XVII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

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B	3-7	Department of Children and Families MOU	(A)(3)(a), (A)(3)(b) , (A)(4)(b), (B)(2)(a), (E)(2)(a),
C	8-12	Department of Human Services MOU	(A)(3)(a), (A)(3)(b) , (A)(4)(b), (B)(2)(a), (E)(2)(a),
D	13-18	Department of Health MOU	(A)(3)(b), (A)(4)(b), (B)(2)(a)
E	19-23	NJ Council for Young Children MOU	(A)(3)(b), (A)(4)(b), (B)(2)(a)
F	24-28	Head Start Collaboration Office MOU	(A)(3)(b), (A)(4)(b), (B)(2)(a)
G	29	Department of Education Interdivision Agreement between Division of Early Childhood Education and Office of Special Education Programs	(A)(3)(b), (A)(4)(b), (B)(2)(a)
H	30-33	Office of Information Technology MOU	(A)(3)(a), (A)(4)(b), (B)(2)(a)
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3	65-67	Abbott Preschool Program Longitudinal Effects Study: Fifth Grade Follow-Up, 2013	(A)(1), (A)(1)(c), (A)(2)(a) and (b), (C)(1), (E)(2)
4	68-70	New Jersey's Strategic Plan for Early Education	(A)(1), (A)(1)(c),

		and Care, October 2012	(A)(2)(a) and (b), (A)(3)(a)
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6	76-78	Executive Order No. 162, NJ Council for Young Children	(A)(3)(a), (C)(4)(b)
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8	81-82	Mandatory Newborn Screening	(A)(1)(c)
9	83-150	New Jersey Birth to Three Early Learning Standards, 2013	(A)(1)(d), (A)(3)(b), (A)(4)(c),(B)(1)(a)(1), (C)(1)(a), (C)(1)(c), (P)(4)(a)
9a	151	Early Learning Commission Endorsement Letter	(C)(1)(a)
10	152-229	Preschool Teaching and Learning Standards, 2009	(A)(1)(d), (B)(1)(a)(1), (B)(1)(a)(5), (C)(1)(a), (E)(1)(a), (P)(4)(a)
10a	230-238	Mathematics, 2013	(A)(1)(d), (B)(1)(a)(1), (B)(1)(a)(5), (C)(1)(a), (E)(1)(a), (P)(4)(a)
10b	239-261	English Language Arts, 2013	(A)(1)(d), (B)(1)(a)(1), (B)(1)(a)(5), (C)(1)(a), (E)(1)(a), (P)(4)(a)
10c	262-271	Approaches to Learning, 2013	(A)(1)(d), (B)(1)(a)(1), (B)(1)(a)(5), (C)(1)(a), (E)(1)(a), (P)(4)(a)
11	272-274	Preschool Program Implementation Guidelines	(A)(1), (C)(1)(c)
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13	279-346	New Jersey Core Knowledge and Competencies Framework	(B)(1)(a), (B)(1)(a)(3), (B)(2)(b) , (D)(1)(a)
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15	350-373	NJ ASK Performance by Demographic Group Statewide - Grade 3, Spring 2012	(A)(2)(a) and (b)
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EXHIBIT I – LEAD AGENCY SCOPE OF WORK

Department of Education

The Lead Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	IDEA (section 619), Title I, State Preschool Program	Serve as Lead and Fiscal Agent for Race to the Top Early Learning Challenge grant Participate in the NJ-EASEL Data Governance Council Oversee selected coaches in former Abbott school districts Finalize and carry out agreements with universities to promote advancement of competencies and increase access to training Co-organize the Grow NJ Kids state rating and Early Learning Improvement Consortium with the Inter Department Planning Group Issue RFP for the Grow NJ Kids validation study and manage contract/MOU Oversee and fund the criterion-referenced assessment implementation in kindergarten Lead the NJ-EASEL initiative with support from Participating State Agencies and the Office of Information Technology
(B)(1) Priority 2	IDEA (section 619), Title I, State Preschool Program	Promote common standards by using Grow NJ Kids in programs receiving state and federal funds Oversee the electronic database development of Grow NJ Kids
(B)(2) Priority 2	IDEA (section 619), Title I, State Preschool Program	Promote participation in Grow NJ Kids, according to six-year plan
(B)(3) Priority 2	IDEA (section 619), Title I, State Preschool Program	Contribute to the ratings for Grow NJ Kids Early Learning Improvement Consortium with Department of Children and Families

Selection Criterion	Participating Party	Type of Participation
(B)(4)	IDEA (section 619), Title I, State Preschool Program, Division of Early Childhood Education	Promote use of the NJ Workforce Registry and career ladder progression Finalize and carry out agreements with universities to promote advancement of competencies and increase access to training Provide modules for Training Academies and coaches, and other positions, as needed Provide training for relevant State Preschool Program Staff
(B)(5)	IDEA (section 619), Title I, State Preschool Program, Division of Early Childhood Education	RFP the Grow NJ Kids validation study and manage contract/MOU Serve as leader of validation study (with Commission and Governor's Council approval)
(C)(1)	IDEA (section 619), Title I, State Preschool Program, Division of Early Childhood Education	Require programs receiving state and federal funds to participate in using the current Grow NJ Kids standards
(C)(3)	IDEA (section 619), Title I, State Preschool Program, Division of Early Childhood Education	Require programs to use agreed-upon health standards
(C)(4)	IDEA (section 619), Title I, State Preschool Program, Division of Early Childhood Education	Require programs to use agreed-upon family standards
(D)(1)	IDEA (section 619), Title I, State Preschool Program, Division of Early Childhood Education	Include Core Knowledge and Workforce Framework in review of early childhood teacher and leader preparation coursework approval.
(E)(1)	IDEA (section 619), Title I, State Preschool Program, Division of Early Childhood Education	Oversee the criterion-referenced assessment implementation in kindergarten
(E)(2)	IDEA (section 619), Title I, State Preschool Program, Division of Early Childhood Education	Oversee the NJ-EASEL initiative with support from Participating State Agencies and the Office of Information Technology
Priority 4	IDEA (section 619), Title I, State Preschool Program, Division of Early Childhood Education	Implement the preschool through third grade initiative

(b)(6) (b)(6)

Signature *(Authorized Representative of Lead Agency)* Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the New Jersey Department of Education ("Lead Agency") and New Jersey Department of Children and Families ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:

(a) A set of statewide Early Learning and Development Standards;
(b) A set of statewide Program Standards;
(c) A statewide Tiered Quality Rating and Improvement System; and
(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;

2) Abide by the governance structure outlined in the State Plan;

3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

(b)(6)

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK
Department of Children and Families

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Parties	Type of Participation
A. Successful State System **(A)(1)** Commitment to early learning and development (ELD) **(A)(2)** ELD reform agenda and goals. **(A)(3)** Align and coordinate work across the state **(A)(4)** Participating in budget development to implement and sustain the work	**Office of Licensing** Child Care Centers and registered Family Child Care Providers **Family & Community Partnerships** ▪ Home Visiting (statewide) ▪ Strengthening Families-Early Care ▪ Early Childhood Comprehensive Systems (ECCS)/Help Me Grow-NJ ▪ Project LAUNCH ▪ Family Success Centers (statewide) ▪ Parent Linking Program ▪ Project TEACH **Other DCF Divisions and Offices as determined by Commissioner**	Commissioner & senior staff participate on and support the NJ Early Learning Commission (ELC) (quarterly meetings). Provide key staff as active participants on the NJ Early Childhood (EC) Interdepartmental Workgroup. Ongoing work, as needed, to ensure alignment and coordination. Active contributors to the reform agenda and goals to ensure inclusion of all ELD programs, services and family supports. Working collaboratively to ensure systems linkages across all ELD domains, settings, disciplines and programs.
B. High-Quality, Accountable Programs **(B)(1)** Develop/adopt a statewide tiered QRIS **(B)(2)** Promote participation in QRIS	Office of Licensing Division of Family and Community Partnerships	Participate in development, piloting and revision of Grow NJ Kids (GNJK) QRIS. Promote participation in GNJK, as applicable, with grantees and other community partners. Promote use of NJ's common standards across ELD settings, e.g. NJ has common standards for quality improvement in HV.
(B)(3) Rate and monitor ELD Programs	Office of Licensing Division of Family and Community Partnerships	Provide center-based licensing information for GNJK Co-organize and participate in the GNJK rating consortium with the DOE.
(B)(4) Promote access to high-quality ELD Programs **(B)(5)** Validate the State's QRIS	Office of Licensing Division of Family and Community Partnerships	Provide input for development of training modules, and technical assistance for QRIS & other ELD partners, as needed. Ensure that all ELD partners (including parents) have access to local resources that direct them to and support high quality early care and education. Ensure that all funded ELD programs and services meet high quality performance standards (e.g. all HV programs have a common set of MIECHV Benchmarks) Participate in the validation process, as needed.

Selection Criterion	Participating Parties	Type of Participation
C. Promoting ELD Outcomes **(C)(1)** Develop/use statewide, high-quality ELD Standards	Office of Licensing Division of Family & Community Partnerships	Expand use of *NJ Birth to Three Early Learning Standards,* and *NJ Preschool Teaching & Learning Standards.* Integrate common standards across ELD settings, e.g. NJ has quality improvement standards in HV programs.
(C)(3) Identify/address Health, Behavioral, and Developmental Needs	Office of Licensing Division of Family & Community Partnerships	Uphold licensing requirements for child health, well-being, and safety. Participate in the planned expansion of the GNJK and enforce assessment of health, behavioral, developmental needs. Strengthen EC health and wellness linkages thru ECCS and local central intake hubs. Ensure easy links for parents/families and providers to early intervention of other needed services and supports.
(C)(4) Engage and Support Families	Office of Licensing Division of Family & Community Partnerships	Enforce GNJK parent/family standards as appropriate. Advocate for family engagement in all ELD programs; and work closely with state and local partners, and parents & families. Connect families to a statewide network of FCP supports/services that include: Home Visiting, Family Success Centers, Schools and other community settings. Lead the planning process, implementation and oversight of the County Councils.
D. A Great Early Education Workforce (D)(1) Develop Workforce Knowledge & Competency Framework	Office of Licensing Division of Family & Community Partnerships	Promote workforce registry participation across early learning and development settings as appropriate, e.g. HV staff. Promote the competency framework and career lattice/progression of credentials.
E. Measure Outcomes and Progress, (E)(2) NJ's Early Learning Data System	Office of Licensing Division of Family & Community Partnerships	Provide a link to the DCF, OOL website for licensing information regarding child care centers, and participate in NJ's early learning database integration (NJ-EASEL).

(b)(6)

Signature *(Authorized Representative of Lead Agency)*

(b)(6)

Date

(b)(6)

Signature *(Authorized Representative of Participating State Agency)*

(b)(6)

Date

Race to the Top-Early Learning Challenge Application

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between The NJ Department of Education ("Lead Agency") and The NJ Department of Human Services ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:

(a) A set of statewide Early Learning and Development Standards;
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(c) A statewide Tiered Quality Rating and Improvement System; and
(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
2) Abide by the governance structure outlined in the State Plan;

3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

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5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
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1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM
If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

(b)(6)

EXHIBIT I – PARTICIPATING STATE AGENCY PRELIMINARY SCOPE OF WORK,

Department of Human Services

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
A. Successful State System **(A)(1)** Commitment to early learning and development (ELD) **(A)(2)** ELD reform agenda and goals. **(A)(3)** Align and coordinate work across the state **(A)(4)** Participating in budget development to implement and sustain the work	Child Care and Development Fund Temporary Assistance for Needy Families	Commissioner & senior staff participate on and support the NJ Early Learning Commission (ELC) (quarterly meetings). Provide key staff as active participants on the NJ Early Childhood (EC) Interdepartmental Workgroup. Ongoing work, as needed, to ensure alignment and coordination. Active contributors to the reform agenda and goals to ensure inclusion of all ELD programs, services and family supports. Working collaboratively to ensure systems linkages across all ELD domains, settings, disciplines and programs.
B. High-Quality, Accountable Programs **(B)(1)** Develop/adopt a statewide tiered QRIS **(B)(2)** Promote participation in QRIS	Child Care and Development Fund Temporary Assistance for Needy Families	Participate in development, piloting and revision of Grow NJ Kids (GNJK) QRIS tool.
(B)(2) **(B)(3)** Rate and monitor ELD Programs	Child Care and Development Fund Temporary Assistance for Needy Families	Co-organize and participate in the GNJK rating consortium with the Department of Education.
(B)(4) **(B)(4)** Promote access to high-quality ELD Programs	Child Care and Development Fund Temporary Assistance for Needy Families	Promote use of the NJ Workforce Registry and career ladder progression Work in partnership with Child Care Resource and Referral Agencies to provide current professional development staff to serve as Quality Improvement Specialist

Selection Criterion	Participating Party	Type of Participation
(B)(5) Validate the State's QRIS		Provide family workers (shared with DOE) to serve as Family Engagement Specialist to provide support to the Quality Improvement Specialist Participate in the validation process, as needed.
C. Promoting ELD Outcomes (C)(1) Develop/use statewide, high-quality ELD Standards	Child Care and Development Fund Temporary Assistance for Needy Families	Work with the Early Learning Commission and partner agencies to implement the use of Grow NJ Kids preschool and infant toddler learning standards
(C)(3) Identify/address health, behavioral, and developmental needs	Child Care and Development Fund Temporary Assistance for Needy Families	Participate in the planned expansion of the GNJK and enforce assessment of health, behavioral, developmental needs.
(C)(4) Engage/support families	Child Care and Development Fund Temporary Assistance for Needy Families	Work with the Early Learning Commission and partner agencies to implement the use of Grow NJ Kids family provider standards
D. A Great Early Education Workforce (D)(1) Develop Workforce Knowledge & Competency Framework	Child Care and Development Fund Temporary Assistance for Needy Families	Require Workforce Registry participation Promote competency framework and career lattice Continue to oversee and cover the current annual costs of the Workforce Registry
E. Measure Outcomes and Progress, (E)(2) Build/enhance NJ's early learning data system	Child Care and Development Fund Temporary Assistance for Needy Families	Participate in the early learning database integration

(b)(6)

DEPARTMENT OF HEALTH
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the New Jersey Department of Education ("Lead Agency") and New Jersey Department of Health ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:

(a) A set of statewide Early Learning and Development Standards;
(b) A set of statewide Program Standards;
(c) A statewide Tiered Quality Rating and Improvement System; and
(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;

2) Abide by the governance structure outlined in the State Plan;

3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS"); and

5) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;

2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;

3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;

4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;

5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan;

6)Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;

7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws; and

8) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.

