

# Division of Early Childhood Services

Self-Assessment Validation System

Former Abbott’s, Charter Schools, and Preschool Education Aid (PEA) Districts

Due: April 11, 2025

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Acting Commissioner

New Jersey Department of Education

Contact:

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## District Information

Please complete the information listed below.

County:

District name:

Early childhood contact:

Contact email:

Contact phone number:

Please indicate the number of classrooms and students where all (PEA) children are served in the table below as of March 31, 2025.

| **Location** | **Current number of classrooms** | **Current number of general education students enrolled** | **Current number of students with an IEP enrolled in PEA classrooms** |
| --- | --- | --- | --- |
| In-district |  |  |  |
| Contracted Head Start |  |  |  |
| Contracted Private Providers |  |  |  |

## Purpose, Directions and Submission

### Purpose

As noted in N.J.A.C. 6A:13A-8.1, Elements of High-Quality Preschool Programs, districts are required to participate in a process of continuous quality improvement. The Self-Assessment Validation System (SAVS) has been developed to help districts identify areas of improvement in the overall preschool program implementation. The SAVS is completed each year and should help to inform the districts submitted annual preschool program plan. A validation visit by the SAVS team shall occur at least once every three years.

### Directions

The district shall complete this document by providing a rating and comments for each criterion. Comments should include information directly related to the district’s current practices.

### Submission

The district shall complete and submit the document in Homeroom under the category *Early Childhood Materials* by April 11, 2025.

Please address any questions related to the SAVS to your district liaison or doeearlychild@doe.nj.gov.

## SAVS Rating Procedures

**Not Met:** This criterion is not met. There is little evidence that this statement accurately describes the program, but plans may have been developed.

**In Progress:** The criterion is partially met. There is some evidence that this statement accurately describes the program. Plans have been developed and initiated, but the full realization is not yet accomplished.

**Fully Met:** The criterion is completely met. There is a great deal of evidence that this statement accurately describes the program.

**Not Applicable:** This is marked when the criterion does not apply to the program.

## Section I: Administration, Program Planning, Staffing and Qualifications

Rationale: A key to successful high-quality preschool programs is having knowledgeable and experienced administrators, appropriate certified instructional staff and facilities that are designed to meet the needs of **all** preschool children served within a mixed delivery system.

### Administration

#### Criterion 1

Administrators overseeing the preschool program facilitate the development, articulation, and implementation of the Department of Education (DOE) approved program plan in all locations.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

#### Criterion 2

The Business Administrator (BA) and/or fiscal specialist applies General Accepted Accounting Principles (GAAP) and possesses the proper training and skills to perform rigorous analyses of preschool district, provider and Head Start budgets and required financial statements. The BA and/or Fiscal Specialist is responsible for overseeing the development and implementation of the program-wide preschool budget.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

### Program Planning

#### Criterion 1

The district is intentionally planning and implementing recruitment strategies to reach all eligible preschool students.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

#### Criterion 2

The district has a registration process in place that verifies program eligibility and is family friendly using a variety of modes, including in-person and electronic options.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

#### Criterion 3

An assessment of long-term preschool facilities needs is regularly conducted, and improvements are ongoing.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

#### Criterion 4

The district contracts with all willing and able Head Start and private providers to serve eligible children.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

### Staffing and Qualifications

Please complete charts in this section based on positions held that correlate with PEA funded positions approved in the current year budget. If positions were not filled indicate “OPEN POSITION.” Add rows as needed.

#### Criterion 1

The district meets all administrative staffing requirements set forth in N.J.A.C. 6A: 13A Elements of High-Quality Preschool Programs.

Early Childhood Administrator/Supervisors for the District

| **Name** | **Title** | **NJ Supervisor Endorsement or Principal Certificate** | **Years of experience in general preschool education or list relevant early childhood training, coursework, and professional development** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Business Administrator and/or Early Childhood Fiscal Specialist (if applicable)

| Name | Title |
| --- | --- |
|  |  |
|  |  |

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

#### Criterion 2

All Preschool Instructional Coaches (PIC) and Preschool Intervention and Referral Specialists (PIRS) meet the requirements set forth in N.J.A.C. 6A: 13A Elements of High-Quality Preschool Programs.

PIC (1:20 classroom ratio required)

| **Name** | **Number of assigned classrooms** | **Date Preschool Instructional Coach Seminar Completed (Formerly Master Teacher Seminar)** | **Number of years of preschool general education teaching experience** | **Degree and Certifications** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

PIRS (1:20 classroom ratio required)

| **Name** | **Number of assigned classrooms** | **Date Preschool Intervention and Referral Specialist Seminar Completed** | **Years of experience in preschool education or list relevant early childhood training, coursework, and professional development**  | **Degree and Certifications**  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

#### Criterion 3

All Community Parent Involvement Specialist (CPIS), Social Workers and Nurses meet the requirements set forth in N.J.A.C. 6A: 13A Elements of High-Quality Preschool Programs.

