Early Care and Education Programs
Self-Assessment Tool
Fall 2014

*Early Care and Education Programs are defined as Center-Based, School-Based, District Funded, Head Start and Private Schools for Special Education Students.
Category 1: Safe, Healthy Learning Environments

A high quality learning experience can only be facilitated in a safe and healthy environment. An enriching environment must use appropriate classroom furnishings, maintain sanitary conditions, promote a healthy lifestyle, and have a teaching/caregiving team that works from a meaningful plan based on the developmental abilities and capacities of the children.

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<tr>
<th>Criteria #</th>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>1.1</strong></td>
<td>Early Head Start, Head Start and Center-based sites have Department of Children and Families (DCF) License for one year. School-based sites have appropriate Department of Education (DOE) plan approval.</td>
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<td>License in good standing or program meets Licensing Standards (for non-licensable and license exempt programs).</td>
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<td>OOL Certificate DOE approved plan</td>
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<tr>
<th>Head Start Program Performance Standards &amp; Act</th>
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<tbody>
<tr>
<td>1304.53(a)(6) Monitoring Protocol Child Health &amp; Safety Key Indicator #3 Safe Physical Environments</td>
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<thead>
<tr>
<th>Accreditation Standards NAEYC</th>
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<tr>
<td>NAEYC: Leadership &amp; Management</td>
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<tr>
<th><strong>1.2.1</strong></th>
<th>Demonstrates healthy, safe and clean indoor and outdoor environments through a formal assessment.</th>
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<td>ITERS-R and/or ECERS-R self assessed score average of 4 with no subscale below 3.</td>
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<td>NAEYC Self-Assessment Tool</td>
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<th><strong>1.2.2</strong></th>
<th>The program implements national health and safety standards and embeds practices into the daily routine.</th>
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<td>Healthy and Safety Policies &amp; Procedures And Let's Move Child Care Checklist</td>
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<td>Policy and Procedure that reflect national health and safety standards. And Completed Let's Move Child Care Checklist</td>
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<td>NECPA II-50</td>
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<th><strong>1.2.3</strong></th>
<th>Parents are educated on the importance of having a medical home.</th>
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<td>Evidence of correspondence with parents And Copies of Universal Health Record</td>
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<td>1.3.1</td>
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<td>1.4.3</td>
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| **Level 5 Safe, Healthy Learning Environments** | | | | | | |
| 1.5.1 | With parental consent, Vision, Hearing, and dental screenings are completed and results are shared with families. | No | Evidence of Health Screenings provided to parents/program And Copy of Consent Form | Interview two parents or Parent log with parent signature | 1304.20(b)(1) Health & Safety Key Indicator #1— Access to Health and Dental Care | NAEYC: Health |
| 1.5.2 | All staff, identified as part of the adult: child ratio, have a certificate of completion in Pediatric First Aid and Cardio Pulmonary Resuscitation (CPR). | No | Training as indicated in PINJ Registry or First Aid & CPR Certificate | PINJ Training records for staff | 1304.22(d)(1) 1304.22(d)(2) | NAECPA: Health Protection & Promotion |
| 1.5.3 | Demonstrates healthy, safe and clean indoor and outdoor environments through a formal assessment. | No | ITERS-R and/or ECERS-R self-assessed score average of 6 with no subscale below 5. | ITERS-R and/or ECERS-R Score (Protocol) | 1304.53(a) 1304.53(b) | NAECPA: Health Protection & Promotion |

Child Health & Safety Key Indicator #3 Safe Physical Environments
Category 2: Curriculum and Learning Environment

A research-based curriculum, when used with fidelity, provides a road map for teachers/caregivers to use in their rooms/classrooms. Teachers/Caregivers need to be formally trained in the program’s chosen curriculum to ensure that the components are effectively being implemented. Training teachers/caregivers in appropriate assessment, whether through observation or using an assessment tool, is equally as important. Quality programs that implement a chosen curriculum with fidelity typically have the child outcome data to support it.