4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

(b)(6)

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
A. Successful State System **(A)(1)** Commitment to early learning and development (ELD) **(A)(2)** ELD reform agenda and goals. **(A)(3)** Align and coordinate work across the state **A. (A)(4)** Participating in budget development to implement and sustain the work	**Division of Family Health Services** • **Early Intervention System** • **Medical Director** • **Maternal Child Health** • **Special Child Health Case Management**	Commissioner & designated staff participate on and support the NJ Early Learning Commission (ELC). Provide key staff as active participants on the NJ Early Childhood (EC) Interdepartmental Workgroup. Ongoing work, as needed, to ensure alignment and coordination. Contribute to reform agenda/goals to ensure inclusion of ELD programs, services and family supports. Work collaboratively to ensure systems linkages across all ELD domains, settings, disciplines and programs.
B. High-Quality Accountable Programs **(B)(1)**Develop/adopt a statewide tiered QRIS	**Division of Family Health Services** • **Early Intervention System** • **Maternal Child Health**	Promote awareness and participate in ongoing development, piloting and revision of Grow NJ Kids (GNJK) QRIS tool through the Interdepartmental Committee.
(B)(2) Promote participation in QRIS	**Division of Family Health Services** • **Early Intervention System** • **Maternal Child Health**	Promote participation in GNJK through community partners.
(B)(3) Rate and monitor ELD Programs	**Division of Family Health Services** • **Early Intervention System**	Participate in the interdepartmental development and implementation of GNJK rating with the Department of Education.
(B)(4) Promote access to high-quality ELD	**Division of Family Health Services**	Provide input for development of training modules, webinars and technical assistance for QRIS, NJ's Birth to Three

Selection Criterion	Participating Party	Type of Participation
Programs	• **Early Intervention System** • **Maternal Child Health**	Early Learning Standards & National Health and Safety Performance Standards, as needed. Ensure ELD partners (including parents) have access to local resources that direct them to and support high quality early care and education.
(B)(5) Validate the State's QRIS	**Division of Family Health Services** • **Early Intervention System**	Participate in the validation process, as needed through the Interdepartmental Committee.
C. Promoting ELD Outcomes (C)(1) Develop/use statewide, high-quality ELD Standards	**Division of Family Health Services** • **Early Intervention System** • **Maternal Child Health**	Promote awareness of the NJ Birth to Three Early Learning Standards and the NJ Preschool Teaching and Learning Standards. As applicable, align early intervention practices with the NJ Birth to Three Early Learning Standards.
(C)(3) Identify/address health, behavioral, and developmental needs	**Division of Family Health Services** • **Early Intervention System** • **Maternal Child Health**	Participate in the planned expansion of the GNJK and assessment of health, behavioral, developmental needs. Strengthen EC health and wellness linkages thru state and regional participation with Help Me Grow, Early Childhood Comprehensive System (ECCS), NJ Parent Link & National Health and Safety Standards. to develop an on-line course, webinar, and train trainers Provide MCH funds to support technical assistance to plan and implement training and networking to address oral health needs. Ensure easy links for parents/families and providers to early intervention and other needed services and supports.
(C)(4) Engage/support families	**Division of Family Health Services** • **Early Intervention System** • **Special Child Health**	Support and facilitate GNJK parent/family standards. Advocate for family engagement in all ELD programs; and work closely with state and local partners, and parents &

Selection Criterion	Participating Party	Type of Participation
	Case Management • **Maternal Child Health**	families. Connect families to a statewide network of family supports/services that include: Home Visiting and other community supports and services. Provide in-kind participation of Regional Early Intervention Collaboratives (REICs) Family Support Coordinators in family workshops, webinars and other ELD events. Facilitate REIC and Special Child Health Parent Resource Specialists participation in the planning and implementation of the County Councils, as appropriate.
D. A Great Early Education Workforce **(D)(1)**Develop Workforce Knowledge & Competency Framework	**Division of Family Health Services** • **Early Intervention System**	Explore the relationship between the NJEIS practitioner enrollment and Learning Management System and the Workforce Registry. Share NJEIS workforce data as needed and promote the competency framework for NJEIS.
(D)(2) Support Early Childhood Educators	**Division of Family Health Services** • **Early Intervention System**	Provide in-kind training to GNJK county technical assistance teams.
E. Measure Outcomes and Progress (E)(2) Build/Enhance NJ's early learning data system	**Division of Family Health Services** • **Early Intervention System** • **Maternal Child Health** • **Medical Director**	Participate in NJ's early learning data committee of the NJ Council for Young Children to enhance the ability to align and report early childhood data across early learning and development programs.

(b)(6)

Signature *(Authorized Representative of Lead Agency)* Date

(b)(6)

Authorized Representative of Participating Agency

Race to the Top-Early Learning Challenge Application

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between The NJ Department of Education ("Lead Agency") and The NJ Council for Young Children ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:
1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
(a) A set of statewide Early Learning and Development Standards;
(b) A set of statewide Program Standards;
(c) A statewide Tiered Quality Rating and Improvement System; and
(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
2) Abide by the governance structure outlined in the State Plan;

3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

(b)(6)

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK,

New Jersey Council for Young Children (NJCYC)

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	NJCYC	Member of Commission for Early Learning and Development Participate and support Commission for Early Learning and Development's fulfillment of roles and responsibilities Convene stakeholders to confirm roles and responsibilities for participation in Plan Develop channels for regular communication with the Commission for Early Learning and Development, the Inter Department Commission and the Governor
(B)(1)	NJCYC	Support Grow NJ Kids Test Drive Participate in the process of refining and formalizing Grow NJ Kids following the Test Drive Provide Grow NJ Kids Test Drive support through Council Committee work and commissioned studies Lead the development of the Grow NJ Kids Family Child Care tool Support the translation of Grow NJ Kids Standards, Grow NJ Kids Self Assessment for Center & School-based Settings, Grow NJ Kids Family Child Care and Grow NJ Kids Family Child Care Self Assessment into Spanish and Arabic
(B)(2)	NJCYC	Support the statewide implementation of Grow NJ Kids, according to the NJ Early Learning and Development Plan Support the development of a comprehensive communications plan, targeted to various stakeholders, on the components and impact of high quality early learning and development programs on child outcomes Convene private funding sources to create public-private partnerships to support Grow NJ Kids
(B)(3)	NJCYC	Serve of the Grow NJ Kids Advisory Council Participate in the development of a valid and reliable rating system for Grow NJ Kids Support the establishment of the Early Learning Improvement Consortium
(B)(4)	NJCYC	Support policies and practices for Early Learning and Development Programs to continuously improve

Selection Criterion	Participating Party	Type of Participation
(C)(1)	NJCYC	NJCYC
(C)(3)	NJCYC	Promote alignments with health and mental health programs and serves that support young children and families
(C)(4)	NJCYC	Participate in the development of the NJ Family Engagement Standards (NJ-FES) Promote alignment with the NJ-FES and Grow NJ Kids Family and Community Engagement Standards
NJCYC	NJCYC	Recognize and facilitate NJ Workforce Registry membership and career ladder progression to satisfy personnel standards for Head Start professionals Participate in the revision of the NJ Core Competencies for Early Childhood Professionals Early framework and career lattice Participate in the development of the NJ Training and Technical Assistance Competencies
(E)(1)	NJCYC	Promote the New Jersey Kindergarten Entry Assessment
(E)(2)	NJCYC	Support the integration of State early learning and development data systems to better track children's outcomes and evaluate the effectiveness of structures currently in place to serve Children with High Needs in New Jersey Participate on the Data Governance Council overseeing NJ-EASEL
(P)(6)	NJCYC	Convene the leaders in private funding sources to create public-private partnerships to support Grow NJ Kids

(b)(6)

Signature *(Authorized Representative of the NJ Council for Young Children)* Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between _Department of Education_ ("Lead Agency") and New Jersey Head Start Collaboration Office ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:

(a) A set of statewide Early Learning and Development Standards;
(b) A set of statewide Program Standards;
(c) A statewide Tiered Quality Rating and Improvement System; and
(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
2) Abide by the governance structure outlined in the State Plan;

3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES
In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES
1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM
If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

(b)(6)

New Jersey Head Start Collaboration Office
(Head Start, Early Head Start, Migrant Head Start)

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A). Successful State System (A)(1) Commitment to early learning and development (ELD) (A)(2) ELD reform agenda and goals (A)(3) Align and coordinate work across the state	NJ Head Start Collaboration Office	Support establishment of Commission for Early Learning and Development and participate in Commission business as necessary Continue to serve on the NJCYC and inform the Commission for Early Learning and Development Provide feedback to the RTT-ELC Leadership Team on the extent to which Grow NJ to ensure alignment and coordination to meet Head Start requirements.
B. High-Quality Accountable Programs **(B)(1)** Develop/adopt a statewide tiered QRIS **(B)(2)** Promote participation in QRIS	NJ Head Start Collaboration Office	Ensure components of the Head Start Performance Standards are embedded in Grow NJ Kids. Promote awareness of the early learning and family engagement standards in Grow NJ, and as applicable, align Head Start Child Development and Early Learning Framework and the Parent, Family, Community Engagement Framework practices with these standards
(B)(3) **Rate and monitor ELD Programs**	NJ Head Start Collaboration Office	Monitor the Head Start/Early Head Start participation and report any rating barriers Participate in the GNJK rating consortium with the Department of Education
(B)(4) Promote access to high-quality ELD programs **(B) (5)** **Validate the State's QRIS**	NJ Head Start Collaboration Office	Promote awareness of the QRIS to families to better access high quality programs for their children Support statewide outreach initiatives to promote access to high quality programs for families by mapping Head Start/Early Head Start programs providing transportation, meals and family support services and posting on websites Support Head Start/Early Head Start programs wanting to increase capacity in serving high needs children by 10%.

Selection Criterion	Participating Party	Type of Participation
		Participate in the validation process, as needed.
C. Promoting ELD Outcomes (C)(1) Develop/use statewide, high-quality ELD standards	NJ Head Start Collaboration Office	Promote awareness of the standards in Grow NJ Kids and as applicable, align Early Head Start and Head Start Performance Standards, The Head Start Parent, Family, and Community Engagement Framework, Head Start Child Development and Early Learning Framework, Office of Head Start School Readiness Goals for Infant and Toddlers the with these standards.
(C)(3) Identify/address health, behavioral, and developmental needs	NJ Head Start Collaboration Office	Promote alignment of the Head Start Performance Standards for Health and Safety and Grow NJ Kids.
(C)(4) Engage/support families	NJ Head Start Collaboration Office	Promote awareness of the family engagement standards in the Quality Rating Improvement System, Grow NJ Support the use of Grow NJ Kids family engagement standards by creating Statewide Family Engagement Standards. Assist in the launch of County Councils for Young Children and provide ongoing support to Councils
(D) A Great Early Education Workforce (D)(1) Develop Workforce Knowledge & Competency Framework	NJ Head Start Collaboration Office	Encourage Early Head Start/Head Start programs to participate in the Workforce Registry. Encourage Department of Education to offer State Infant and Toddler Credential to teachers earning AS degrees.
E. Measure Outcomes and progress, (E)(2)	NJ Head Start Collaboration Office	Encourage unique identifier numbers be assigned to participating Head Start Children for KEA and to share results with programs

(b)(6)

Signature *(Authorized Representative of Lead Agency)* Date

(b)(6)

Signature *(Authorized Representative of Participating State Agency)* Date

FY 2014 Interdivisional Agreement
Office of Special Education Programs
Division of Early Childhood Education
Support of Plan for Race to the Top-Early Learning Challenge

This document will serve as an agreement between the Division of Early Childhood Education (DECE) and the Office of Special Education Programs (OSEP) with respect to supporting specific aspects of the New Jersey's high quality plan for the 2013 Race to the Top -Early Learning Challenge Application.

The funds appropriated from the Office of Special Education Programs in the amount of $100,000 from the IDEA Preschool Grants to State Award account (14-100-034-5065-020-H070-xxxx-2014) will be utilized to support the following activities in 2014.

- Implement Quality Rating Indicator System (QRIS) in classrooms serving preschool children with disabilities.
- Training in Early Childhood Environmental Rating Scale (ECERS) or other listed tools in the NJ Grows Kids, QRIS for staff serving preschool children with disabilities.
- Training costs related to establishing reliability and validity for coaches utilizing the classroom observation tools for quality improvement as identified in the NJ Grows Kids, QRIS in classrooms serving preschool children with disabilities.

In addition to the above funding, support in the Plan for the Race to the Top from the Office of Special Education Programs is as follows:

One Department of Education representative (Coordinator) (.25 FTE) on the Race to the Top Leadership Team will review and make recommendations regarding professional development on early learning and development for children with disabilities to be provided by the Learning Academies.

Two (2) regional LRC preschool special education consultants (.10 FTE each) will assist QRIS sites to review and implement activities which may include review of QRIS results, identification of improvement activities and training upon request of Grow NJ Kids Coordinator in specific site self-improvement plans.

The Coordinator will work with the Grow NJ Kids Coordinator to assure the following:

- Dissemination of the orientation training on Grow NJ Kids to districts and schools with preschool children with disabilities in special education classes.
- Support training and coaching site-level staff in implementing positive behavioral supports utilizing the Pyramid Model.
- Assistance with the dissemination of preschool standards to all sites.

Any modification to this agreement shall require the approval of the concerned parties to the agreement and shall be expressed in the form of an addendum to the agreement. the above agreement is contingent upon the award of Race to the Top-Early Learning Challenge funds to the New Jersey Department of Education

(b)(6)

ding to the above activities for the period January 1, 2014 through June 30,

(b)(6)

Race to the Top-Early Learning Challenge Application

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between The NJ Department of Education ("Lead Agency") and The NJ Office of Information Technology ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:

(a) A set of statewide Early Learning and Development Standards;
(b) A set of statewide Program Standards;
(c) A statewide Tiered Quality Rating and Improvement System; and
(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
2) Abide by the governance structure outlined in the State Plan;

3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

(b)(6)

EXHIBIT I – Supporting Agency Scope of Work

Office of Information Technology

The Supporting Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	Office of Information Technology	Participate in Commission for Early Learning and Development meetings, as needed Participate in Data Governance Council created to oversee implementation and use of data in NJ-EASEL Participate in Interdepartment Planning Group meetings to update on progress of NJ-EASEL Development Team activities and benchmarks
(E)(2)	Office of Information Technology	With DOE, oversee implementation of NJ-EASEL early learning and development data integration project Partner with other agencies to link existing data systems to NJ-EASEL

(b)(6)

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Si *(Authorized Representative of Supporting Agency)* Date

ATTACHMENT 1

New Jersey Preschool Quality Evaluation Study
Spring 2011
Summary Report – Year Eight

Prepared by: Dr. Holly Seplocha, William Paterson University

For: All former Abbott School Districts

During the Early Learning Improvement Consortium's statewide evaluation of Abbott preschool program quality, classroom data were collected statewide from a random sample of Abbott classrooms from all 31 districts for the school years 2002-2003 through 2008-2009. In 2010-2011, the name was changed to the New Jersey Preschool Quality Evaluation Study and a random sample from 3 preschool expansion districts was added. Similar to prior years, the data collection included the following:

- **303** former Abbott classrooms were observed using the Early Childhood Environment Rating Scale (ECERS-R), the Supports for Early Literacy Assessment (SELA) and the Preschool Classroom Mathematics Inventory (PCMI) during Spring 2011. The results can be found in Tables 1, 2 and 3. As this spring methodology is the same as in prior years, the prior year scores are included in these tables for comparison.

Added in 2010-2011:

- **5** classrooms in three preschool expansion districts were also observed. For consistency with prior years' scores, their scores are not included in the calculation, but are presented separately at the end of this report.

31 Former Abbott Districts

1. Early Childhood Environment Rating Scale – Revised (ECERS-R)

The ECERS-R is an observation and rating instrument for preschool classrooms serving children aged three to five. The total ECERS-R score represents an average of the scores on the 43 items. A rating of 1 indicates inadequate quality, 3 indicates minimal quality, 5 indicates good quality, and 7 indicates excellent quality. The ECERS-R was completed on a total of 303 classrooms from Abbott districts. Average scores across the classrooms for each of the 7 subscales and item level scores for each year are presented in Tables 1.1 and 1.2.

