

# NJ Center for Quality Ratings at WPU

## *Required Documentation for Ratings*

### **1 Star Rating**

(1.1.1; 2.1.1; 3.1.1; 4.1.1; 5.1.1)

- GNJK Quality Improvement Plan based on GNJK Self-Assessment
- Office of Licensing Certificate

### **2 Star Rating**

- Self-Assessed ECERS-3/ITERS-R for each classroom (1.2.1; 2.2.1)
- Policy and Procedure that reflect national health and safety standards and Completed Let's Move Child Care Checklist (1.2.2)
- Copies of Universal Health Record and evidence of correspondence with parents (1.2.3)
- Documentation demonstrating teacher/parent involvement in the research and selection of an appropriate research-based curriculum; Standards Alignment Documentation (2.2.2)
- Evidence of communication in children's home language: Labeling, materials, books in home language (*to be examined on site*) (2.2.3)
- Documentation of communication with parents sharing child observations (daily for infants and toddlers, weekly for preschool) (2.2.4)
- Strengthening Families Self-Assessment Tool (including SF Quality Improvement Plan) (3.2.1)
- Parent Signatures of receipt documenting they have received a copy of the Community Resource Handbook/materials (3.2.2)
- PINJ Registry (4.2.1; 4.2.2; 4.2.3)

### **3, 4, 5 Star Ratings**

#### ***Children's Folders***

- Child's Transition Folders (2.4.5)

#### ***Program Policies & Procedures***

- Outdoor Play Area Inspection Logs; Completed Outdoor Play Inspection Forms (1.3.1; 1.4.4)
- Sample menus (1.3.3)
- Copy of developmental screening tool; protocol/policy (1.3.6)
- A health tracking system of children's files for oral, vision and hearing screenings; parent consent (1.4.2)
- Copy of policies for completed structured classroom observation/assessment tool(s) (e.g. ECERS, SELA, PCMI, PRISM, QBCC) (2.3.2; 2.4.2)
- Evidence of performance-based assessment used: sample portfolios, observation forms, completed rubrics; evidence of data summaries informing program practices/student growth; aggregated classroom data of comparative progress across the school year (2.3.3; 2.4.3; 2.5.2)
- Evidence of how screening results are used to modify/accommodate children's specific needs and abilities (2.3.4)
- Documentation of screening and referral policy; formal agreements; copies of referrals (2.4.4)
- List of ethnic demographics of student population; Annual current calendar of culturally relevant dates and activities reflecting student demographics (3.5.2)
- Score sheets from completed assessments: Pyramid Model TPOT and/or TPITOS (4.5.2)

### ***Staff Policies & Procedures/Handbook***

- Documentation of Staff Orientation to the Breastfeeding Policy (I/T Programs Only) (1.3.2)
- Signed receipt teachers and teacher assistants have received a copy of the NJ Birth-Three Standards and/or the NJ Preschool Teaching and Learning Standards (2.3.1)
- Copy of staff meeting schedule and/or agendas (4.4.6)
- Signed receipts from non-instructional staff receiving documentation of school practices (4.4.8)
- Employee Handbook listing:
  - Benefit policy describing the benefit(s) employees receive (5.3.8; 5.5.2)

### ***Parent Education/Communication***

- Parent Handbook listing:
  - Breastfeeding Policy (I/T Programs Only) (1.3.2)
- Flyers/Sign-In sheets from health and safety workshops; signed receipts for the parent handbook (1.3.4)
- Parent log of signatures confirming visual, hearing and dental screening results have been reviewed (1.5.1)
- Documentation of results from performance-based assessment shared with parents (2x in 10 month program) (2.3.5)
- Documentation of Strengthening Families Protective Factor (SFPF)\* Framework used in program; survey results; annually updated Quality Improvement Plan; evidence of program fully integrating SFPF / *Head Start programs use PFCE Framework in your Program: Markers of Progress* (3.3.1; 3.4.1; 3.5.1)
- Parent/Family Group Meeting agendas; sign-in sheets; minutes (3.3.2; 3.4.2)
- Family Education workshop agendas; sign-in sheet (3.3.3)
- Documentation of offered home visits (3.3.4; 3.4.4)
- List of community organizations with parent representatives; meeting minutes/agendas (3.3.5; 3.4.5)
- Examples of communication strategies; e.g. newsletters, letters, workshops, flyers (3.4.3)




### ***Administration/Personnel Policies***

- Documentation of Absenteeism Policy (3.3.6)
- Description of the annual performance evaluation process and copy of evaluation, self-assessment, family surveys and Individual Professional Development Plans (4.3.4)
- Self-Assessed PAS score sheets (5.2.1; 5.3.1; 5.4.1; 5.5.1)
- Written definition of roles and responsibilities of the governing body (if non-profit/public) (5.3.2)
- Written policy/manual of financial operating procedures (5.3.3)
- Marketing Plan addressing increasing enrollment (5.3.4)
- Current operating budget including statement of income and expenditures (5.3.5)
- Evidence of internal communication strategies (5.3.7)
- Advisory council meeting minutes/sign-in sheets (5.4.2)
- Business/Strategic Plan (5.4.3)
- Written description of system for tracking teacher turnover (5.4.4)
- Annual report with financial system information (5.4.5)
- Quarterly accounting review report (5.4.6)
- Signed contract with CPA and most recent audit (5.4.7)

### ***Agency Training & Professional Development Plans***

- Copy of completed curriculum implementation/Fidelity instrument (4.4.5)
  - Evidence of aggregated classroom/program/child level data reports and Program Improvement Plan (4.4.7)
  - Individual Professional Development/Agency Training Plans (4.5.1)
  - Comprehensive written program improvement plan (5.3.6)
  - Documentation of individual professional development plans; incentive programs (5.3.9; 5.5.4)
  - Documentation of ongoing reflective practice opportunities / *Head Start Programs: Practice-Based Coaching document* (5.5.3)
- ### ***PINJ - Professional Development & Training/Staff Credentials***
- PINJ Registry (1.4.3; 1.5.2; 4.3.1; 4.3.2; 4.3.3; 4.3.5; 4.3.6; 4.3.7; 4.3.8; 4.3.9; 4.4.1; 4.4.2; 4.4.3; 4.4.4; 4.5.3)

**Required Classroom Observation scores for ratings by NJ Center for Quality Ratings**

			
<b>CLASS Emotional Support and Classroom Organization</b>	N/A	<b>Score of 5</b> Center/school-wide average of random selection by NJ Center for Quality Ratings of 50% of all appropriate classrooms	<b>Score of 5.5</b> Center/school-wide average of random selection by NJ Center for Quality Ratings of 50% of all appropriate classrooms
<b>CLASS Instructional Support/Engaged Support for Learning</b>	N/A	<b>Score of 3</b> Center/school-wide average of random selection by NJ Center for Quality Ratings of 50% of all appropriate classrooms	<b>Score of 3.3</b> Center/school-wide average of random selection by NJ Center for Quality Ratings of 50% of all appropriate classrooms
<b>ERS ECERS-3/ITERS-R</b>	<b>Score of 5 or higher; no subscales below a 4</b> Center/school-wide average of random selection by NJ Center for Quality Ratings of 50% of all classrooms by each age group (Preschool or I/T)	<b>Score of 5 or higher; no subscales below a 4</b> Center/school-wide average of random selection by NJ Center for Quality Ratings of 50% of all classrooms by each age group (Preschool or I/T)	<b>Score of 6 or higher; no subscales below a 5</b> Center/school-wide average of random selection by NJ Center for Quality Ratings of 50% of all classrooms by each age group (Preschool or I/T)

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