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<td>2.1.1</td>
<td>Early Head Start, Head Start and Center-based sites have Department of Children and Families (DCF) License for one year. School-based sites have appropriate Department of Education (DOE) plan approval.</td>
<td>☐ Yes ☑ No</td>
<td>License in good standing or program meets Licensing Standards (for non-licensable and license exempt programs).</td>
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<td>2.2.1</td>
<td>A structured observation instrument is used to assess the general classroom learning environment.</td>
<td>☐ Yes ☑ No</td>
<td>ITERS-R and/or ECERS-R self-assessed score average of 4 with no subscale below 3.</td>
<td>ITERS-R and/or ECERS-R Score (Protocol)</td>
<td>1307.3(b)(2)(i) 1307.3(b)(2)(ii) Child Development &amp; Education Key Indicator #1 School Readiness</td>
<td>NAEYC: Leadership &amp; Management</td>
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<tr>
<td>2.2.2</td>
<td>Program is preparing to adopt a research-based, validated curriculum that is aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards.</td>
<td>☐ Yes ☑ No ☑ N/A</td>
<td>Identify research-based curriculum of choice.</td>
<td>Documentation that demonstrates teacher and parent involvement in the research and selection of an appropriate research-based curriculum And Standards Alignment Documentation</td>
<td>642(f)(3)(C)(E) Child Development &amp; Education Key Indicator #2 School Readiness</td>
<td>NAECPA: Program Administration &amp; Staff Relations</td>
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<td><strong>Level 2 Curriculum and Learning Environment</strong></td>
<td>2.2.3</td>
<td>Children whose first language isn’t English are encouraged to use home language, gestures, communication devices, sign language, and pictures to communicate when needed.</td>
<td>☐ Yes ☐ No</td>
<td>Home Language Policy</td>
<td>Labeling in home language</td>
<td>1304.21(a)(1)(i) Child Development &amp; Education Key Indicator #1 &amp; 3 School Readiness</td>
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<td>2.2.4</td>
<td>System in place to communicate and document child observations to families (daily for infants and toddlers and weekly for preschool).</td>
<td>☐ Yes ☐ No</td>
<td>Communication Policy</td>
<td>Documentation of communication with parents</td>
<td>1304.20(f)(1) 1304.40(e)(5) Family &amp; Community Engagement Key Indicator #3 Parents as their Child’s Educators</td>
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<tr>
<td><strong>Level 3 Curriculum and Learning Environment</strong></td>
<td>2.3.1</td>
<td>Children’s individual differences are supported when developing individual activities and/or lesson plans and are reflective of the NJ Birth to Three Standards and or the NJ Preschool Teaching and Learning Standards.</td>
<td>☐ Yes ☐ No</td>
<td>Lesson/Activity Plans</td>
<td>Signed receipt teachers and teacher assistants has received a copy of the Standards</td>
<td>1304.21(a)(1)(i) Child Development &amp; Education Key Indicator #3 Individualizing</td>
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<td>2.3.2</td>
<td>Structured Classroom observation tools are used to focus on curricular areas such as literacy, math, science and diversity. (e.g., Early Childhood Environment Rating Scale-Extended, Supports for Early Literacy Assessment, Preschool Classroom Mathematics Inventory, Preschool Rating Instrument for Science and Math, Quality Benchmark for Cultural Competence tool)</td>
<td>☐ Yes ☐ No</td>
<td>Completion of a scored structured tool to focus on curricular areas</td>
<td>Structured Observation Policy/Protocol</td>
<td>1307.3(b)(2)(i) 1307.3(b)(2)(ii) Child Development &amp; Education Key Indicator #1 School Readiness</td>
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<td>2.3.3</td>
<td>A formative assessment aligned to the curriculum is used to address all developmental domains.</td>
<td>☐ Yes ☐ No</td>
<td>Formative assessment (e.g., The Ounce Scale, Working Sampling Systems, High Scope’s Child Observation Record Advantage, Teaching Strategies GOLD)</td>
<td>Sample portfolios, observation forms, completed rubrics</td>
<td>1307.3(b)(1)(i) Child Development &amp; Education Key Indicator #1 School Readiness</td>
<td>NECPA 11-80</td>
</tr>
<tr>
<td>2.3.4</td>
<td>Appropriate teaching and learning modifications and/or accommodations are made based on findings from performance-based assessments, and information gathered from observations to address children’s specific needs and strengths.</td>
<td>☐ Yes ☐ No</td>
<td>Lesson/Activity Plans And Materials for different abilities and interest</td>
<td>Screening Results</td>
<td>Child Development &amp; Education Key Indicator #1School Readiness #3 Individualizing ACF-PI-HS-11-04 School readiness</td>
<td>NECPA 11-96 NAEYC: assessment of child progress</td>
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<td>2.3.5</td>
<td>Performance-based assessment results are shared with parents/families.</td>
<td>☐ Yes ☐ No</td>
<td>Screening and Assessment Policy, Lesson/Activity Plans And Parent reports</td>
<td>Documentation of results shared with parents (2 times in a 10 month program)</td>
<td>1304.20(e) Child Development &amp; Education Key Indicator #1 School Readiness</td>
<td>NECPA 11-95 (Curriculum)</td>
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<td><strong>Level 4 Curriculum and Learning Environment</strong></td>
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<td>2.4.1</td>
<td>A comprehensive, research-based, developmentally appropriate curriculum is fully implemented and teaching strategies are used to ensure positive classroom environment, engage children in learning and promote critical thinking skills.</td>
<td>☐ Yes ☐ No</td>
<td>ITERS-R and/or ECERS-R reliable rater average score of 5 or higher with no single subscale below a 4. And CLASS Reliable rater score of 5 in Emotional Support and Classroom Organization domains and score of 3 in the Instructional Support Domain And Curriculum Implementation Check-list/Fidelity Assessment</td>
