets Level 1 and 2 Requirements AND:</b></p> <ol style="list-style-type: none"><li>Receive a minimum of 10 points in each of Grow NJ Kids Quality Domains<ol style="list-style-type: none"><li>Programs must receive at least 1 point towards CTL1</li><li>Programs must receive at least 2 points towards CTL 2</li></ol></li><li>Receive a minimum of points within a Star level<ul style="list-style-type: none"><li>Star Level 3 - 50 - 90 Points</li><li>Star Level 4 - 91 - 131 Points</li><li>Star Level 5 -132 and Above Points</li></ul></li><li>Receive a minimum score on the ERS Observation<ul style="list-style-type: none"><li>Star Level 3 - ERS Average 3.75, no more than 1 subscale below 3</li><li>Star Level 4 - ERS Average 4.5, no more than 1 subscale below 4</li><li>Star Level 5 - ERS average of 5, no more than 1 subscale below 4.25</li></ul></li></ol> | <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 <b>quality improvement phase</b>, 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> |
| <div>91 - 131 Points</div> <div></div>   |   |   |
| <div>132 and Above Points</div> <div></div>  |   |   |