CPIS

| **Name** | **Degree and/or certification** |
| --- | --- |
|  |  |

Preschool Social Worker (1:300 ratio required for in-district students)

| **Name** | **Number of preschool students served in-district** | **Degree and/or certification** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

Preschool Nurse (1:300 ratio required)

| **Name** | **Number of preschool students served** |
| --- | --- |
|  |  |
|  |  |
|  |  |

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

#### Criterion 4

All teachers and assistant teachers must have appropriate credentials and appropriate certification pursuant to N.J.A.C. 6A:13A-4.3.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

## Section 2: Curriculum and Classroom Practices

Rationale: Implementation of an approved research-based curriculum that is aligned to the New Jersey Preschool Teaching and Learning Standards (2014) is a required component in all state-funded preschool programs. Establishing program wide supports focused on developmentally appropriate practices and instructional staff’s use of the curriculum as it is intended is an important part of a high-quality preschool program.

### Curriculum

#### Criterion 1

The preschool curriculum is effective in helping children learn and develop.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

#### Criterion 2

The curriculum is being implemented as intended.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

### Child Assessment

#### Criterion 1

A performance-based assessment system aligned to the district’s chosen curriculum is used appropriately and regularly to support each child’s unique learning and development.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

### Preschool Instructional Coach

#### Criterion 1

The PIC fulfills the roles and responsibilities outlined in the N.J.A.C. 6A:13A Elements of High-Quality Preschool Programs.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

### Multilingual Learners

#### Criterion 1

All multilingual (ML) learners receive support for English language acquisition in their natural preschool environment.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

## Section 3: Professional Development

Rationale: Staff development is an integral part of the state-funded preschool program. A data driven professional development (PD) plan related to the district’s mission and chosen curriculum should be implemented and updated on an annual basis.

### Professional Development

#### Criterion 1

A program wide PD plan for instructional staff is developed and implemented based on data from structured classroom observation instruments, performance-based assessments, and staff evaluations.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

#### Criterion 2

A cohesive PD plan is implemented for non-instructional and administrative staff who support preschool program implementation.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

## Section 4: Intervention and Support

Rationale: Interventions and supports for all children should be based on the individual needs of the child. The preschool program is responsible for conducting developmental screenings, implementing strategies and interventions that allow more preschoolers to successfully participate in general education settings.

### Screening

#### Criterion 1

A system of screening preschool students is in place. Screening instruments are developmentally appropriate, research based and implemented appropriately.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

### Intervention and Support

#### Criterion 1

The PIRS fulfills the roles and responsibilities outlined in N.J.A.C. 6A:13A Elements of High-Quality Preschool Programs.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

### Inclusion

#### Criterion 1

 Children with Individualized Education Programs (IEPs) are included in general education classrooms when noted in the IEP and receive required support within the activities and routines of the preschool day.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

## Section 5: Community Collaboration, Program Evaluation and Family Engagement

Rationale: Effective collaborative relationships between schools, families and communities help to provide the resources and meaningful experiences that support all aspects of children’s learning.

### Community Collaboration and Program Evaluation

#### Criterion 1

The Early Childhood Advisory Council (ECAC) includes diverse community representatives, meets quarterly, and is integrally involved in advising on the preschool program.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

#### Criterion 2

The district assesses the needs of the preschool community and uses the information to evaluate and implement on-going improvements.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

### Family Engagement

#### Criterion 1

There are multiple opportunities for families to be involved and are available to families at in-district sites, private providers, and Head Start programs.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

#### Criterion 2

The program has established multiple ways for communicating with and supporting families throughout the school year.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

## Section 6: Support Services

Rationale: The health and safety of children is a priority in high-quality preschool programs.

### Criterion 1

The district implements practices that support the health and safety of children in the preschool program.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

## Section 7: Transition

Rationale: Transition is an ongoing process that facilitates and maintains continuity between programs. It is critical that seamless support is provided for all children as they move into the preschool program, from preschool through third grade.

### Criterion 1

A plan has been developed outlining the transition of children from entry into the preschool program through third grade as outlined in N.J.A.C. 6A:13A Elements of High-Quality Preschool Programs.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

### Criterion 2

Transition meetings and activities are in place to support children entering the preschool program from early intervention, home, or other programs.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |

### Criterion 3

Children and families are supported in their transition from the preschool program into kindergarten as outlined in N.JA.C 6A:13A Elements of High-Quality Preschool Programs.

| **District Rating** | **District Comments** |
| --- | --- |
| [ ]  Not Met[ ]  In Progress[ ]  Fully Met[ ]  Not Applicable |  |