<td>ITERS-R and/or ECERS-R Score (Protocol)</td>
<td>Head Start Act Section: 642(f)(3)(C) Child Development &amp; Education Key Indicator #2-Curriculum Selection and Implementation</td>
<td>NAEYC: Assessment of Child Progress NECPA: Curriculum (assessment only)</td>
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<td><strong>2.4.2</strong></td>
<td>A comprehensive, research-based, developmentally appropriate curriculum is fully implemented and teaching strategies are used to ensure positive classroom environment, engage children in learning and promote critical thinking skills.</td>
<td>☐ Yes ☐ No</td>
<td>ITERS-R and/or ECERS-R reliable rater average score of 5 or higher with no single subscale below a 4. <strong>And</strong> CLASS Reliable rater score of 5 in Emotional Support and Classroom Organization domains and score of 3 in the Instructional Support Domain <strong>And</strong> Curriculum Implementation Checklist/Fidelity Assessment</td>
<td>ITERS-R and/or ECERS-R Score (Protocol)</td>
<td>Head Start Act Section: 642(f)(3)(C) Child Development &amp; Education Key Indicator #2 - Curriculum Selection and Implementation</td>
<td>NAEYC: Assessment of Child Progress NECPA: Curriculum (assessment only)</td>
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<td><strong>2.4.3</strong></td>
<td>Additional structured observation/assessment instruments are used to focus on specific instructional supports and interactions to further inform quality improvement and inform instruction and determine overall trends in children's development and learning.</td>
<td>☐ Yes ☐ No</td>
<td>Results from structured observations <strong>And</strong> Data summary reports of children's development and learning <strong>And</strong> Lesson/Activity Plans</td>
<td>Observation and Assessment Policy/Protocols</td>
<td>1307.3(b)(2)(i) 1307.3(b)(2)(ii) Child Development &amp; Education Key Indicator #2 Curriculum Selection and Implementation</td>
<td>NAEYC: Assessment of Child Progress NECPA: Curriculum (No research-based tool) &amp; Staff-parent Community Partnerships</td>
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<tr>
<td><strong>2.4.4</strong></td>
<td>Data from Performance-based assessments are used to inform program practices and individualized child supports.</td>
<td>☐ Yes ☐ No</td>
<td>Description of program's process of using data to inform program practices, student progress and professional development plans.</td>
<td>Summary of Data</td>
<td>ACF-PI-HS-1104 1304.21(c)(2) Head Start Act Section:642(f) Child Development &amp; Education Key Indicator #1 School Readiness</td>
<td>NECPA 11-63 NAEYC: Community Relationship</td>
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<td>2.4.5</td>
<td>A system is in place to link families to services needed to address the developmental and behavioral concerns of children identified through developmental screening and performance-based assessments.</td>
<td>□ Yes □ No</td>
<td>Screening and Referral Policy <strong>And</strong> Formal agreements</td>
<td>Documentation of the policy and copies of referral forms</td>
<td>1304.20(b)(1) 1304.20(b)(2&amp;3) Child Health &amp; Safety Key Indicator #2 –Screening and Referrals</td>
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<td>2.4.6</td>
<td>Transition planning for all children going to preschool or kindergarten including successful interventions strategies for children who exhibit challenging behaviors is documented and shared with the child’s parent/family as well as next placement.</td>
<td>□ Yes □ No</td>
<td>Documentation plans (e.g. Behavioral support plans)</td>
<td>Transition Folder</td>
<td>1308.4(g) Head Start Act Section: 642A 1304.41(c) Family &amp; Community Engagement Key Indicator #4 Parents in Transition</td>
<td>NECPA 11-98</td>
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<td>2.5.1</td>
<td>Teaching strategies are used to engage children in learning and meaningful conversations.</td>
<td>□ Yes □ No</td>
<td>ITERS-R and/or ECERS-R reliable rater score average of 6 with no subscale below 5. <strong>And</strong> CLASS Reliable rater score of 5.5 in Emotional Support and Classroom Organization domains and score of 3.3 in the Instructional Support Domain</td>
<td>Lesson Plans and/or Activity Plans</td>
<td>Head Start Child Development &amp; Early Learning Framework Head Start Act Section: 648A(d)(2) 1304.21 (a)(b)(c)</td>
<td>NAEYC: teaching standard NECPA: Developmental Program</td>
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<td>Level 5 Curriculum and Learning Environment</td>
<td>Program shows evidence of improving child outcomes</td>
<td>☐ Yes ☐ No</td>
<td>Demonstration of progress over time using results of performance assessments or other measures</td>
<td>Aggregated data demonstrating progress across the year, relative to widely held expectations, or other appropriate comparison</td>
<td>642(f)(3)(E) Child Development &amp; Education Key Indicator #2 - Curriculum Selection</td>
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**Category 3: Family and Community Engagement**

Children develop in the context of their families. For some children, the term “family” includes a large number of people and for other children; family consists of just a parent or grandparent. In either scenario, family and community have significant influences on young children through cultural background and local values. Each community is unique and filled with many different cultures, religions, and languages. In order to support infants and young children to the fullest extent, their family and community need to be involved in the program design and implementation. Programs can provide children with quality learning experiences by connecting local values in their program design. The support that families rely upon must be considered as a vital piece in the effort to provide quality experiences to infants and young children.