Table 1.1

ECERS-R Subscale Scores	**Mean 07-08 (range)**	**Mean 08-09 (range)**	**Mean 10-11 (range)**
Space and Furnishings This subscale addresses the areas of indoor and outdoor space, room arrangement, organization, display, furnishings and equipment.	5.03 (2.38-7.00)	5.03 (3.13-7.00)	5.16 (2.50-7.00)
Personal Care Routines This subscale addresses practices around daily routines like greeting and departure, meals, naptime, and toileting as well as health and safety practices.	4.29 (1.67-7.00)	4.34 (1.00-7.00)	4.49 (1.17-7.00)
Language-Reasoning This area addresses the classroom's formal and informal communication, language and reasoning opportunities.	5.46 (2.00-7.00)	5.56 (1.75-7.00)	5.84 (2.50-7.00)
Activities This subscale looks at the learning opportunities in each of the areas of the classroom including fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, use of video/computer, and diversity.	4.85 (1.60-7.00)	4.86 (2.50-7.00)	5.00 (2.30-7.00)
Interactions This area addresses supervision of children, discipline, staff-child interactions, and interactions among children.	6.44 (1.60-7.00)	6.33 (1.80-7.00)	5.98 (1.40-7.00)
Program Structure This area addresses classroom operations and schedule, including groupings, transitions and flexibility.	5.41 (1.00-7.00)	5.45 (1.67-7.00)	5.41 (1.33-7.00)
Parents and Staff This area addresses the program's supports for both parents and staff, including opportunities to evaluate, communicate child-related information, family involvement and professional development opportunities.	5.59 (2.67-7.00)	5.77 (2.67-7.00)	5.75 (2.17-7.00)
Total Overall Average Score	**5.20 (2.57-6.95)**	**5.23 (3.34-6.71)**	**5.30 (2.52-6.67)**

Table 1.2

ECERS Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
1. Indoor space	4.79 (1.00-7.00)	4.86 (1.00-7.00)	5.22 (1.00-7.00)
2. Furniture for routine care	6.60 (2.00-7.00)	6.66 (1.00-7.00)	6.59 (1.00-7.00)
3. Furnishings for relaxation	5.76 (1.00-7.00)	5.73 (1.00-7.00)	5.65 (2.00-7.00)
4. Room arrangement	5.38 (1.00-7.00)	5.18 (1.00-7.00)	5.73 (1.00-7.00)
5. Space for privacy	5.01 (1.00-7.00)	5.05 (1.00-7.00)	5.03 (1.00-7.00)
6. Child-related display	5.58 (2.00-7.00)	5.45 (1.00-7.00)	5.83 (1.00-7.00)
7. Space For Gross Motor	3.49 (1.00-7.00)	3.31 (1.00-7.00)	3.19 (1.00-7.00)
8. Gross motor equipment	3.65 (1.00-7.00)	3.97 (1.00-7.00)	4.08 (1.00-7.00)
9. Greetings/departing	6.16 (1.00-7.00)	6.41 (1.00-7.00)	6.31 (1.00-7.00)
10. Meals/snacks	3.73 (1.00-7.00)	3.58 (1.00-7.00)	3.92 (1.00-7.00)
11. Nap/rest	3.91 (1.00-7.00)	3.82 (1.00-7.00)	4.54 (1.00-7.00)
12. Toileting / diapering	4.71 (1.00-7.00)	5.12 (1.00-7.00)	4.93 (1.00-7.00)
13. Health practices	4.63 (1.00-7.00)	4.64 (1.00-7.00)	4.51 (1.00-7.00)
14. Safety practices	2.61 (1.00-7.00)	2.47 (1.00-7.00)	2.74 (1.00-7.00)
15. Books and pictures	5.17 (1.00-7.00)	5.01 (1.00-7.00)	5.13 (1.00-7.00)
16. Encouraging children to communicate	6.48 (2.00-7.00)	6.53 (1.00-7.00)	6.70 (1.00-7.00)
17. Using language to develop reasoning skills	4.24 (1.00-7.00)	4.70 (1.00-7.00)	5.29 (1.00-7.00)
18. Informal use of language	6.00 (1.00-7.00)	6.00 (1.00-7.00)	6.25 (1.00-7.00)
19. Fine motor	5.63 (1.00-7.00)	5.57 (1.00-7.00)	5.56 (1.00-7.00)
20. Art	5.18 (1.00-7.00)	5.19 (2.00-7.00)	5.29 (2.00-7.00)
21. Music/movement	4.90 (1.00-7.00)	4.78 (1.00-7.00)	5.03 (1.00-7.00)
22. Blocks	4.81 (1.00-7.00)	4.68 (1.00-7.00)	5.05 (1.00-7.00)
23. Sand/water	5.14 (1.00-7.00)	5.38 (1.00-7.00)	5.47 (1.00-7.00)
24. Dramatic play	4.71 (1.00-7.00)	4.77 (2.00-7.00)	4.73 (2.00-7.00)
25. Nature/science	4.19 (1.00-7.00)	4.15 (1.00-7.00)	4.74 (1.00-7.00)

ATTACHMENT 1

ECERS Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
26 Math/number	5.15 (1.00-7.00)	4.96 (1.00-7.00)	5.35 (1.00-7.00)
27 Use of TV, video, computer	4.02 (1.00-7.00)	4.11 (1.00-7.00)	4.52 (2.00-7.00)
28 Promoting accepting of diversity	4.65 (1.00-7.00)	4.95 (2.00-7.00)	4.29 (1.00-7.00)
29. Supervision of gross motor	6.21 (1.00-7.00)	6.17 (1.00-7.00)	5.66 (1.00-7.00)
30. General supervision	6.46 (1.00-7.00)	6.00 (1.00-7.00)	5.27 (1.00-7.00)
31. Discipline	6.09 (1.00-7.00)	6.09 (1.00-7.00)	5.95 (1.00-7.00)
32. Staff-child interactions	6.79 (1.00-7.00)	6.70 (1.00-7.00)	6.45 (1.00-7.00)
33. Interactions among children	6.63 (2.00-7.00)	6.71 (2.00-7.00)	6.57 (1.00-7.00)
34. Schedule	4.47 (1.00-7.00)	4.74 (2.00-7.00)	4.61 (1.00-7.00)
35. Free play	5.90 (1.00-7.00)	5.70 (1.00-7.00)	5.72 (1.00-7.00)
36. Group time	5.83 (1.00-7.00)	5.69 (1.00-7.00)	5.64 (1.00-7.00)
37. Provisions for children with disabilities	5.80 (2.00-7.00)	6.42 (1.00-7.00)	6.22 (1.00-7.00)
38. Provisions for parents	5.47 (1.00-7.00)	5.77 (1.00-7.00)	5.76 (1.00-7.00)
39. Provisions for personal needs of staff	5.13 (1.00-7.00)	5.27 (1.00-7.00)	5.12 (1.00-7.00)
40. Provisions for professional needs of staff	4.81 (1.00-7.00)	5.17 (1.00-7.00)	5.20 (1.00-7.00)
41. Staff interaction and cooperation	6.60 (3.00-7.00)	6.70 (1.00-7.00)	6.61 (1.00-7.00
42. Supervision/evaluation of staff	6.41 (1.00-7.00)	6.52 (2.00-7.00)	6.58 (1.00-7.00)
43. Opportunities for professional growth	5.12 (1.00-7.00)	5.17 (1.00-7.00)	5.25 (1.00-7.00)

ATTACHMENT 1

2. Supports for Early Literacy Assessment (SELA)

The SELA examines classroom materials and activities used to support children's emerging literacy skills. The scale includes 16 items scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The SELA looks closely at classroom practices associated with children's literacy development. Table 2 shows the average scores and ranges for each item, and the total average for all the classrooms observed for each year.

Table 2

SELA Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
1. Using print in the environment for a purpose. Purposefully using labels and signs, conveying a clear message and capturing children's attention.	4.33 (2.00-5.00)	4.38 (1.00-5.00)	4.31 (1.00-5.00)
2. Creating inviting places to look at books. Creating a comfortable and easily accessible "cozy" reading area with several books on display.	4.59 (2.00-5.00)	4.52 (1.00-5.00)	4.63 (2.00-5.00)
3. Inviting interest in a wide variety of books in the classroom. Introducing books on different topics (especially those that reflect the children's linguistic backgrounds) within the classroom and updating them throughout the school year.	4.20 (2.00-5.00)	4.30 (1.00-5.00)	4.28 (1.00-5.00)
4. Writing materials are available and easy to use. Paper and writing materials are available in the main writing area and other areas as well.	4.53 (1.00-5.00)	4.63 (1.00-5.00)	4.69 (3.00-5.00)
5. A variety of literacy items and props are used in the pretend play area. New literacy items and props are introduced at least once a month.	3.65 (1.00-5.00)	3.91 (1.00-5.00)	3.89 (1.00-5.00)
6. Teachers encourage and extend oral language. Taking time to talk to individual children expressing interest and extending conversations with open-ended statements and expansions.	4.12 (1.00-5.00)	4.17 (1.00-5.00)	4.43 (2.00-5.00)

ATTACHMENT 1

SELA Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
7. *Using language that introduces new words, concepts and linguistic structures.* Using rich vocabulary including new words, descriptive language, and explanations that are more complex than children would normally use.	3.63 (1.00-5.00)	3.71 (1.00-5.00)	3.97 (1.00-5.00)
8. Organizing activities that promote language development. Organizing a variety of activities (e.g., reading informational books, engaging hands-on activities) while remaining flexible to the children's interests.	3.90 (1.00-5.00)	4.03 (1.00-5.00)	4.34 (2.00-5.00)
9. Sharing books to build language, knowledge, and a love of book reading. Reading various types of books daily to children in a lively and engaging manner, inviting children's involvement.	4.47 (1.00-5.00)	4.42 (1.00-5.00)	4.45 (1.00-5.00)
10. Calling attention to the functions and features of print. Identifying the features of a book (author and title), demonstrating how we read print by moving finger along the print as well as recognizing and writing meaningful words.	3.57 (1.00-5.00)	3.64 (1.00-5.00)	3.84 (1.00-5.00)
11. Drawing children's attention to the sounds they hear in words. Using a variety of activities such as reading books with rhymes and interesting sounds, singing songs, and emphasizing the initial letter in a word.	2.78 (1.00-5.00)	2.79 (1.00-5.00)	3.23 (1.00-5.00)
12. Helping children recognize letters. Pointing out letters in words and playing games such as letter bingo, reading alphabet books and practicing writing names using a variety of methods in a fun and engaging way.	3.33 (1.00-5.00)	3.47 (1.00-5.00)	3.61 (1.00-5.00)
13. Promoting children's interest in writing. Displaying children's writing in classroom and showing positive response to all kinds of writing efforts. Encouraging children to write their names and taking dictation of a story or description of a picture.	3.87 (1.00-5.00)	3.86 (1.00-5.00)	4.04 (1.00-5.00)

ATTACHMENT 1

SELA Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
14. Promoting home-based supports for early literacy through regular communications with parents. Communicating to parents through newsletters or notes suggesting shared book reading and encouraging parents to observe and participate in classroom-based activities. Sharing information about the child's interests and skills during parent-child conferences.	3.65 (1.00-5.00)	3.93 (1.00-5.00)	4.00 (1.00-5.00)
15. Special activities and supports to involve parents in supporting children's literacy development. Offering a variety of activities providing information and guidance to parents about supports for children's literacy development (public library/adult family literacy services).	3.00 (1.00-5.00)	3.30 (1.00-5.00)	3.65 (1.00-5.00)
20. Promoting the maintenance and development of children's native language. Using several strategies to promote maintenance of children's native language including: print, songs, activities, as well as celebrating children's cultural backgrounds and encouraging native development at home.	3.46 (1.00-5.00)	3.81 (1.00-5.00)	4.03 (1.00-5.00)
Total Overall Average	**3.82 (2.27-4.93)**	**3.93 (2.20-4.93)**	**4.09 (1.81-5.00)**

3. Preschool Classroom Mathematics Inventory (PCMI)

The PCMI assesses the classroom's materials and teaching practices in relation to mathematics. The concepts in this 11-item scale are based on the standards from the National Council of Teachers of Mathematics and the National Association for the Education of Young Children. Like the SELA, items are scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The PCMI assesses both the materials in the classroom, and the extent to which teachers support early math concepts. Table 3 shows average scores for each PCMI item for each year.

Table 3

PCMI Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
1. Materials for counting, comparing, estimating, and recognizing number symbols. Classroom has collections of objects easy to count and contains many objects with numbers. Materials are arranged for easy access.	4.07 (1.00-5.00)	4.19 (2.00-5.00)	3.94 (2.00-5.00)
2. Materials for measuring and comparing amount: volume, weight, length, height, distance, area. Varied materials for comparing amounts (materials to fill/empty, scales for weighing, rulers and inch cubes for measuring) arranged in a logical order encouraging exploration.	3.69 (1.00-5.00)	3.92 (1.00-5.00)	3.78 (1.00-5.00)
3. Materials for classifying and seriating. Various materials available in graduated sizes and attributes promoting classification and seriation.	3.41 (1.00-5.00)	3.55 (1.00-5.00)	3.50 (1.00-5.00)
4. Materials for geometry and spatial positions/relations. Objects to arrange and art/pictorial materials support awareness of spatial concepts. Labels facilitate knowledge of position/locations of certain items.	3.86 (1.00-5.00)	3.91 (1.00-5.00)	3.81 (1.00-5.00)
5. Teachers encourage one-to-one correspondence. Teachers foster development of one-to-one correspondence.	1.97 (1.00-5.00)	1.98 (1.00-5.00)	1.85 (1.00-5.00)
6. Teachers encourage children to count and/ or write numbers for a purpose. Methods and activities for counting/numbers are enjoyable and relevant. Children are encouraged to write numbers that are personally meaningful. Children attempt to count on their own throughout the day.	2.78 (1.00-5.00)	2.65 (1.00-5.00)	3.18 (1.00-5.00)
7. Teachers encourage children to estimate and compare numbers. Concrete experiences are used to encourage number comparison and estimation.	1.74 (1.00-5.00)	1.95 (1.00-5.00)	2.39 (1.00-5.00)

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PCMI Item	**Mean 07-08 (range)**	**Mean 08-09 (range)**	**Mean 10-11 (range)**
8. Teachers encourage children's use of mathematical terminology and reflection on mathematical problems. "Rich" mathematical vocabulary is frequently used across various domains of mathematics e.g., spatial terminology and time.	2.09 (1.00-5.00)	2.14 (1.00-5.00)	2.55 (1.00-5.00)
9. Teachers encourage children to measure and compare amount: volume, weight, length, height, distance, area. Measurement activities are offered in a variety of contexts throughout the day in a relevant and interesting manner.	1.62 (1.00-5.00)	1.82 (1.00-5.00)	2.29 (1.00-5.00)
10. Teachers encourage children to classify and seriate. Teachers regularly call attention to sequence, and attributes that items do and do not have.	1.86 (1.00-5.00)	2.07 (1.00-5.00)	2.50 (1.00-5.00)
11. Teachers encourage concepts of geometry and spatial positions/relations. Teachers provide activities that allow children to explore shapes and patterns. Activities support understanding of spatial relations.	1.77 (1.00-5.00)	1.96 (1.00-5.00)	2.36 (1.00-5.00)
Total Overall Average	**2.62 (1.09-4.91)**	**2.74 (1.36-4.82)**	**2.92 (1.18-5.00)**

5 classrooms from three preschool expansion districts

1. Early Childhood Environment Rating Scale – Revised (ECERS-R)

The ECERS-R is an observation and rating instrument for preschool classrooms serving children aged three to five. The total ECERS-R score represents an average of the scores on the 43 items. A rating of 1 indicates inadequate quality, 3 indicates minimal quality, 5 indicates good quality, and 7 indicates excellent quality. The ECERS-R was completed on a total of 5 classrooms from non-Abbott districts. Average scores across the classrooms for each of the 7 subscales and item level scores are presented in Tables 1.1 and 1.2.