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<td>3.2.1</td>
<td>The Strengthening Families Protective Factor Framework is used to assess engagement of and interactions with parents and families.</td>
<td>☐ Yes ☐ No</td>
<td>Strengthening Families Self-Assessment Tool</td>
<td>SF Quality Improvement Plan that includes strengths and areas of growth and includes input from staff, and parents/families in the process</td>
<td>1304.40(a)(1) 1304.40(a)(4)&amp;(5) Note: HS programs use Parent/Family Engagement Framework</td>
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<td>3.2.2</td>
<td>A community resource handbook or materials is available to all parents/families yearly that include: community and school-based resources and/or direct services to promote child/family safety, health, and stability.</td>
<td>☐ Yes ☐ No</td>
<td>Community Resource Handbook/materials</td>
<td>Parent signatures on receipt</td>
<td>1304.40(b)(1) 1304.41(a)(2) Family &amp; Community Engagement Key Indicator #5</td>
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<td>3.3.1</td>
<td>All newly enrolled families are offered the Strengthening Families (SF) Protective Factor Survey to complete.</td>
<td>☐ Yes ☐ No</td>
<td>SF Protective Factors Survey</td>
<td>Survey results are tallied, summarized and aggregated to inform program policies and procedures regarding parents/families.</td>
<td>1304.40(a)(1) 1304.40(a)(5) 1304.40(b)(1)</td>
<td>Family &amp; Community Engagement Key Indicator#1 Partnerships with Families</td>
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<tr>
<td>3.3.2</td>
<td>A parent/family group is established to engage enrolled families and support their participation in the education of their children and includes activities to promote multicultural learning.</td>
<td>☐ Yes ☐ No</td>
<td>Group meets at least two times per year.</td>
<td>Parent/Family Group Meeting Agendas And Group sign-in sheet</td>
<td>1304.50(b)(1)-(b)(7) 1304.50(e)(1),(2) &amp; (3)</td>
<td>Family &amp; Community Engagement Key Indicator#3 Partnerships with Families</td>
</tr>
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<td>3.3.3</td>
<td>Education workshops are held at least two (2) times per year on topics such as: early literacy, adult/family literacy, positive parent-child interactions, cultural awareness, developmental issues, and/or other topics that address the identified needs and interests of enrolled parent/families.</td>
<td>☐ Yes ☐ No</td>
<td>Communications of the workshops</td>
<td>Family Education workshop agendas And Sign-in sheet</td>
<td>1304.40(d)(1) 1304.40(e)(3)</td>
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<td><strong>Level 3 Family and Community Engagement</strong></td>
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| 3.3.4 | Home visits are offered to all enrolled families using standard guidelines. | ☐ Yes ☐ No | Home Visit policy and procedure | Number of completed home visits/Number of enrolled families
And Documentation of the visit | 1304.40(e)(5) 1306.32(b)(8)
Family & Community Engagement Key Indicator #3
Parents as Their Child's Educator | NECPA: Staff-Parent Community Partnerships |
| 3.3.5 | Participation of parents on a local or regional community advisory council is encouraged (i.e. this could be the County Council for Young Children). | ☐ Yes ☐ No | Evidence of parent participation on the advisory committee/council | List of community organizations where parent representatives are involved | 1304.50 (a)(1) 1304.40(g)(1)&(2)
Program Governance Key Indicator #1- Structure and Participation |
| 3.3.6 | The program tracks and monitors absences of individual children and contacts families when children are absent more than three (3) consecutive days. | ☐ Yes ☐ No | Absenteeism policy | Policy contains information on how absenteeism is addressed | 1305.8(a) 1305.8(b)
ERSEA Key Indicator#4- Attendance and Participation |
| **Level 4 Family and Community Engagement** | | | | | | |
| 3.4.1 | The Strengthening Families Protective Factor Framework is used to assess engagement of and interactions with parents and families. | ☐ Yes ☐ No | Annual update of the Strengthening Families Self-Assessment | Annual update SF Quality Improvement Plan that includes strengths and areas of growth and includes input from staff, and parents/families in the process. | 1304.40 (a)(1) 1304.40(a)(5)
Family & Community Engagement Key Indicator #1 |
| 3.4.2 | A parent/family group is established to engage enrolled families and support their participation in the education of their children, provide input and advise on the program’s policies, procedures and practices. | ☐ Yes ☐ No | Group meets at least three times per year. | Parent/Family Group Meeting Agendas
And Group sign-in sheet
And Meeting minutes | 1304.50(a)(1)(2)
Family & Community Engagement Key Indicator #2 Parent-Child Relationships |
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<td>3.4.3</td>
<td>A variety of methods are used to communicate with parents/families about curriculum objectives, early care educational goals, other issues and effective strategies to support learning at home.</td>
<td>□ Yes □ No</td>
<td>Evidence of communication strategies, e.g. newsletters, letters, parent workshops, flyers</td>
<td>Head State National Parent, Family &amp; community Engagement Framework 1304.21(a)(2)</td>
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<td>NAEYC: Families Standard NECPA: Staff-Parent-Community Partnerships</td>
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<tr>
<td>3.4.4</td>
<td>Home Visits are offered to all enrolled families at least two (2) times per year using standard guidelines.</td>
<td>□ Yes □ No</td>
<td>Home Visit policy and procedure</td>
<td>Number of completed home visits/Number of enrolled families <strong>And</strong> Documentation of the visits</td>
<td>1304.40(e)(5) 1306.32(b)(8) Family &amp;Community Engagement Key Indicator #3-Parents as Their Child’s Educators</td>
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<tr>
<td>3.4.5</td>
<td>Representation and participation of at least one (1) parent on a local or regional community advisory council (i.e. this could be the County Council for Young Children).</td>
<td>□ Yes □ No</td>
<td>Evidence of parent participation on the advisory committee/council</td>
<td>List of community organizations where parent representatives are involved</td>
<td>1304.50 (a)(1) 1308.21(a)(6) Family &amp;Community Engagement Key Indicator #3-Parents as Their Child’s Educators</td>
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<td><strong>Level 5 Family and Community Engagement</strong></td>
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<td>3.5.1</td>
<td>Strengthening Families principles and seven core strategies are fully integrated into the work of the center/program.</td>
<td>□ Yes □ No</td>
<td>Note: HS programs use the PFCE Framework in your Program: Markers of Progress</td>
<td>1304.(c)(1)(i),(ii)&amp;(ii ii) Family &amp; Community Engagement Key Indicator #1 Partnerships with Families</td>
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<td>3.5.2</td>
<td>Program fully collaborates with community partners to create a supportive system that responds appropriately to the needs of parents/families and is inclusive and respectful of cultural and linguistic differences for all enrolled parents/families.</td>
<td>□ Yes □ No</td>
<td>Partnership agreements and/or consultant agreements <strong>And</strong> Transition Folder</td>
<td>Annual Calendars of culturally relevant dates, Schedule of cultural activities</td>
<td>Family &amp; community Engagement Key Indicator #1 Partnerships with Families 1304.41(a)(1)</td>
<td>NECPA: 11-98 Staff-parent-community partnerships</td>
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**Category 4: Workforce/Professional Development**

Effective professional development provides staff with high quality learning opportunities that is differentiated, similar to the quality learning that is provided for children. Training plans and in service opportunities should be provided using the identified needs and strengths of staff coupled with the goals of the program/agency. Staffs who participate in designing their own training plans are more effective.

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<td><strong>Level 1 Workforce/Professional Development</strong></td>
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<td>4.1.1</td>
<td>Early Head Start, Head Start and Center-based sites have Department of Children and Families (DCF) License for one year. School-based sites have appropriate Department of Education (DOE) plan approval.</td>
<td>☐ Yes ☐ No</td>
<td>License in good standing or program meets Licensing Standards (for non-licensable and license exempt programs).</td>
<td>OOL Certificate DOE approved plan</td>
<td>1304.53(a)(6)</td>
<td>NAEYC: Leadership &amp; Management NECPA: Program Administration &amp; Staff Relations</td>
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<p>| <strong>Level 2 Workforce/Professional Development</strong> |                                                                         |                 |             |                                   |                                               |                               |
| 4.2.1      | All classroom staff is enrolled in the workforce registry.                | ☐ Yes ☐ No      | Evidence of Registry Membership | NJ Registry verification | 1307.3(b)(2)(i) |                               |
| 4.2.2      | All teaching staff and supervisors have received an overview to the NJ Birth to Three Standards and or NJ Preschool Teaching and Learning Standards, and topics specific to child development, appropriate teacher-child interaction and Developmentally Appropriate Practices (DAP). | ☐ Yes ☐ No      | Formal Professional development as indicated by Registry And/or Program Professional development Plan | NJ Registry verification | 1307.(b)(1)(i) Child Development &amp; Education Key Indicator #1 School Readiness |                               |</p>
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<th>4.2.3</th>
<th>All teaching staff members have received training on the benefits of home visits and how to plan for a home visit.</th>
<th>☐ Yes ☐ No</th>
<th>Formal Professional development as indicated by Registry And/or Program Professional development Plan</th>
<th>NJ Registry verification Professional Development Schedule</th>
<th>Family &amp; Community Engagement Key Indicator #1-Partnership with Families 1304.40</th>
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<td>4.3.1</td>
<td>All teaching staff and administrators/directors have received formal training in the selected curriculum.</td>
<td>☐ Yes ☐ No</td>
<td>Formal Professional development as indicated by Registry And/or Program Professional development Plan</td>
<td>NJ Registry verification</td>
<td>Child Development &amp; Education Key Indicator#2 Curriculum Selection &amp; Implementation</td>
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<td>4.3.2</td>
<td>Teaching staff have received professional development in the selected performance-based assessment.</td>
<td>☐ Yes ☐ No</td>
<td>Formal Professional development as indicated by Registry And/or Program Professional development Plan</td>
<td>NJ Registry verification</td>
<td>642(f)(3)(C) Child Development &amp; Education Key Indicator #4-Quality Teaching and Learning</td>
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<td>4.3.3</td>
<td>Directors/Supervisors have received training in evaluating and observing teachers both formally and informally (with walkthrough instruments), (e.g. using structured observation instruments)</td>
<td>☐ Yes ☐ No</td>
<td>Formal Professional development as indicated by Registry And/or Program Professional development Plan</td>
<td>NJ Registry verification</td>
<td>648A(f) Child Development &amp; Education Key Indicator #4-Quality Teaching and Learning</td>
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<td>4.3.4</td>
<td>All teaching staff receives an annual written performance evaluation, conducted by their supervisor.</td>
<td>☐ Yes ☐ No</td>
<td>Self-evaluations completed by program administrator and teachers And Feedback from families</td>
<td>Description of the annual performance evaluation process And Copy of evaluation, self-assessment. Family surveys, and individual professional development plan</td>
<td>648A(f) Child Development &amp; Education Key Indicator #4 Quality Teaching &amp; Learning 1304.52(i) Note: All staff members must have performance appraisals Child Development &amp; Education Key Indicator #4 Quality Teaching &amp; Learning</td>
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<td>4.3.5</td>
<td>Staff is trained to work with children with special diets, allergies and specialized feeding issues.</td>
<td>Yes</td>
<td>Training as indicated in PINJ Registry</td>
<td>PINJ Training Records for staff</td>
<td>1304.23(a)(2) 1304.2(c)(6) Child Health &amp; Safety Key Indicator #4—Healthy Practices and Routines</td>
<td>NAEYC: Health NECPA: Staff-Parent-Community Partnerships</td>
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<td>4.3.6</td>
<td>All teachers have received training in the administration of the adopted developmental screening.</td>
<td>Yes</td>
<td>Formal Professional development as indicated by Registry And/or Program Professional development Plan</td>
<td>NJ Registry verification</td>
<td>Child Health &amp; Safety Key Indicator #2 Screening and Referrals 45 CFR 1304.52(j) 648A(a)(5)</td>
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<td>4.3.7</td>
<td>All teachers have received training in the administration of the adopted performance-based assessment.</td>
<td>Yes</td>
<td>Formal Professional development as indicated by Registry And/or Program Professional development Plan</td>
<td>NJ Registry verification</td>
<td>Child Development &amp; Education Key Indicator #1 School readiness Note: Mentions use but not training on the tool</td>
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<td>4.3.8</td>
<td>Child care teaching staff has a CDA or equivalent nine (9) credits in field related to child growth or development or are in the process of attaining a CDA.</td>