Table 1.1

ECERS-R Subscale Scores	**Mean 10-11 (range)**
Space and Furnishings This subscale addresses the areas of indoor and outdoor space, room arrangement, organization, display, furnishings and equipment.	5.67 (5.25-6.50)
Personal Care Routines This subscale addresses practices around daily routines like greeting and departure, meals, naptime, and toileting as well as health and safety practices.	5.50 (4.83-6.83)
Language-Reasoning This area addresses the classroom's formal and informal communication, language and reasoning opportunities.	5.50 (4.83-6.83)
Activities This subscale looks at the learning opportunities in each of the areas of the classroom including fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, use of video/computer, and diversity.	5.34 (4.33-5.90)
Interactions This area addresses supervision of children, discipline, staff-child interactions, and interactions among children.	6.72 (5.60-7.00)
Program Structure This area addresses classroom operations and schedule, including groupings, transitions and flexibility.	5.65 (3.25-7.00)
Parents and Staff This area addresses the program's supports for both parents and staff, including opportunities to evaluate, communicate child-related information, family involvement and professional development opportunities.	6.20 (5.83-6.83)
Total Overall Average Score	**5.86** **(5.65-6.07)**

Table 1.2

ECERS Item	Mean 10-11 (range)
1. Indoor space	5.00 (3.00-7.00)
2. Furniture for routine care	7.00 (7.00-7.00)
3. Furnishings for relaxation	7.00 (7.00-7.00)
4. Room arrangement	6.60 (6.00-7.00)
5. Space for privacy	4.60 (3.00-7.00)
6. Child-related display	6.80 (6.00-7.00)
7. Space For Gross Motor	3.60 (2.00-4.00)
8. Gross motor equipment	4.80 (2.00-7.00)
9. Greetings/departing	3.60 (1.00-7.00)
10. Meals/snacks	5.40 (2.00-7.00)
11. Nap/rest	7.00 (7.00-7.00)
12. Toileting / diapering	6.20 (6.00-7.00)
13. Health practices	6.00 (2.00-7.00)
14. Safety practices	4.80 (1.00-7.00)
15. Books and pictures	5.80 (4.00-7.00)
16. Encouraging children to communicate	7.00 (7.00-7.00)
17. Using language to develop reasoning skills	7.00 (7.00-7.00)
18. Informal use of language	7.00 (7.00-7.00)
19. Fine motor	6.20 (4.00-7.00)
20. Art	5.80 (4.00-7.00)
21. Music/movement	4.40 (4.00-6.00)
22. Blocks	4.60 (4.00-7.00)
23. Sand/water	5.60 (4.00-6.00)
24. Dramatic play	6.00 (4.00-7.00)
25. Nature/science	4.60 (4.00-7.00)

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ECERS Item	Mean 10-11 (range)
26 Math/number	6.20 (4.00-7.00)
27 Use of TV, video, computer	6.00 (4.00-7.00)
28 Promoting accepting of diversity	4.40 (3.00-7.00)
29. Supervision of gross motor	6.80 (6.00-7.00)
30. General supervision	6.40 (4.00-7.00)
31. Discipline	6.40 (4.00-7.00)
32. Staff-child interactions	7.00 (7.00-7.00)
33. Interactions among children	7.00 (7.00-7.00)
34. Schedule	4.80 (2.00-7.00)
35. Free play	6.00 (2.00-7.00)
36. Group time	6.40 (4.00-7.00)
37. Provisions for children with disabilities	5.00 (2.00-7.00)
38. Provisions for parents	6.80 (6.00-7.00)
39. Provisions for personal needs of staff	5.80 (5.00-7.00)
40. Provisions for professional needs of staff	5.20 (4.00-7.00)
41. Staff interaction and cooperation	7.00 (7.00-7.00)
42. Supervision/evaluation of staff	6.80 (6.00-7.00)
43. Opportunities for professional growth	5.60 (2.00-7.00)

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2. Supports for Early Literacy Assessment (SELA)

The SELA examines classroom materials and activities used to support children's emerging literacy skills. The scale includes 16 items scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The SELA looks closely at classroom practices associated with children's literacy development. Table 2 shows the average scores and ranges for each item, and the total average for all the classrooms observed.

Table 2

SELA Item	Mean 10-11 (range)
1. Using print in the environment for a purpose. Purposefully using labels and signs, conveying a clear message and capturing children's attention.	5.00 (5.00-5.00)
2. Creating inviting places to look at books. Creating a comfortable and easily accessible "cozy" reading area with several books on display.	4.60 (4.00-5.00)
3. Inviting interest in a wide variety of books in the classroom. Introducing books on different topics (especially those that reflect the children's linguistic backgrounds) within the classroom and updating them throughout the school year.	4.40 (3.00-5.00)
4. Writing materials are available and easy to use. Paper and writing materials are available in the main writing area and other areas as well.	5.00 (5.00-5.00)
5. A variety of literacy items and props are used in the pretend play area. New literacy items and props are introduced at least once a month.	5.00 (5.00-5.00)
6. Teachers encourage and extend oral language. Taking time to talk to individual children expressing interest and extending conversations with open-ended statements and expansions.	5.00 (5.00-5.00)

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SELA Item	Mean 10-11 (range)
7. *Using language that introduces new words, concepts and linguistic structures.* Using rich vocabulary including new words, descriptive language, and explanations that are more complex than children would normally use.	5.00 (5.00-5.00)
8. Organizing activities that promote language development. Organizing a variety of activities (e.g., reading informational books, engaging hands-on activities) while remaining flexible to the children's interests.	5.00 (5.00-5.00)
9. Sharing books to build language, knowledge, and a love of book reading. Reading various types of books daily to children in a lively and engaging manner, inviting children's involvement.	5.00 (5.00-5.00)
10. Calling attention to the functions and features of print. Identifying the features of a book (author and title), demonstrating how we read print by moving finger along the print as well as recognizing and writing meaningful words.	4.00 (4.00-4.00)
11. Drawing children's attention to the sounds they hear in words. Using a variety of activities such as reading books with rhymes and interesting sounds, singing songs, and emphasizing the initial letter in a word.	4.00 (2.00-5.00)
12. Helping children recognize letters. Pointing out letters in words and playing games such as letter bingo, reading alphabet books and practicing writing names using a variety of methods in a fun and engaging way.	3.60 (3.00-4.00)
13. Promoting children's interest in writing. Displaying children's writing in classroom and showing positive response to all kinds of writing efforts. Encouraging children to write their names and taking dictation of a story or description of a picture.	4.40 (4.00-5.00)

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SELA Item	Mean 10-11 (range)
14. Promoting home-based supports for early literacy through regular communications with parents. Communicating to parents through newsletters or notes suggesting shared book reading and encouraging parents to observe and participate in classroom-based activities. Sharing information about the child's interests and skills during parent-child conferences.	4.20 (3.00-5.00)
15. Special activities and supports to involve parents in supporting children's literacy development. Offering a variety of activities providing information and guidance to parents about supports for children's literacy development (public library/adult family literacy services).	3.80 (2.00-5.00)
20. Promoting the maintenance and development of children's native language. Using several strategies to promote maintenance of children's native language including: print, songs, activities, as well as celebrating children's cultural backgrounds and encouraging native development at home.	4.00 (3.00-5.00)
Total Overall Average	**4.52** **(4.25-4.75)**

3. Preschool Classroom Mathematics Inventory (PCMI)

The PCMI assesses the classroom's materials and teaching practices in relation to mathematics. The concepts in this 11-item scale are based on the standards from the National Council of Teachers of Mathematics and the National Association for the Education of Young Children. Like the SELA, items are scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The PCMI assesses both the materials in the classroom, and the extent to which teachers support early math concepts. Table 3 shows average scores for each PCMI item.

Table 3

PCMI Item	Mean 10-11 (range)
1. Materials for counting, comparing, estimating, and recognizing number symbols. Classroom has collections of objects easy to count and contains many objects with numbers. Materials are arranged for easy access.	4.60 (4.00-5.00)
2. Materials for measuring and comparing amount: volume, weight, length, height, distance, area. Varied materials for comparing amounts (materials to fill/empty, scales for weighing, rulers and inch cubes for measuring) arranged in a logical order encouraging exploration.	4.40 (4.00-5.00)
3. Materials for classifying and seriating. Various materials available in graduated sizes and attributes promoting classification and seriation.	4.00 (4.00-4.00)
4. Materials for geometry and spatial positions/relations. Objects to arrange and art/pictorial materials support awareness of spatial concepts. Labels facilitate knowledge of position/locations of certain items.	4.60 (4.00-5.00)
5. Teachers encourage one-to-one correspondence. Teachers foster development of one-to-one correspondence.	3.00 (1.00-5.00)
6. Teachers encourage children to count and/ or write numbers for a purpose. Methods and activities for counting/numbers are enjoyable and relevant. Children are encouraged to write numbers that are personally meaningful. Children attempt to count on their own throughout the day.	3.00 (2.00-4.00)
7. Teachers encourage children to estimate and compare numbers. Concrete experiences are used to encourage number comparison and estimation.	1.60 (1.00-3.00)

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PCMI Item	**Mean 10-11 (range)**
8. Teachers encourage children's use of mathematical terminology and reflection on mathematical problems. "Rich" mathematical vocabulary is frequently used across various domains of mathematics e.g., spatial terminology and time.	1.80 (1.00-3.00)
9. Teachers encourage children to measure and compare amount: volume, weight, length, height, distance, area. Measurement activities are offered in a variety of contexts throughout the day in a relevant and interesting manner.	1.60 (1.00-3.00)
10. Teachers encourage children to classify and seriate. Teachers regularly call attention to sequence, and attributes that items do and do not have.	1.60 (1.00-2.00)
11. Teachers encourage concepts of geometry and spatial positions/relations. Teachers provide activities that allow children to explore shapes and patterns. Activities support understanding of spatial relations.	2.00 (2.00-2.00)
Total Overall Average	**2.93** **(2.73-3.09)**

ATTACHMENT 2

New Jersey Preschool Quality Evaluation Study
Spring 2013
Summary Report

Prepared by: Jessica Francis, National Institute for Early Education Research, Rutgers University
For: All former Abbott School Districts and three Preschool Expansion Districts

During the Early Learning Improvement Consortium's statewide evaluation of Abbott preschool program quality, classroom data were collected from the Camden school district for the school years 2002-2003 through 2008-2009. In 2011, the name was changed to the New Jersey Preschool Quality Evaluation Study, after which data will be collected every two years. This report describes the results of the classroom observations conducted during the 2012-2013 school year. The evaluation included the following three components:

☐ Observations of163 classrooms in 26 districts using the Classroom Assessment Scoring System (CLASS). This includes all former Abbott districts that averaged above a 5.0 on the Early childhood Environment Rating Scale - Revised (ECERS-R) in previous years of the evaluation, plus three preschool expansion districts that are new to the evaluation in the current year.

☐ Observations of130 classrooms in 7 districts using the Early Childhood Environment Rating Scale - Revised (ECERS-R), the Supports for Early Literacy Assessment (SELA), and the Preschool Rating Instrument for Science and Mathematics (PRISM). These districts averaged 5.0 or below on the ECERS in previous years of the evaluation.

☐Observations of a statewide random sample of 44 self-contained classrooms using the Early Childhood Environment Rating Scale - Revised (ECERS-R), the Supports for Early Literacy Assessment (SELA), and the Preschool Rating Instrument for Science and Mathematics (PRISM).

1. Classroom Assessment Scoring System (CLASS)

The CLASS is an observational system that assesses classroom practices in preschool by measuring the interactions between students and adults. Observations consist of 4 to 5, 20-minute cycles, followed by 10-minute coding periods.

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Scores (codes) are assigned during various classroom activities, and then averaged across all cycles for an overall quality score. Interactions are measured through 10 different dimensions, which are divided into 3 larger domains. The *emotional support* domain is measured through the use of 4 dimensions: Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives. The CLASS also measures Classroom Organization through 3 dimensions: Productivity, Behavior Management, and Instructional Learning Formats; and *Instructional Support* through 3 dimensions: Concept development, Quality of Feedback, and Language Modeling. Each scale uses a 7-point Likert-type scale, for which a score of 1 or 2 indicates low range quality and a score of 6 or 7 indicate high range quality. Each dimension and domain is assigned a score during each 20-minute cycle. Table 1.1 below presents descriptions of each CLASS dimension.

Table 1.1 Descriptions of CLASS Dimensions

Domain	Dimension	Description
Emotional Support	Positive Climate	Reflects the emotional connection between teachers and children and among children, and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.
	Negative Climate	Reflects the overall level of expressed negativity in the classroom. The frequency, quality, and intensity of teacher and peer negativity are key to this dimension
	Teacher Sensitivity	Encompasses the teacher's awareness of and responsiveness to students' academic and emotional needs.
	Regard for Student Perspectives	Captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.
Classroom Organization	Behavior Management	Encompasses the teacher's ability to provide clear behavior expectations and use effective methods to prevent and redirect misbehavior.
	Productivity	Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.
	Instructional Learning Formats	Focuses on the ways in which teachers maximize students' interest, engagement, and abilities to learn from lessons and activities.
Instructional Support	Concept Development	Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.
	Quality of Feedback	Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.
	Language Modeling	Captures the effectiveness and amount of teacher's use of language-stimulation and language-facilitation techniques.

The CLASS was completed on a total of 163 classrooms in 26 districts. Originally, 166 classrooms were randomly selected to participate in the study. Three of these classrooms were not observed due to being unresponsive to scheduling or classrooms no longer in existence. Average scores across all of the classrooms for these 26 districts are presented in Table 1.2 below.

Table 1.2. CLASS scores across 23 former Abbott and 3 Preschool Expansion districts (n=163)

	Minimum	Maximum	Mean
1. Positive Climate	2.75	7.00	6.01

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2. Negative Climate	4.40	7.00	6.92
3. Teacher Sensitivity	2.75	7.00	5.70
4. Regard for Student Perspectives	2.40	7.00	5.27
5. Behavior Management	2.50	7.00	5.70
6. Productivity	2.75	7.00	5.48
7. Instructional Learning Formats	1.75	7.00	4.79
8. Concept Development	1.00	5.60	2.94
9. Quality of Feedback	1.25	6.40	3.23
10. Language Modeling	1.00	6.40	3.27
Emotional Support Domain	3.95	7.00	5.97
Classroom Organization Domain	2.75	7.00	5.32
Instructional Support Domain	1.33	5.80	3.15
Overall CLASS	3.05	6.42	4.93

2. Early Childhood Environment Rating Scale – Revised (ECERS-R)

The ECERS-R is an observation and rating instrument for preschool classrooms serving children aged three to five. The total ECERS-R score represents an average of the scores on the 43 items. A rating of 1 indicates inadequate quality, 3 indicates minimal quality, 5 indicates good quality, and 7 indicates excellent quality. The ECERS-R was completed on a total of 130 classrooms in 7 districts. These districts averaged below a 5.0 on the ECERS-R in previous years of the evaluation. Phillipsburg was also included in the original sample, which would have encompassed a total of 8 districts. However, three classrooms in Phillipsburg could not be observed due to time constraints, thus data will be gathered from this district in the fall and results subsequently presented. Additionally, one classroom was not observed due to one school no longer having preschool classrooms. Average scores across all of the classrooms for these seven districts are presented in Tables 2.1 and 2.2. Means for each item and subscale are provided for each year since the 2007-08 school year.