<td>Yes</td>
<td>20% of teaching staff have a CDA</td>
<td>NJ Registry or CDA Certificate Note: Infant/toddler teaching staff can have a NJ Infant/toddler Credential</td>
<td>648A(a) Child Development &amp; Education Key Indicator#4-Quality Teaching and Learning</td>
<td>NECPA 11-14 No mention of individual professional development plan</td>
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<td><strong>Level 3 Workforce/Professional Development</strong></td>
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<td>4.3.9</td>
<td>Supervisor(s) of teaching staff must have, at a minimum, a CDA or equivalent nine (9) credits in Early Childhood in the age group that the program serves.</td>
<td>☐ Yes ☐ No</td>
<td>Formal Professional development as indicated by Registry</td>
<td>NJ Registry verification &lt;br&gt;Note: Head Start programs - Early Childhood Education Coordinators must have Baccalaureate or advanced degree in Early Childhood &lt;br&gt;Note: School district administrators should attend the NJ Department of Education-sponsored early childhood leadership track</td>
<td>648A(B)(i) 648A(f) Child Development &amp; Education Key Indicator #4 - Quality Teaching and Learning</td>
<td>NECPA 11-14 &lt;br&gt;Note: No mention of individual professional development plan</td>
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<td><strong>Level 4 Workforce/Professional Development</strong></td>
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<td>4.4.1</td>
<td>All teaching staff has professional development or college level course work that prepares them to work with young children who have special needs. These should include strategies for supporting inclusion.</td>
<td>☐ Yes ☐ No</td>
<td>Formal Professional development as indicated by Registry &lt;br&gt;And Program Professional development Plan</td>
<td>NJ Registry verification</td>
<td>Child Development &amp; Education Key Indicator #1 School Readiness</td>
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<td>4.4.2</td>
<td>Child care teaching staff has a CDA, in the age group of the children in their room/classroom or are in the process of attaining a CDA.</td>
<td>☐ Yes ☐ No ☐ N/A</td>
<td>35% of teaching staff have a CDA</td>
<td>NJ Registry or CDA Certificate &lt;br&gt;Note: Infant/toddler teaching staff can have a NJ Infant/toddler Credential</td>
<td>648A Child Development &amp; Education Key Indicator #4 - Quality Teaching and Learning</td>
<td>NECPA 11-14 &lt;br&gt;Note: No mention of individual professional development plan</td>
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<td><strong>4.4.3</strong></td>
<td>Professional Development is offered to program staff that includes the following topics: Pyramid Model, Social and emotional development, and Infant Early Childhood Mental Health.</td>
<td>☐ Yes ☐ No</td>
<td>Professional development Plan specific to the areas listed</td>
<td>NJ Registry verification</td>
<td>1304.21(a)(1)(i) Child Development &amp; Education Key Indicator #4 Quality Teaching and Learning</td>
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<td><strong>4.4.4</strong></td>
<td>Professional Development is offered to program staff that includes: special needs, supporting teacher-child interactions, supporting English Language learners, cultural competence, transition, and the strengthening families' protective factors.</td>
<td>☐ Yes ☐ No</td>
<td>60 hours of professional development in the topics listed obtained in 3 years.</td>
<td>NJ Registry verification</td>
<td>1304.21(a)(1)(i) Child Development &amp; Education Key Indicator #4 Quality Teaching and Learning</td>
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<td><strong>4.4.5</strong></td>
<td>The professional development plan includes the use of a curriculum implementation or fidelity checklist/instrument to ensure implementation of the curriculum.</td>
<td>☐ Yes ☐ No</td>
<td>Curriculum Implementation check-list/fidelity assessment</td>
<td>Copy of completed curriculum implementation/Fidelity checklist/instrument</td>
<td>1304.52(i) Child Development &amp; Education Key Indicator #3 Curricula Selection and Implementation</td>
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<td><strong>4.4.6</strong></td>
<td>Teachers have planned opportunities to share collected child anecdotes and work samples with each other to improve and maintain their reliable use to the performance-based assessment.</td>
<td>☐ Yes ☐ No</td>
<td>Number of times the opportunities occurred</td>
<td>Copy of Schedule And/or Staff meeting agendas</td>
<td>1307.3(b)(2)(i) 1307.3(b)(2)(ii) 1304.21(a)(4)(i) Child Development &amp; Education Key Indicator #1 School Readiness</td>
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<td><strong>4.4.7</strong></td>
<td>Directors/supervisors provide aggregated classroom and child data to teachers to collaboratively develop a plan to improve program quality in specific areas.</td>
<td>☐ Yes ☐ No</td>
<td>Evidence of aggregated room/classroom level data And Evidence of program planning using room/classroom data.</td>
<td>Child level data reports &amp; Classroom/program level data reports And Program Improvement Plan</td>
<td>Child Development &amp; Education Key Indicator#1 School Readiness</td>
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<td>4.4.8</td>
<td>Non-instructional staff receives information on: developmentally</td>
<td>Yes</td>
<td>Signed receipt of information</td>
<td>Signed receipts</td>
<td>1304.23(b)(4) Head Start Transportation Regulations</td>
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<td>appropriate practices, diversity, an overview of age-appropriate standards,</td>
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<td>and appropriate adult-child interactions.</td>
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<td><strong>Note:</strong> Non instructional staff include: lunch assistants, bus drivers,</td>