Table 2.1 **ECERS-R Subscale Scores**	**Mean 07-08**	**Mean 08-09**	**Mean 10-11**	**Mean 12-13** **(range)**
Space and Furnishings This subscale addresses the areas of indoor and outdoor space, room arrangement, organization, display, furnishings and equipment.	4.72	4.69	4.73	5.05 (2.50-7.00)
Personal Care Routines This subscale addresses practices around daily routines like greeting and departure, meals, naptime, and toileting as well as health and safety practices.	3.94	4.14	4.22	4.63 (1.33-7.00)
Language-Reasoning This area addresses the classroom's formal and informal communication, language and reasoning opportunities.	5.25	5.26	5.65	4.74 (2.50-6.75)
Activities	4.4	4.35	4.58	5.1

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This subscale looks at the learning opportunities in each of the areas of the classroom including fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, use of video/computer, and diversity.				(3.20-7.00)
Interactions This area addresses supervision of children, discipline, staff-child interactions, and interactions among children.	6.27	6.16	5.8	6.17 (1.00-7.00)
Program Structure This area addresses classroom operations and schedule, including groupings, transitions and flexibility.	4.86	4.89	4.84	5.92 (1.33-7.00)
Parents and Staff This area addresses the program's supports for both parents and staff, including opportunities to evaluate, communicate child-related information, family involvement and professional development opportunities.	5.48	5.59	5.58	5.95 (4.00-7.00)
Total Overall Average Score	**4.89**	**4.9**	**4.97**	**5.31** **(3.37-6.71)**

Table 2.2 **ECERS Item**	**Mean 07-08**	**Mean 08-09**	**Mean 10-11**	**Mean 12-13 (range)**
1. Indoor space	4.37	4.46	5.03	4.65 (1.00-7.00)
2. Furniture for routine care	6.50	6.65	6.39	6.31 (2.00-7.00)
3. Furnishings for relaxation	5.31	5.46	5.11	5.09 (1.00-7.00)
4. Room arrangement	5.08	5.08	5.37	6.42 (1.00-7.00)
5. Space for privacy	4.61	4.81	4.50	5.23 (2.00-7.00)
6. Child-related display	5.47	5.36	5.53	5.63 (1.00-7.00)
7. Space For Gross Motor	3.39	2.68	2.50	3.15 (1.00-7.00)
8. Gross motor equipment	3.06	3.05	3.37	3.92 (1.00-7.00)
9. Greetings/departing	5.65	6.32	6.00	5.98 (1.00-7.00)
10. Meals/snacks	3.38	3.08	3.83	5.08 (1.00-7.00)

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11. Nap/rest	3.61	3.94	4.46	4.08 (1.00-7.00)
12. Toileting / diapering	4.46	5.06	4.98	4.15 (1.00-7.00)
13. Health practices	4.35	4.32	4.08	5.05 (1.00-7.00)
14. Safety practices	2.19	2.12	1.98	3.46 (1.00-7.00)
15. Books and pictures	4.64	4.54	4.67	5.15 (1.00-7.00)
16. Encouraging children to communicate	6.29	6.36	6.49	6.07 (2.00-7.00)
17. Using language to develop reasoning skills	4.09	4.38	5.30	2.29 (1.00-6.00)
18. Informal use of language	5.96	5.78	6.14	5.45 (1.00-7.00)
19. Fine motor	5.18	4.97	5.00	5.22 (3.00-7.00)
20. Art	4.55	4.49	4.72	5.02 (2.00-7.00)
21. Music/movement	4.81	4.78	4.71	5.26 (1.00-7.00)
22. Blocks	4.26	4.23	4.54	5.27 (2.00-7.00)
23. Sand/water	4.52	4.58	4.84	5.41 (1.00-7.00)
24. Dramatic play	4.41	4.29	4.41	4.65 (2.00-7.00)
25. Nature/science	3.38	3.56	4.31	4.70 (1.00-7.00)
26 Math/number	4.51	4.31	4.77	5.06 (2.00-7.00)
27 Use of TV, video, computer	4.03	3.50	4.33	4.94 (2.00-7.00)
28 Promoting accepting of diversity	4.44	4.58	4.13	5.51 (2.00-7.00)
29. Supervision of gross motor	6.21	5.96	5.44	6.02 (1.00-7.00)
30. General supervision	6.28	5.71	4.99	6.25 (1.00-7.00)
31. Discipline	5.77	5.89	5.65	5.99 (1.00-7.00)
32. Staff-child interactions	6.68	6.63	6.35	6.37 (1.00-7.00)
33. Interactions among children	6.41	6.62	6.59	6.20 (1.00-7.00)
34. Schedule	3.96	4.05	3.90	5.67 (2.00-7.00)
35. Free play	5.46	5.19	5.25	5.68 (1.00-7.00)
36. Group time	4.94	5.15	5.03	6.30 (1.00-7.00)
37. Provisions for children with disabilities	5.96	6.40	5.66	6.55

				(1.00-7.00)
38. Provisions for parents	5.37	5.48	5.66	6.45 (4.00-7.00)
39. Provisions for personal needs of staff	4.94	5.23	5.06	4.21 (1.00-7.00)
40. Provisions for professional needs of staff	4.57	4.92	4.93	5.94 (1.00-7.00)
41. Staff interaction and cooperation	6.53	6.66	6.47	6.51 (1.00-7.00)
42. Supervision/evaluation of staff	6.37	6.50	6.44	6.62 (4.00-7.00)
43. Opportunities for professional growth	5.10	4.76	4.90	5.98 (1.00-7.00)

3. Supports for Early Literacy Assessment (SELA)

The SELA examines classroom materials and activities used to support children's emerging literacy skills. The scale includes 16 items scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The SELA looks closely at classroom practices associated with children's literacy development. Table 3 shows the average scores for each item, and the total average for these seven districts for each year since 2007-08.

Table 2 **SELA Item**	**Mean 07-08**	**Mean 08-09**	**Mean 10-11**	**Mean 12-13 (range)**
1. Using print in the environment for a purpose. Purposefully using labels and signs, conveying a clear message and capturing children's attention.	4.07	4.23	4.09	4.2 (1.00-5.00)
2. Creating inviting places to look at books. Creating a comfortable and easily accessible "cozy" reading area with several books on display.	4.49	4.27	4.51	4.48 (2.00-5.00)
3. Inviting interest in a wide variety of books in the classroom. Introducing books on different topics (especially those that reflect the children's linguistic backgrounds) within the classroom and updating them throughout the school year.	3.94	4.09	4.1	4.12 (2.00-5.00)
4. Writing materials are available and easy to use. Paper and writing materials are available in the main writing area and other areas as well.	4.35	4.48	4.57	4.54 (3.00-5.00)
5. A variety of literacy items and props are used in the pretend play area. New literacy items and props are introduced at least once a month.	3.25	3.63	3.56	3.6 (1.00-5.00)
6. Teachers encourage and extend oral language. Taking time to talk to individual children expressing interest and extending conversations with open-ended statements and expansions.	4.06	4.1	4.31	3.78 (1.00-5.00)
7. Using language that introduces new words, concepts and linguistic structures. Using rich vocabulary including new words, descriptive language, and explanations that are more complex than children would normally use.	3.6	3.81	3.92	3.34 (1.00-5.00)
8. Organizing activities that promote language development. Organizing a variety of activities (e.g., reading informational books, engaging hands-on activities) while remaining flexible to the children's interests.	3.64	3.86	4.2	3.85 (1.00-5.00)
9. Sharing books to build language, knowledge, and a love of book reading. Reading various types of books daily to children in a lively and engaging manner, inviting children's involvement.	4.41	4.33	4.43	4.19 (2.00-5.00)

10. Calling attention to the functions and features of print. Identifying the features of a book (author and title), demonstrating how we read print by moving finger along the print as well as recognizing and writing meaningful words.	3.49	3.64	3.64	3.38 (1.00-5.00)
11. Drawing children's attention to the sounds they hear in words. Using a variety of activities such as reading books with rhymes and interesting sounds, singing songs, and emphasizing the initial letter in a word.	2.66	2.82	2.91	3.15 (1.00-5.00)
12. Helping children recognize letters. Pointing out letters in words and playing games such as letter bingo, reading alphabet books and practicing writing names using a variety of methods in a fun and engaging way.	3.29	3.38	3.42	3.2 (1.00-5.00)
13. Promoting children's interest in writing. Displaying children's writing in classroom and showing positive response to all kinds of writing efforts. Encouraging children to write their names and taking dictation of a story or description of a picture.	3.69	3.74	3.74	3.57 (1.00-5.00)
14. Promoting home-based supports for early literacy through regular communications with parents. Communicating to parents through newsletters or notes suggesting shared book reading and encouraging parents to observe and participate in classroom-based activities. Sharing information about the child's interests and skills during parent-child conferences.	3.7	3.88	3.85	3.75 (2.00-5.00)
15. Special activities and supports to involve parents in supporting children's literacy development. Offering a variety of activities providing information and guidance to parents about supports for children's literacy development (public library/adult family literacy services).	2.77	3.1	3.51	3.18 (1.00-5.00)
20. Promoting the maintenance and development of children's native language. Using several strategies to promote maintenance of children's native language including: print, songs, activities, as well as celebrating children's cultural backgrounds and encouraging native development at home.	3.03	3.43	3.49	3.94 (1.00-5.00)
Total Overall Average	**3.66**	**3.81**	**3.9**	**3.76 (2.13-4.94)**

4. Preschool Rating Instrument for Science and Math

The PRISM assesses the classroom's materials and teaching practices in relation to science and mathematics. It was utilized for the first time during the 2012-13 school year. The instrument is a revised version of the PCMI with an additional 5 items related to classroom-based science materials and interactions. All items in this 16-item scale are scored on a 7-point scale, from 1 (minimal evidence) to 7 (all features evident). Table 4 shows average scores across all 7 districts for each PRISM item from Spring 2013.

Table 4 PRISM Item	Mean 12-13 (range)
1. Materials for counting, comparing, estimating, and recognizing number symbols. Classroom has collections of objects easy to count and contains many objects with numbers. Materials are arranged for easy access.	5.64 (1.00-7.00)
2. Materials for geometry and spatial positions/relations. Objects to arrange and art/pictorial materials support awareness of spatial concepts. Labels facilitate knowledge of position/locations of certain items.	5.72 (1.00-7.00)
3. Instruments for measuring and comparing amount: volume, weight, length, height, distance, area. Varied materials for comparing amounts (materials to fill/empty, scales for weighing, rulers and inch cubes for measuring) arranged in a logical order encouraging exploration.	4.93 (1.00-7.00)
4. Materials for classifying and seriating. Various materials available in graduated sizes and attributes promoting classification and seriation.	5.21 (1.00-7.00)

ATTACHMENT 2

5. Materials for science explorations. Observation tools and examples of natural and human-made objects that invite close observation, comparison, and /or sorting accessible and arranged in a logical way.	4.77 (1.00-7.00)
6. Materials to support reading and writing about and representing science concepts. Materials such as books, posters, or computer programs that cover biological and non-biological content are accessible and arranged in a logical way that invites in-depth exploration.	4.84 (1.00-7.00)
7. Counting for a purpose. Methods and activities for counting/numbers are enjoyable and relevant. Opportunities to count are provided throughout the day during routines and free play.	4.58 (1.00-7.00)
8. Identifying and writing numerals and numerical symbols. Teachers encourage children to identify and write numerals or numerical symbols in varying circumstances and throughout the day for a purpose.	2.36 (1.00-7.00)
9. Numerical Operations. Teachers encourage children to compare numerals and quantities in a functional way throughout the day.	2.74 (1.00-7.00)
10. Identifying and using geometric shapes. Teachers provide opportunities for children to identify and manipulate 2- or 3-dimensional shapes, and discuss concepts of geometry using mathematical vocabulary.	2.56 (1.00-7.00)
11. Spatial positions/relationships. Staff encourage children to explore spatial concepts and relations, using mathematical vocabulary.	2.98 (1.00-7.00)
12. Measuring and comparing: length, height, distance, area, volume, weight, and time. Teachers provide opportunities to measure objects and compare two or more things in a variety of meaningful contexts throughout the day.	2.20 (1.00-7.00)
13. Classifying, seriating, and patterning. Staff encourage children to identify attributes of objects, and incorporate concepts of classification and seriation in an intentional way during the day.	2.68 (1.00-7.00)
14. Science explorations, experiments, and discussions. There is classroom-based evidence of planned and spontaneous science experiences and interactions for children.	3.45 (1.00-7.00)
15. Observing and predicting. Staff encourage children to use language to make observations about objects that are and are not physically present, and to compare and contrast attributes of objects or events.	2.68 (1.00-7.00)
16. Recording science information. Staff plan activities in which children represent specific science content, and they document and review recorded information with children during or after discussions.	2.48 (1.00-7.00)
Total Overall Average	**3.74 (1.63-6.38)**

Self-Contained Classrooms

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The same three measures that were described above were also administered in a statewide random sample of 44 self-contained classrooms. Originally, 46 classrooms were selected to participate in the study but two of the schools did not have self-contained classrooms. Results for each measure across all 44 classrooms are provided in tables 5.1, 5.2, 6, and 7 below.

Table 5.1 **ECERS-R Subscale Scores for Self-Contained Sample**	**Mean 12-13** **(range)**
Space and Furnishings This subscale addresses the areas of indoor and outdoor space, room arrangement, organization, display, furnishings and equipment.	4.56 (2.00-6.25)
Personal Care Routines This subscale addresses practices around daily routines like greeting and departure, meals, naptime, and toileting as well as health and safety practices.	4.39 (1.67-7.00)
Language-Reasoning This area addresses the classroom's formal and informal communication, language and reasoning opportunities.	3.45 (1.00-5.50)
Activities This subscale looks at the learning opportunities in each of the areas of the classroom including fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, use of video/computer, and diversity.	3.78 (1.30-6.70)
Interactions This area addresses supervision of children, discipline, staff-child interactions, and interactions among children.	5.58 (1.00-7.00)
Program Structure This area addresses classroom operations and schedule, including groupings, transitions and flexibility.	4.81 (1.00-7.00)
Parents and Staff This area addresses the program's supports for both parents and staff, including opportunities to evaluate, communicate child-related information, family involvement and professional development opportunities.	5.54 (2.67-7.00)
Total Overall Average Score	**4.53** **(2.56-6.21)**

Table 5.2 **ECERS Item Scores for Self-Contained Sample**	**Mean 12-13** **(range)**
1. Indoor space	5.64 (1.00-7.00)
2. Furniture for routine care	6.18 (3.00-7.00)
3. Furnishings for relaxation	3.91 (1.00-7.00)
4. Room arrangement	5.70 (1.00-7.00)
5. Space for privacy	3.84 (1.00-7.00)
6. Child-related display	3.86 (2.00-7.00)
7. Space For Gross Motor	3.82 (1.00-7.00)
8. Gross motor equipment	3.55 (1.00-7.00)
9. Greetings/departing	5.84 (1.00-7.00)
10. Meals/snacks	3.50 (1.00-7.00)
11. Nap/rest	4.98 (1.00-7.00)

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12. Toileting / diapering	3.84 (1.00-7.00)
13. Health practices	4.36 (1.00-7.00)
14. Safety practices	3.86 (1.00-7.00)
15. Books and pictures	4.11 (1.00-7.00)
16. Encouraging children to communicate	4.18 (1.00-7.00)
17. Using language to develop reasoning skills	1.89 (1.00-4.00)
18. Informal use of language	3.64 (1.00-7.00)
19. Fine motor	3.82 (1.00-7.00)
20. Art	3.14 (1.00-7.00)
21. Music/movement	3.80 (1.00-7.00)
22. Blocks	4.18 (1.00-7.00)
23. Sand/water	4.27 (1.00-7.00)
24. Dramatic play	3.43 (1.00-7.00)
25. Nature/science	2.57 (1.00-7.00)
26 Math/number	3.82 (1.00-7.00)
27 Use of TV, video, computer	4.61 (1.00-7.00)
28 Promoting accepting of diversity	4.25 (1.00-7.00)
29. Supervision of gross motor	5.59 (1.00-7.00)
30. General supervision	5.68 (1.00-7.00)
31. Discipline	5.48 (1.00-7.00)
32. Staff-child interactions	6.16 (1.00-7.00)
33. Interactions among children	5.00 (1.00-7.00)
34. Schedule	4.16 (1.00-7.00)
35. Free play	4.02 (1.00-7.00)
36. Group time	4.73 (1.00-7.00)
37. Provisions for children with disabilities	6.32 (1.00-7.00)
38. Provisions for parents	5.25

	(2.00-7.00)
39. Provisions for personal needs of staff	4.80 (2.00-7.00)
40. Provisions for professional needs of staff	5.39 (1.00-7.00)
41. Staff interaction and cooperation	6.02 (1.00-7.00)
42. Supervision/evaluation of staff	6.27 (4.00-7.00)
43. Opportunities for professional growth	5.52 (1.00-7.00)

Overall, the sample of self-contained classrooms scored much lower on the ECERS-R than the sample of regular education classrooms. However, there were several examples where teachers displayed appropriate practices with the children in their classrooms, despite scoring low on the ECERS-R. For instance, there were some classrooms that had many severely disabled children, (i.e. mentalities of 6-12 month old babies), and these children were not always capable of utilizing space and materials that the ECERS-R defines as best practice. Examples of these items are provided below.