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<td>maintenance staff and volunteers</td>
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<td><strong>Level 5 Workforce/Professional Development</strong></td>
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<td>4.5.1</td>
<td>Ongoing formal professional development and supervision are received by</td>
<td>Yes</td>
<td>CLASS Reliability score of 5.5 in Emotional Support and Classroom</td>
<td>CLASS Protocol/Policy And Individual</td>
<td>1304.21(a)(3)(i)(A) Child Development &amp; Education Key Indicator #4 Quality Teaching and Learning</td>
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<td>staff to support positive and responsive relationships and interactions</td>
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<td>Organization domains and score of 3.3 in the Instructional Support Domain</td>
<td>Professional Development Plans or Agency Training Plans</td>
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<td>that is warm and nurturing.</td>
<td>No</td>
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<td>Formal Professional Development as</td>
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<td>indicated by PINJ</td>
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<td>4.5.2</td>
<td>Program has fully implemented a research-based system that provides</td>
<td>Yes</td>
<td>Completed Pyramid Model TPOT and/or TPITOS assessment for each classroom.</td>
<td>Completed assessments</td>
<td>1304.20(f)(1) 1304.20(f)(2)(i) Child Development &amp; Education Key Indicator #3 Individualizing</td>
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<td>teaching staff, in particular, with strategies that promote social-emotional</td>
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<td>competence and effectively address challenging behaviors.</td>
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<td>4.5.3</td>
<td>Child care teaching staff has a CDA, in the age group of the</td>
<td>Yes</td>
<td>50% of teaching staff have a CDA and/or Professional development plan</td>
<td>NJ Registry or CDA Certificate</td>
<td>648A Child Development &amp; Education Key Indicator #4 Quality Teaching and Learning</td>
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<td>children in their room/classroom or are in the process of attaining a</td>
<td>No</td>
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<td>Note: Infant/toddler teaching staff can</td>
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<td></td>
<td>CDA.</td>
<td>N/A</td>
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<td>have a NJ Infant/toddler Credential</td>
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Category 5: Administration and Management

High quality leaders are essential to an effective program. A purposeful program design will allow the staff and children to reach their full potential. High quality administrators design the program to provide appropriate training opportunities to staff, promote joint planning sessions, effectively involve families and the local community in program activities, and create a welcoming environment for all.

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<td>5.1.1</td>
<td>Early Head Start, Head Start and Center-based sites have Department of Children and Families (DCF) License for one year. School-based sites have appropriate Department of Education (DOE) plan approval.</td>
<td>Yes ☐ No ☐</td>
<td>License in good standing or program meets Licensing Standards (for non-licensable and license exempt programs).</td>
<td>OOL Certificate</td>
<td>1304.53(a)(6)</td>
<td>NAEYC: Leadership &amp; Management</td>
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<td><strong>Level 2 Administration and Management</strong></td>
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<td>5.2.1</td>
<td>Appropriate business and administrative practices are demonstrated.</td>
<td>Yes ☐ No ☐</td>
<td>Program Administration Scale (minimum self-assessed score of 2).</td>
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<td><strong>Level 3 Administration and Management</strong></td>
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<td>5.3.1</td>
<td>Appropriate business and administrative practices are demonstrated.</td>
<td>Yes ☐ No ☐</td>
<td>Program Administration Scale (minimum self-assessed score of 3).</td>
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<td>NAEYC: Leadership &amp; management</td>
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<td>5.3.2</td>
<td>Programs led or governed by a Board of Directors, Board of Education, advisory council other similar group, have written policies defining their roles and responsibilities.</td>
<td>Yes ☐ No ☐ N/A</td>
<td>Documentation of bylaws and or policies</td>
<td>Written definition of roles and responsibilities of the governing body</td>
<td>1304.50(a)(1) Program Governance Key Indicator #1 Structure and Participation</td>
<td>NAEYC: Leadership &amp; Management</td>
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<tr>
<td>5.3.3</td>
<td>Financial policies and procedures are established based on professional accounting standards.</td>
<td>Yes ☐ No ☐</td>
<td>Description of financial operations procedures</td>
<td></td>
<td>74.21(b)(3) 1301.32(a)(1) Fiscal Integrity Key Indicator #1 Financial Management Systems</td>
<td>NAEYC: Leadership &amp; Management</td>
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<td>5.3.4</td>
<td>The program has a marketing/recruitment plan to maximize full enrollment.</td>
<td>☐ Yes ☐ No</td>
<td>Marketing Plan</td>
<td>Marketing Plan that addresses increasing enrollment</td>
<td>1305.5 ERSEA Key Indicator #1-Recruitment and Selection</td>
<td>NAEYC: Leadership &amp; Management (Program Improvement)</td>
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<td>5.3.5</td>
<td>A projected one-year operating budget, including a statement of income and expenditures is developed.</td>
<td>☐ Yes ☐ No</td>