Item 1: Indoor Space
In some of the autistic classrooms there were classroom dividers to block off large classrooms. Teachers explained that the open space caused children to feel the need to run.

Item 2: furniture for routine care, play and learning; Item 23: Sand/Water
Some of the classrooms weren't able to have a sand/water table, since children eat the sand and drink the water. However, teachers often made sand boxes with covers so that children could put their hands inside.

Item 3: Furnishings for relaxation and comfort
In many of the autistic classrooms children had hard chairs with arm rests that sit low to the floor. These are more comforting to the children than soft cushions as it puts them into a more confined space (which comforts them).

Item 4, Items 19-28.
Materials were not always accessible because they can be distracting and over-stimulating for the children. Teachers often placed materials up on the shelves, in containers, or in closets, which seemed to work better in the autistic classrooms.

Item 6: Child-related display
In the severely autistic classrooms, very few materials were displayed. An elaborate display is distracting and makes it difficult for the teacher to bring the children in the classroom to focus on daily activities. The children also tend to pull down any materials that are at their eye-level.

Item 7: Space for gross motor play
This item in the ECERS-R does not meet the safety precautions that are necessary for a group of severely-disabled children. For instance, without the proper supervision children could get hurt on regular playground equipment that is considered age appropriate.

Item 9: Greeting/departing
Some of the schools have special buses that pick up and drop off the children at their homes, and some of the teacher aids ride the buses to talk to the parents. This is not reflected in the standard ECERS-R greeting/departing item.

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Item 10: Meals/snacks

In about half of the classes observed the children were focused on the process of eating. They are not encouraged to talk during eating because of the choking hazard it poses. Instead, teachers repeat the rules several times for how to eat (Slow down, drink, swallow, chew, small bites.)

Items 16, 17, & 18

These items seemed to score very low because many of the classrooms had nonverbal children. The majority of the teachers talked a great deal throughout the observations, but very basic and common words or phrases were used (i.e. sit down; follow me; hands down; etc.) When children spoke basic phrases they were given a lot of praise. Teachers offered communication activities and some logical relationships, but they usually did not receive verbal comments or responses back from the children.

Item 33: Interactions among children

In some classrooms children were encouraged to work together, but it really depended on each individual child. Many children would hit, kick, hurt themselves or others, or have frequent outbursts. Sometimes this resulted in a need for children to play alone all day on a given day.

Items 15, 19-28, 34

Many classrooms did not meet the substantial portion of the day requirement. This was often because daily activities took a great deal of time out of the day (toileting, changing diapers, eating meals, washing hands, etc.)

Item 35: Free play

Free play time was generally more organized in self-contained classrooms, and children were usually directed where to play. Some children could move about the classroom freely, but teachers made daily decisions as to whether the children were able to handle the task of free play or if they need to be shown what to do.

In general, many of the teachers stated during the post-observation interviews that they felt they were not given enough information or knowledge from the schools about the disabilities that the children had. One or two schools sent their teachers to workshops on disabilities, but most of the schools just provided general educational workshops.

Table 6 **SELA Item Scores for Self-Contained Sample**	**Mean 12-13** **(range)**
1. Using print in the environment for a purpose. Purposefully using labels and signs, conveying a clear message and capturing children's attention.	3.36 (1.00-5.00)
2. Creating inviting places to look at books. Creating a comfortable and easily accessible "cozy" reading area with several books on display.	3.73 (1.00-5.00)
3. Inviting interest in a wide variety of books in the classroom. Introducing books on different topics (especially those that reflect the children's linguistic backgrounds) within the classroom and updating them throughout the school year.	3.16 (1.00-5.00)
4. Writing materials are available and easy to use. Paper and writing materials are available in the main writing area and other areas as well.	3.09 (1.00-5.00)
5. A variety of literacy items and props are used in the pretend play area. New literacy items and props are introduced at least once a month.	2.55 (1.00-5.00)
6. Teachers encourage and extend oral language. Taking time to talk to individual children expressing interest and extending conversations with open-ended statements and expansions.	3.14 (1.00-5.00)
7. Using language that introduces new words, concepts and linguistic structures. Using rich vocabulary including new words, descriptive language, and explanations that are more complex than children would normally use.	2.25 (1.00-5.00)
8. Organizing activities that promote language development. Organizing a variety of activities (e.g., reading informational books, engaging hands-on activities) while remaining flexible to the children's interests.	3.05 (1.00-5.00)

9. Sharing books to build language, knowledge, and a love of book reading. Reading various types of books daily to children in a lively and engaging manner, inviting children's involvement.	3.77 (1.00-5.00)
10. Calling attention to the functions and features of print. Identifying the features of a book (author and title), demonstrating how we read print by moving finger along the print as well as recognizing and writing meaningful words.	2.55 (1.00-5.00)
11. Drawing children's attention to the sounds they hear in words. Using a variety of activities such as reading books with rhymes and interesting sounds, singing songs, and emphasizing the initial letter in a word.	2.34 (1.00-5.00)
12. Helping children recognize letters. Pointing out letters in words and playing games such as letter bingo, reading alphabet books and practicing writing names using a variety of methods in a fun and engaging way.	2.73 (1.00-5.00)
13. Promoting children's interest in writing. Displaying children's writing in classroom and showing positive response to all kinds of writing efforts. Encouraging children to write their names and taking dictation of a story or description of a picture.	1.93 (1.00-4.00)
14. Promoting home-based supports for early literacy through regular communications with parents. Communicating to parents through newsletters or notes suggesting shared book reading and encouraging parents to observe and participate in classroom-based activities. Sharing information about the child's interests and skills during parent-child conferences.	3.00 (1.00-5.00)
15. Special activities and supports to involve parents in supporting children's literacy development. Offering a variety of activities providing information and guidance to parents about supports for children's literacy development (public library/adult family literacy services).	2.64 (1.00-4.00)
20. Promoting the maintenance and development of children's native language. Using several strategies to promote maintenance of children's native language including: print, songs, activities, as well as celebrating children's cultural backgrounds and encouraging native development at home.	2.51 (1.00-5.00)
Total Overall Average	**2.86 (1.47-4.56)**

Table 4 PRISM Item Scores for Self-Contained Sample	**Mean 12-13 (range)**
1. Materials for counting, comparing, estimating, and recognizing number symbols. Classroom has collections of objects easy to count and contains many objects with numbers. Materials are arranged for easy access.	4.39 (1.00-7.00)
2. Materials for geometry and spatial positions/relations. Objects to arrange and art/pictorial materials support awareness of spatial concepts. Labels facilitate knowledge of position/locations of certain items.	4.16 (1.00-7.00)
3. Instruments for measuring and comparing amount: volume, weight, length, height, distance, area. Varied materials for comparing amounts (materials to fill/empty, scales for weighing, rulers and inch cubes for measuring) arranged in a logical order encouraging exploration.	2.70 (1.00-7.00)
4. Materials for classifying and seriating. Various materials available in graduated sizes and attributes promoting classification and seriation.	3.59 (1.00-7.00)
5. Materials for science explorations. Observation tools and examples of natural and human-made objects that invite close observation, comparison, and /or sorting accessible and arranged in a logical way.	2.93 (1.00-7.00)
6. Materials to support reading and writing about and representing science concepts. Materials such as books, posters, or computer programs that cover biological and non-biological content are accessible and arranged in a logical way that invites in-depth exploration.	2.75 (1.00-7.00)
7. Counting for a purpose. Methods and activities for counting/numbers are enjoyable and relevant. Opportunities to count are provided throughout the day during routines and free play.	3.98 (1.00-7.00)
8. Identifying and writing numerals and numerical symbols. Teachers encourage children to identify and write numerals or numerical symbols in varying circumstances and throughout the day for a purpose.	1.82 (1.00-7.00)
9. Numerical Operations. Teachers encourage children to compare numerals and quantities in a functional way throughout the day.	1.61 (1.00-4.00)
10. Identifying and using geometric shapes. Teachers provide opportunities for children to identify and manipulate 2- or 3-dimensional shapes, and discuss concepts of geometry using mathematical vocabulary.	2.30 (1.00-7.00)

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11. Spatial positions/relationships. Staff encourage children to explore spatial concepts and relations, using mathematical vocabulary.	2.80 (1.00-6.00)
12. Measuring and comparing: length, height, distance, area, volume, weight, and time. Teachers provide opportunities to measure objects and compare two or more things in a variety of meaningful contexts throughout the day.	1.55 (1.00-7.00)
13. Classifying, seriating, and patterning. Staff encourage children to identify attributes of objects, and incorporate concepts of classification and seriation in an intentional way during the day.	2.11 (1.00-5.00)
14. Science explorations, experiments, and discussions. There is classroom-based evidence of planned and spontaneous science experiences and interactions for children.	1.84 (1.00-7.00)
15. Observing and predicting. Staff encourage children to use language to make observations about objects that are and are not physically present, and to compare and contrast attributes of objects or events.	1.41 (1.00-4.00)
16. Recording science information. Staff plan activities in which children represent specific science content, and they document and review recorded information with children during or after discussions.	1.57 (1.00-4.00)
Total Overall Average	**2.59** **(1.00-4.56)**

ATTACHMENT 3

Abbott Preschool Program Longitudinal Effects Study: Fifth Grade Follow-Up

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March 20, 2013

National Institute for Early Education Research
Rutgers—The State University of New Jersey
www.nieer.org

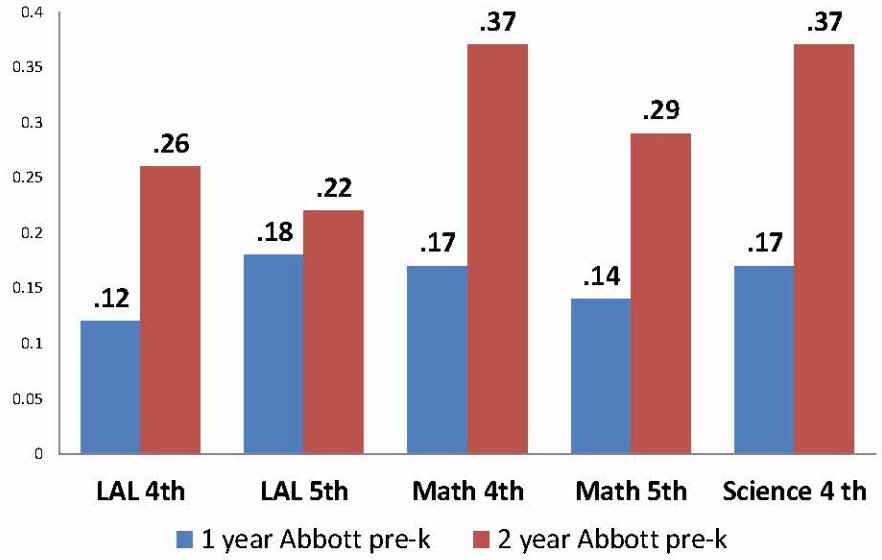
Abbott Preschool Program Longitudinal Effects Study (APPLES): Fifth Grade Follow-Up Executive Summary

New Jersey's Abbott Preschool program is of broad national and international interest because the Abbott program provides a model for building a high-quality system of universal pre-K through public-private partnerships that transform the existing system. The program offers high-quality pre-K to all children in 31 New Jersey communities with high levels of poverty and about a quarter of the state's children. The Abbott Preschool Program Longitudinal Effects Study (APPLES) assesses the impact of this pre-K program on children's learning and development based on a cohort of children who completed their 4-year-old year in 2004-05.

APPLES previously estimated the impacts of Abbott pre-K at kindergarten entry and second grade follow-up. We found substantial impacts on individually administered assessments of language, literacy, and mathematics at both times. In addition, pre-K was found to reduce grade retention. Previous analysis also indicated that APPLES methodology tends to underestimate impacts. Moreover, as pre-K quality continued to rise after 2004-05, even perfect estimates would underestimate the effect of the program in more recent years.

The 4th and 5th grade APPLES follow-up finds that Abbott preschool programs increased achievement in Language Arts and Literacy, Math, and Science, as shown in Figure 1 below. Our estimates indicate that two-years of pre-K beginning at age 3 had larger persistent effects on achievement than did one year of pre-K. The magnitude of the test score gains from one year are equivalent to roughly 10 to 20 percent of the achievement gap between minority and white students. The gains from two years are equivalent to 20 to 40 percent of the achievement gap. These gains are an even larger portion of the typical learning gain that occurs in year.

Figure 1. Pre-K Abbott Effects on NJASK by Years of Participation

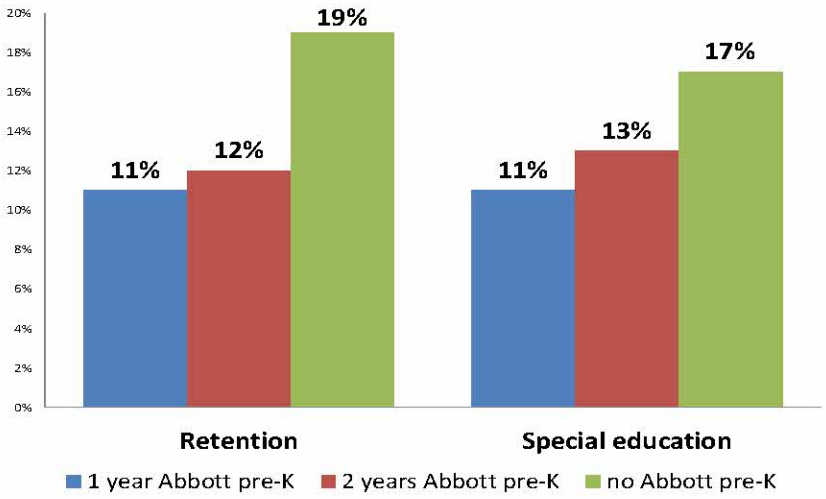


The Abbott Preschool program also is found to decrease grade retention and special education placement rates. However, we do not find that two years of pre-K leads to larger gains than does one year. These results are displayed in Figure 2 below (percentages are adjusted to equalize for differences in child background characteristics). Decreases in grade repetition and special education can significantly reduce the costs of education from kindergarten through 12th grade, and a substantial percentage of the cost of high-quality pre-K may be recovered as a result.

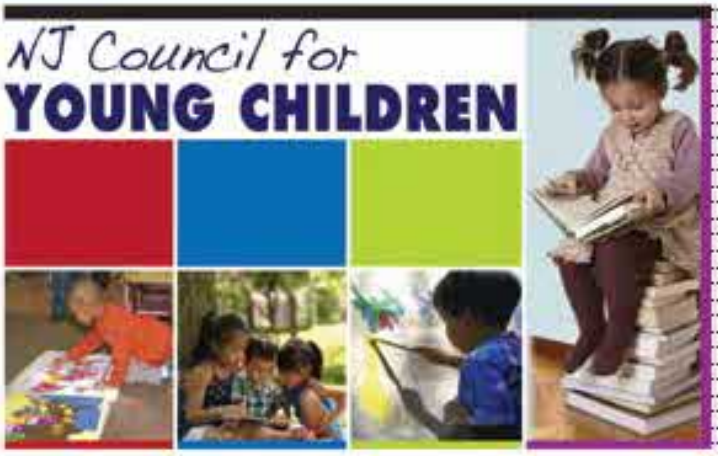
The Abbott Preschool program's effects on achievement and school success are larger than has been found for less well-funded programs with weaker standards. The gains in achievement from two years of the program are similar in size to those of the Chicago Child Parent Centers, as are the impacts of the Abbott pre-K program overall on grade retention and special education. It is noteworthy that the Abbott program serves all children in the Abbott districts, not just those who are low income. The Chicago program served a somewhat higher percentage of low-income families. Also, the gains found are particularly impressive as the Abbott program had not yet reached its ultimate level of quality (as documented in a series of studies).

Based on the results of the 5th grade follow-up we suggest that New Jersey would be wise to take additional steps to build on its success to date. First, participation rates in two-years of pre-K should be increased to above 90 percent in the Abbott districts. In some districts it is far below this level and the human costs in low achievement and school failure is tragic as is the likely adult consequences of lower productivity and earnings and higher crime rates. Second, as required by the New Jersey School Funding Reform Act of 2008, high-quality pre-K should be expanded to offer a comparable program to all low-income children. In addition, plans should be developed to extend the opportunity for high-quality pre-K to all of the state's children.

Figure 2. Pre-K Abbott Effects on Retention and Special Education



New Jersey's Strategic Plan for Early Education and Care



October 2012

ATTACHMENT 4

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Members of the New Jersey Council for Young Children (see Appendix A for list)
The Committees of the New Jersey Council for Young Children (see Appendix B for list)
New Jersey Department of Education
New Jersey Department of Human Services
New Jersey Department of Health
New Jersey Department of Labor and Workforce Development
New Jersey Department of Children and Families
Head Start Collaboration Office
New Jersey Head Start Association
New Jersey BUILD Initiative
Advocates for Children of New Jersey (ACNJ)
New Jersey Association for the Education of Young Children (NJAEYC)
National Institute for Early Education Research (NIEER); Rutgers University
Center for the Study of Child Care Employment, University of California Berkeley
Coalition of Infant/ Toddler Educators (CITE)
Professional Impact New Jersey (PINJ)
New Jersey Association for Infant Mental Health
New Jersey Focus on Early Emotional Learning and Support (NJ-FEELS)
New Jersey Child Care Resource and Referral Agencies (NJACCRRA)
New Jersey Early Care and Education Alliance (NJECEA)
Statewide Parents' Advocacy Network (SPAN)
Early Childhood Comprehensive Systems (ECCS) Initiative (NJ Parent Link)

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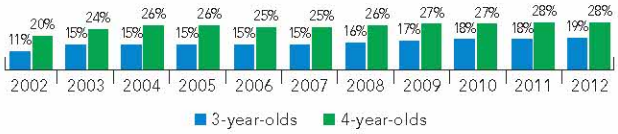
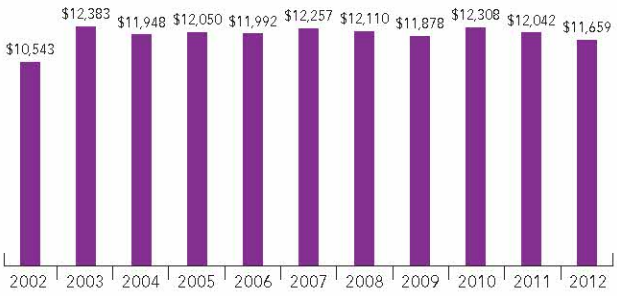
New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2012 DOLLARS)



The largest and most intensive of New Jersey's three state-funded preschool programs (formerly known as the Abbott Preschool Program) was established as the result of a 1998 New Jersey Supreme Court decision and served 43,543 children in 35 school districts during the 2011-2012 school year. Eligible districts are funded by the New Jersey Department of Education (DOE) to provide the program to all resident 3- and 4-year-olds who wish to enroll. Districts may contract with private child care centers or Head Start programs that meet state standards to provide services. The state Department of Human Services (DHS) provides supplemental child care subsidy funds for Abbott districts to offer extended-day and extended-year services to families; however, changes in DHS eligibility requirements have resulted in fewer children receiving wrap-around services and a reduced number of programs offering the wrap-around option. A "hold harmless" clause in the state's school funding formula prevents former Abbott districts from receiving preschool aid from DOE lower than the 2008-2009 levels after which the school funding formula went into effect. Formal evaluations of process quality and program impact/child outcomes for the former Abbott program were completed in 2011.

A second state-funded preschool initiative, formerly known as the Non-Abbott Early Childhood Program Aid (ECPA), is required only in districts where 20 to 40 percent of children qualify for free or reduced-price lunch services. The number of districts offering this program remained at 96 during the 2011-2012 school year. These ECPA districts may contract with Head Start or private providers to offer services. Enrollment in ECPA programs increased slightly during the 2011-2012 school year to 7,485 students despite a decrease in funding of approximately $5 million.

A third program formerly known as The Early Launch to Learning Initiative (ELLI) was established in 2004 as part of New Jersey's efforts to provide access to high-quality prekindergarten education to all of the state's low-income 4-year-olds. All non-Abbott districts are encouraged to apply for funds to increase prekindergarten enrollment, extend program hours, or improve program quality. Funding levels are determined by length of the program day and number of low-income 4-year-olds. In the 2011-2012 school year, 24 districts offered the program to 512 children.

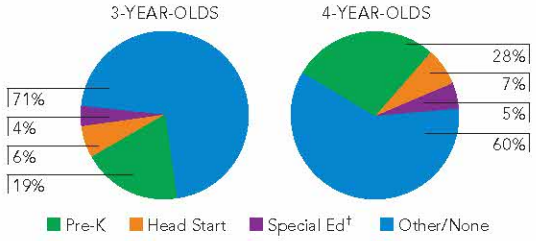
Starting in the 2009-2010 school year, districts across all three programs received funding based on the School Funding Reform Act (SFRA) of 2008. SFRA's funding formula generated a total budget amount for each district, within which districts built their respective budgets. As outlined in the SFRA, New Jersey planned to expand full-day preschool for at-risk 3- and 4-year-olds in all school districts over six years, with the goal of providing preschool for an additional 30,000 children by fall of 2013. However, flat-funding for the former ELLI program and a reduction of approximately $5 million for former ECPA programs in the 2011-2012 school year continued to prevent most districts from expanding their programs.

In order to present the contributions New Jersey makes to preschool education throughout its three separate initiatives, we first present summary information reflecting the state's overall commitment to preschool. Enrollment and state spending for the former Abbott, ECPA, and ELLI initiatives are combined to present a comprehensive state profile. Next, specific details about each initiative in the state are presented. The third page of this profile focuses exclusively on the former Abbott program; the fourth page focuses exclusively on the former ECPA program; and the final page focuses exclusively on the former ELLI program.

STATE OVERVIEW

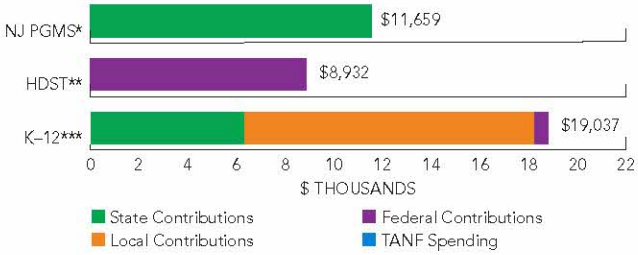
Total state program enrollment 51,540
Total state spending $600,893,867
State spending per child enrolled $11,659
All reported spending per child enrolled* $11,659

STATE PRE-K AND HEAD START ENROLLMENT
AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '11-'12 school year, unless otherwise noted.

State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K–12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K–12 state aid payment that is nearly 3 times the statewide average per child. In other words, state spending per child is also much higher for K–12 in the Abbott districts.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
16	2

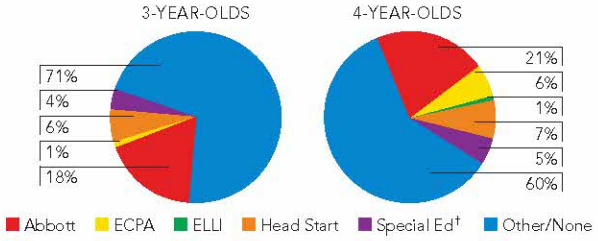
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	2

NEW JERSEY FORMER ABBOTT AND EXPANSION DISTRICTS

ACCESS

Total state program enrollment 43,543
School districts that offer state program 6%
Income requirement ..... None[1]
Hours of operation ..... 6 hours/day (school day), 5 days/week[2]
Operating schedule ..... Academic year[2]
Special education enrollment 10,683
Federal Head Start enrollment, ages 3 & 4 13,881
State-funded Head Start enrollment 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

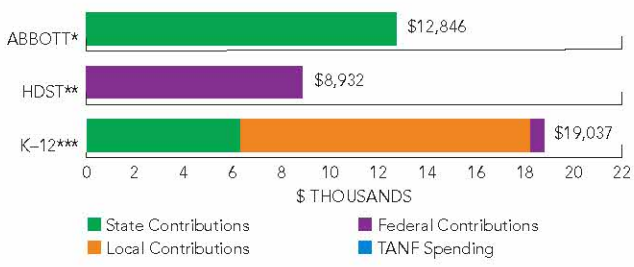
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	P–3, Nursery School Certificate, P–8 with 2 years preschool teaching experience (public and nonpublic)[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD[4]	CDA or equivalent	☐
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	15		
4-year-olds	15		
Staff-child ratio		1:10 or better	☑
3-year-olds	2:15		
4-year-olds	2:15		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast, lunch and snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 9

RESOURCES

Total state pre-K spending $559,361,073
Local match required? ..... No
State spending per child enrolled ..... $12,846[6]
All reported spending per child enrolled* ..... $12,846[6]

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '11-'12 school year, unless otherwise noted.

[1] The program is offered in the poor urban districts initially identified by the N.J. Supreme Court in 1990 as having at least 40 percent of children who qualify for free or reduced-price lunch and five additional districts designated since by the legislature. All 3- and 4-year-old children within those districts are eligible to participate.

[2] Providers are only required by the Department of Education to provide a 6-hour educational program for the 180-day academic year. Providers can choose to operate a before- and after-care program and/or a full-year (245-day) program. If they chose to do so, all children meeting income requirements are paid for through the Department of Children and Families.

[3] Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P–3 certificate.

[4] Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

[5] Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, and parent conferences or home visits.

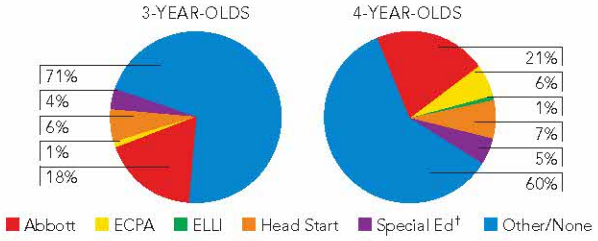
[6] State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K–12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K–12 state aid payment that is nearly 3 times the statewide average per child. In other words, state spending per child is also much higher for K–12 in the Abbott districts.

NEW JERSEY FORMER EARLY CHILDHOOD PROGRAM AID DISTRICTS

ACCESS

Total state program enrollment 7,485
School districts that offer state program 16%
Income requirement.....None[1]
Hours of operation.....At least 2.5 hours/day (part-day), or at least 6 hours/day (school-day), 5 days/week
Operating schedule .....Academic year
Special education enrollment 10,683
Federal Head Start enrollment, ages 3 & 4 13,881
State-funded Head Start enrollment.....0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

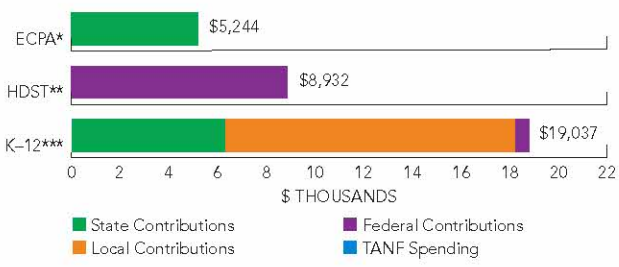
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	P–3, Nursery School Certificate, N–8 with 2 years preschool teaching experience (public and nonpublic)[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD[4]	CDA or equivalent	☐
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	18		
4-year-olds	18		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:9		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depend on length of program day[6]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 8

RESOURCES

Total state pre-K spending .....$39,252,494[7]
Local match required? .....No
State spending per child enrolled $5,244
All reported spending per child enrolled*.....$5,244

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '11-'12 school year, unless otherwise noted.

[1] Funds are only provided to those districts indicated by the legislature at the program's inception as having between 20 to 40 percent of children who qualify for free or reduced-price lunch. All 3- and 4-year-old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full-day kindergarten to all age-eligible children, and either part- or school-day preschool to all 4-year-olds.

[2] Part-day programs must be at least 2.5 hours per day; school-day programs must be at least 6 hours per day. Length of program day varies by districts. In some cases, both part- and school-day programs are offered. Part-day programs are most common.

[3] Teachers with an Elementary School certificate (N–8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P–3 certificate.

[4] Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

[5] Support services include parent involvement activities, health services for children, parent conferences or home visits, and transition to kindergarten activities.

[6] Meals are required in school-day programs.

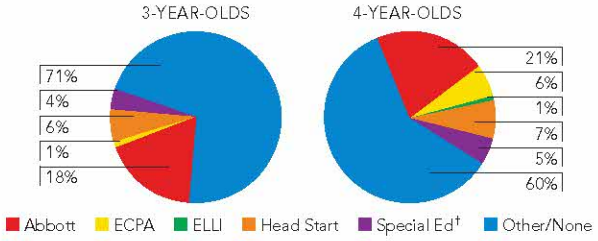
[7] This figure reflects state funds directed to services for preschool-age children. Additionally, unspecified amounts of federal funds contribute to the program. Prior to 2011-2012, funding for districts was "held harmless" for districts experiencing declining student enrollment. The practice ended in 2011-2012 resulting in several districts allocated lower budget amounts to reflect actual enrollment.

NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE DISTRICTS

ACCESS

Total state program enrollment	512
School districts that offer state program	4%
Income requirement	185% FPL[1]
Hours of operation	At least 2.5 hours/day (part-day), or at least 6 hours/day (school-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	10,683
Federal Head Start enrollment, ages 3 & 4	13,881
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

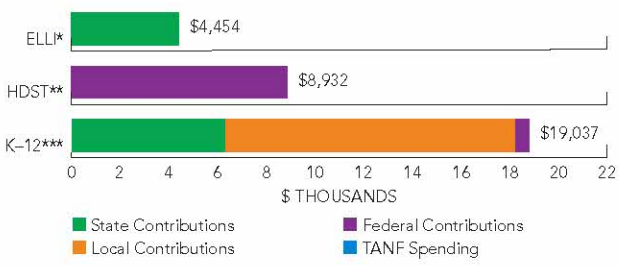
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	P–3, Nursery School Certificate, N–8 with 2 years preschool teaching experience (public and nonpublic)[2]	Specializing in pre-K	☑
Assistant teacher degree	HSD[3]	CDA or equivalent	☐
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	☑
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depend on length of program day[5]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 8

RESOURCES

Total state pre-K spending	$2,280,300
Local match required?	Yes[6]
State spending per child enrolled	$4,454
All reported spending per child enrolled*	$4,454

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '11-'12 school year, unless otherwise noted.