<td>1 Year operating budget</td>
<td>Operating budget and includes statement of income and expenditures</td>
<td>Head Start Act Section 647A Records &amp;Audits Fiscal integrity Key Indicator #2 Reporting</td>
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<td>5.3.6</td>
<td>Annually, input is solicited from staff and families to evaluate the program. Results are used to develop/inform a comprehensive written program improvement plan.</td>
<td>☐ Yes ☐ No</td>
<td>Annual feedback and results tallied</td>
<td>A comprehensive written program improvement plan.</td>
<td>1304.51(a) 642©(2)(B)(i) Program Governance Key Indicator#2 Roles, Responsibilities and Training</td>
<td>NAEYC: Leadership &amp; Management</td>
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<td>5.3.7</td>
<td>At least three (3) types of internal communication to inform staff of program activities, policies, etc. is used.</td>
<td>☐ Yes ☐ No</td>
<td>Evidence of internal communication strategies</td>
<td></td>
<td>1304.51(b) Management Systems Key Indicator #4-Communication</td>
<td>NECPA: Program Administration &amp; Staff Relations</td>
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<td>5.3.8</td>
<td>At least one benefit (paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option) is provided to staff.</td>
<td>☐ Yes ☐ No</td>
<td>Employee Handbook Or Employee benefit policy</td>
<td>Employee handbook or benefit policy describing the benefit(s) employees receive.</td>
<td>1301.31 Personnel Policies Management Systems Key Indicator#3: Human Resources</td>
<td>NECPA: Program Administration &amp; Staff Relations</td>
</tr>
<tr>
<td>5.3.9</td>
<td>Based on the career lattice, there is a system to support staff career development.</td>
<td>☐ Yes ☐ No</td>
<td>Individual Professional development Plans</td>
<td></td>
<td>1304.52(i)</td>
<td>NAEYC: Leadership &amp; Management</td>
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<td>5.4.1</td>
<td>Appropriate business and administrative practices are demonstrated.</td>
<td>□ Yes □ No</td>
<td>Program Administration Scale (PAS) score self assessed of 4.</td>
<td>1304.50(b)(1)-(b)(7) Program Governance Key Indicator-Structure and Participation</td>
<td>NAEYC: Leadership &amp; Management (no timeframe)</td>
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<td>5.4.2</td>
<td>An advisory council is established which includes diverse community representatives who meet regularly to assist with the program improvement.</td>
<td>□ Yes □ No</td>
<td>Roster of members with affiliations</td>
<td>Meeting Minutes/Sign-in sheets</td>
<td>1304.51(a)Program Governance Key Indicator #2-Roles, Responsibilities and Training</td>
<td>NECPA: Program Administration</td>
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<td>5.4.3</td>
<td>The program has a strategic or business plan that is reviewed and updated, at a minimum, every three (3) years.</td>
<td>□ Yes □ No</td>
<td>Strategic Plan Or Business Plan</td>
<td>1305.51(a)(1)(iii) Management Systems Key Indicator #1 Program Planning</td>
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<td>5.4.4</td>
<td>Teacher turnover is documented and tracked.</td>
<td>□ Yes □ No</td>
<td>Description of system for tracking teacher turn over and plan for addressing teacher turnover</td>
<td>Annual report contains financial system information</td>
<td>1304.51(h)(1) Head Start Act Section 644 Program Governance Key Indicator #3-Reporting</td>
<td>NECPA: Program Administration &amp; Staff Relations</td>
</tr>
<tr>
<td>5.4.5</td>
<td>The program’s financial system includes an annual budget and/or annual report.</td>
<td>□ Yes □ No</td>
<td>Annual Budget And/or Annual Report</td>
<td>1301.13 Fiscal Integrity Key Indicator #1 Financial Management Systems</td>
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<td>5.4.6</td>
<td>The program has quarterly review conducted of the accounting records by an independent party who has accounting or book keeping expertise.</td>
<td>□ Yes □ No</td>
<td>Quarterly review report to ensure fiscal integrity and inform the business plan</td>
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<td>5.4.7</td>
<td>An inside and outside audit is conducted annually by a certified public accountant.</td>
<td>□ Yes □ No</td>
<td>Signed contact with a CPA And Most recent audit</td>
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<td><strong>Level 5 Administration and Management</strong></td>
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<td>5.5.1</td>
<td>Appropriate business and administrative practices are demonstrated.</td>
<td>☐ Yes ☐ No</td>
<td>Program Administration Scale (PAS) score self assessed of 5.</td>
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<td>5.5.2</td>
<td>The program offers two benefits that include vacation, sick time, and health insurance.</td>
<td>☐ Yes ☐ No</td>
<td>Employee Handbook Or Employee benefit policy</td>
<td>Employee handbook or benefit policy describing the benefit(s) employees receive.</td>
<td>1301.31 Personnel Policies Management Systems Key Indicator #3: Human Resources</td>
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<td>5.5.3</td>
<td>Systematic opportunities are offered for teachers to engage in reflective teaching practices through the use of peer groups, coaches, and/or mentors.</td>
<td>☐ Yes ☐ No</td>
<td>Documentation of ongoing reflective practice opportunities</td>
<td>Note: Head Start use Practice-Based Coaching document</td>
<td>1307.3(b)(1)(i) Child Development &amp; Education Key #1 School Readiness</td>
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<td>5.5.4</td>
<td>Programs have incentive processes that reward educators that achieve the next steps on the NJ Registry Career Lattice.</td>
<td>☐ Yes ☐ No</td>
<td>Minutes from Professional Learning Community And Documentation of Incentive program</td>
<td></td>
<td></td>
<td>NECPA: Program Administration &amp; Staff Relations</td>
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