[1] Districts may enroll other students in unusual circumstances.

[2] Teachers with an Elementary School certificate (N–8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P–3 certificate.

[3] Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

[4] Support services include parent involvement activities, health services for children, information about nutrition, parent conferences or home visits, and transition to kindergarten activities.

[5] School- and extended-day programs are required to offer breakfast, lunch, and snack.

[6] Classrooms must include general and special education students funded through other sources.

Governor Chris Christie • Lt Governor Kim Guadagno

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State of New Jersey

Executive Order #162

Governor Jon S. Corzine

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WHEREAS, pursuant to the federal Omnibus Budget Reconciliation Act of 1981, as amended by the Head Start Act amendments of 2007 enacted on December 12, 2007, 42 U.S.C. § 9837b, P.L. 110-134 (hereinafter referred to as the "federal requirements"), the State of New Jersey is required to designate or establish a state entity to serve as New Jersey's advisory council on early childhood education and to care for children from birth to school entry; and

WHEREAS, the federal requirements provide that the advisory council is to be comprised of a diverse selection of individuals concerned with young children who represent a cross-section of the educational, child care, health, mental health, and disabled communities; and

WHEREAS, the federal requirements provide that the advisory council is to be charged with assuring collaboration and coordination among the various early childhood programs in the State; and

WHEREAS, in order to maintain compliance with the federal law, it is appropriate for the State of New Jersey to establish a New Jersey Council for Young Children to carry out the duties set forth in the federal requirements;

NOW, THEREFORE, I, JON S. CORZINE, Governor of the State of New Jersey, by virtue of the authority vested in me by the Constitution and by the Statutes of this State, do hereby ORDER and DIRECT:

1. There is hereby established the New Jersey Council for Young Children (hereinafter referred to as "the Advisory Council"), which shall be established as a separate entity in, but not of, the New Jersey Department of Education.

2. The Advisory Council is hereby designated the State entity responsible for assuring collaboration and coordination among all the early childhood programs in the State of New Jersey.

3. The Advisory Council membership shall be comprised of no more than twenty-five members.

4. The following officials, or their designees, shall serve on the Advisory Council, ex officio, and with a vote:

    a. the Commissioner of the New Jersey Department of Human Services;

    b. the Commissioner of the New Jersey Department of Education;

    c. the Commissioner of the New Jersey Department of Health and Senior Services;

    d. the Commissioner of the New Jersey Department of Labor and Workforce Development; and

    e. the Commissioner of the New Jersey Department of Children and Families.

5. The Council also shall consist of the following public members:

a. a representative of a local educational agency in the State;

b. a representative of an institution of higher education in the State;

c. a representative of a local provider of early childhood education and development services in the State or an organization representing such providers;

d. a representative from Head Start agencies located in the State, including migrant and seasonal Head Start programs and Indian Head Start programs;

e. the President of the New Jersey Head Start Association;

f. the State Director of Head Start Collaboration; and

g. at least six other members who either represent entities or interest groups or constituencies determined by the Governor to be relevant to the Advisory Council's work, such that their participation will be of assistance to the Advisory Council, or who have expertise or significant experience in early childhood education, pre-school education, Head Start programs, child development, child care, or the education and training of early childhood teachers, regardless of their organizational affiliation.

6. The public members of the advisory council shall serve for three year terms, except that of those first appointed, five members shall serve for a term of one year, ten shall serve for a term of two years, and the remainder shall serve for a term of three years. Council vacancies from among the members shall be filled by appointment by the Governor for the remainder of the unexpired term. Any vacancy occurring in the membership of the Council is to be filled in the same manner as an original appointment and the vacancy is not to affect the power of the remaining members to execute the duties of the Advisory Council. The Governor shall designate a member of the Advisory Council to serve as chair. The Advisory Council members shall serve without compensation.

7. The Advisory Council shall:

a. conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in the State;

b. identify opportunities for, and barriers to, collaboration and coordination among federally-funded and State-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among state agencies responsible for administering such programs;

c. develop recommendations for increasing the overall participation of children in existing federal, state, and local child care, as well as early childhood education programs, including outreach to underrepresented and special populations;

d. develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the State;

e. develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the State;

f. assess the capacity and effectiveness of two- and four-year public and private institutions of higher education in the State to support the development of early childhood educators,

including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or pre-kindergarten program;

g. make recommendations for improvements in State early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate; and

h. engage parents and develop improved communication strategies with families across New Jersey regarding the importance of their roles in quality programs for young children.

8. The Advisory Council shall submit a statewide strategic report addressing its assessments and recommendations set forth in Section 7 of this Order to the State Director of Head Start Collaboration and the Governor no later than 18 months from the release of federal grant funds.

9. After the submission of the statewide strategic report, described in the Section 8 of this Order, the Advisory Council shall convene at least four meetings each year to review the implementation of the recommendations in the strategic report and consider any changes to state and local needs.

10. After the submission of the statewide strategic report, described in Section 8 of this Order, the Advisory Council shall submit an annual report of its activities to the Governor each July.

11. The Advisory Council shall hold at least one public hearing per year and provide an opportunity for public comment regarding the issues set out in Section 7 of this Order.

12. This Order shall take effect immediately.

GIVEN, under my hand and seal this 6th day
of January, Two Thousand and Ten, and
of the Independence of the United States, the
Two Hundred and Thirty-Fourth.
/s/ Jon S. Corzine
Governor

[seal]

Attest:

/s/ William J. Castner, Jr.
Chief Counsel to the Governor

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ATTACHMENT 7

N.J.A.C. 6A:13A, ELEMENTS OF HIGH QUALITY PRESCHOOL PROGRAMS

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ATTACHMENT 8

State of New Jersey
Department of Health
NOTICE OF AVAILABILITY OF SUPPLEMENTAL NEWBORN SCREENING

New Jersey law mandates that every baby born in New Jersey be screened for 54 disorders that can cause serious health problems. These disorders may not be apparent at birth, but if left undetected and not treated early in life, can lead to problems that include mental retardation, disability, or even death.

The New Jersey Department of Health Newborn Screening Program performs screening tests for these 54 disorders on all newborns within 48 hours after birth. The State laboratory uses an advanced technology, called tandem mass spectrometry (MS/MS), to test for these disorders. This technology may detect the presence of additional disorders for which screening is not mandated. If the State laboratory detects the presence of any disorder, the State will notify your health care provider.

New Jersey law requires health care providers to provide this pamphlet to expectant parents and guardians to advise you of the following. Supplemental newborn screening is available for other disorders in addition to the 54 disorders for which State law mandates screening. The State does not perform supplemental newborn screening. Private laboratories provide supplemental newborn screening. Supplemental newborn screening is optional. Your health care provider may recommend that supplemental newborn screening be performed. The cost for supplemental newborn screening is an out-of-pocket expense. The screening tests that private laboratories perform may repeat the tests for some or all of the 54 disorders for which the State already conducts screening.

If you decide to have supplemental newborn screening performed:

→ Preferably several months in advance of your delivery date, you will need to purchase a supplemental screening test kit from a laboratory authorized by the Centers for Medicare and Medicaid Services (CMS).

→ You will have to read and follow the instructions provided with the test kit, and tell your health care provider that you want supplemental screening.

→ Typically, your health care provider will have to sign an order for the test, and the private laboratory will send the results to your health care provider.

→ The State Newborn Screening Program will not receive the supplemental screening test results.

Reference in this notice to any specific commercial service, company, or organization does not constitute an endorsement or recommendation by the New Jersey Department of Health. The Department is not responsible for the content of any web page for which a link is provided below. If you have any questions, please contact your health care provider. Staff of the Department's Newborn Screening Follow-up Program and the Newborn Screening Laboratory, for whom contact information is given below, can provide you with information but cannot give medical advice and cannot advise as to whether to have supplemental newborn screening performed. This information is subject to change.

Informational Websites

Save Babies: www.savebabies.org
March of Dimes: www.marchofdimes.com
GeNeS-R-US: www.genes-r-us.uthscsa.edu
Gene Clinics: www.geneclinics.org

CMS Laboratory Information

www.cms.hhs.gov/clia
Phone: (877) 267-2323

Newborn Screening Follow-up Program

Lorraine Freed Garg, M.D., M.P.H.
E-mail: Lori.Garg@doh.state.nj.us
(609) 984-0755

Newborn Screening Laboratory

Scott M. Shone, Ph.D.
E-mail: Scott.Shone@doh.state.nj.us
(609) 341-5455

ATTACHMENT 8

Acknowledgment of Receipt of Notice of Availability of Supplemental Newborn Screening

By signing this form, I confirm that:

- My health care provider gave me the pamphlet titled "New Jersey Department of Health Notice of Availability of Supplemental Newborn Screening" and I kept a hard copy of the pamphlet;
- My health care provider gave me a reasonable opportunity to read the pamphlet;
- I understand that mandatory newborn screening that the State will perform will not detect all possible disorders in infants for which tests are available;
- I understand that I am personally responsible for the cost of supplemental newborn screening; and
- I understand that if I choose to have supplemental newborn screening performed, then, several months in advance of the expected delivery date, I need to order the necessary kit from a laboratory of my choice and inform my health care provider that I want supplemental newborn screening performed.

Signature: _____

Print Name: _____

Date: _____

Relationship to Newborn (circle one):

Parent Guardian

Witness to Signature: _____

Print Name of Witness: _____

The health care provider shall maintain the signed original of this acknowledgement. The health care provider shall give the signer the pamphlet titled "New Jersey Department of Health Notice of Availability of Supplemental Newborn Screening."

SCH-7
JUL 12

2013

New Jersey Birth to Three Early Learning Standards

New Jersey Council for Young Children

Adopted/Adapted with permission from Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to Three

ATTACHMENT 9

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ATTACHMENT 9

New Jersey
Birth to Three Early Learning Standards

Background and Acknowledgements

The New Jersey Council for Young Children was established in January 2010 to ensure collaboration and coordination among early childhood programs in the State of New Jersey. The Birth-to-Eight Early Learning and Development Standards Committee of the Council has responsibility for the development of a coherent set of early learning and development and program standards that address all areas of development for ages birth through eight that will lead to positive outcomes for infants, young children and their families.

As its first task, the Committee began the process of developing Birth to Three Early Learning Standards by conducting extensive research of state early learning guidelines/standards. A number of states' infant and toddler early learning guidelines/standards were reviewed and evaluated using a rubric designed to assess how well each met essential research-based criteria identified by the Committee. As a result of this process, the Committee, with the approval of the Council, requested permission to adopt/adapt the *Early Childhood Indicators of Progress: the Minnesota's Early Learning Guidelines for Birth to Three* as *New Jersey's Birth-to-Three Early Learning Standards*. We gratefully acknowledge the Minnesota Department of Human Services for granting us permission to use, adopt and adapt their strategic work.

The Committee entered into a partnership with the national ZERO TO THREE organization for technical assistance to support the work of the Committee. The Committee also identified a consultant to facilitate the revision of the *Early Childhood Indicators of Progress: the Minnesota's Early Learning Guidelines for Birth to Three*. Dr. Gail Roberts, who served as a consultant and author for Minnesota Early Learning Guidelines, was engaged as a consultant to work with the Committee.

A field review of a draft version of the *New Jersey Birth to Three Early Learning Standards* was coordinated by Dr. Keri Giordano and conducted during May through August 2012. The involvement, feedback and contributions of many individuals and groups throughout the state are gratefully acknowledged.

The following members of the Committee have given generously of their time, knowledge and experience for the success of this project.

New Jersey
Birth to Three Early Learning Standards

Early Learning and Development Standards Committee

Laura C. Morana – Chairperson, Red Bank Borough Schools, NJ Council for Young Children; **Arlene Martin – Co-Chairperson,** Professional Impact New Jersey and Kean University; **Diana Autin,** Statewide Parent Advocacy Network; **Amanda Blagman,** Advocates for Children of New Jersey (ACNJ); **Elaine Bogoloff** and **Cathy Joseph,** NJ Department of Children and Families, Office of Licensing; **Terri Buccarelli,** Coalition of Infant/Toddler Educators; **Nezzie DeFrank,** Professional Impact New Jersey; **Linda Gillespie,** ZERO TO THREE Organization; **Keri Giordano,** Early Childhood Specialist; **Michelle Keenan,** Beachwood Nursery School; **Barbara Kiley,** Coalition of Infant/Toddler Educators and NJ Council for Young Children; **Sonja de Groot Kim,** Kean University; **Shonda Laurel,** NJ Department of Human Services/DFD, NJ Council for Young Children; **Lisa Lockwood,** New Jersey Association for the Education of Young Children and NJ Council for Young Children; **Beverly Lynn,** Programs for Parents, Inc. and NJ First Steps – Northern Region; **Peter Mangione,** National Expert Reviewer; **Karen Melzer,** NJ Department of Health, Early Intervention System; **Pat Mennuti,** Community Coordinated Child Care; **Kathleen Mulrooney,** ZERO TO THREE Organization; **Barbara Pittman,** Family Child Care Provider; **Kathleen Priestley**, Advocates for Children of New Jersey; **Alice Rose,** McGuire Air Force and NJ Council for Young Children; **Veronica Ray,** NJ Head Start Association and NJ Council for Young Children; **Stacy Salley-Proctor,** Programs for Parents, Inc. and NJ First Steps – Northern Region; **Jennifer Santana,** Early Head Start and Coalition of Infant/Toddler Educators; **Meg Saunders,** Lakewood Economic Action Program; **Catherine Scott-Little,** National Expert Reviewer; **Dianne Stetson,** ZERO TO THREE Organization; **Lorri Sullivan,** Youth Consultation Services Institute for Infants and Preschool Mental Health; **Elmoria Thomas,** Southern Regional Child Care Resource Center/ERIC and NJ First Steps – Southern Region; **Lynn Troianelli,** Community Coordinated Child Care and NJ First Steps - Central Region; **Joann Vesay,** Rider University; **Robin Wilkins,** NJ Department of Education, Division of Early Childhood and NJ Council for Young Children, Project Director; **Suzanne Williamson,** Coalition of Infant/Toddler Educators and Monday Morning, Inc.

Introduction

The years from birth to three are the most important years of a child's development as it is the period of greatest change and growth in life. Development during these early years occurs within the context of caring and nurturing relationships. These years also provide the foundation for the behaviors, skills and competencies that support lifelong learning and development.

Infant and toddler learning and development are nurtured and supported in a variety of settings, including:

- children's homes;
- family, friend and neighbor homes;
- family child care homes;
- child care, Early Head Start and Head Start centers; and
- early intervention programs.

The *New Jersey Birth to Three Early Learning Standards* provide families, child care providers, early childhood teachers, institutions of higher learning, community members and policy makers with research-based information to support the best learning and development for infants and toddlers.

Purpose and Goals

The *New Jersey Birth to Three Early Learning Standards* provide a common framework for understanding and communicating developmentally appropriate expectations for infants and toddlers. These standards are based on research about what children should know (understand) and do (competencies and skills) in different domains of learning and development.

The document was developed with three goals in mind:

1. To provide information which families and other caregivers can use to better understand developmentally appropriate expectations for infants and toddlers and support learning and development in those areas.

2. To promote healthy child growth and development, high quality child care and early childhood education for all children birth to three, including infants and toddlers with special needs and those learning a home language other than English.

3. To provide a common framework for those who are providing services to benefit families with infants and toddlers.

Guiding Principles

The following Guiding Principles informed the development of the *New Jersey Birth to Three Early Learning Standards*:

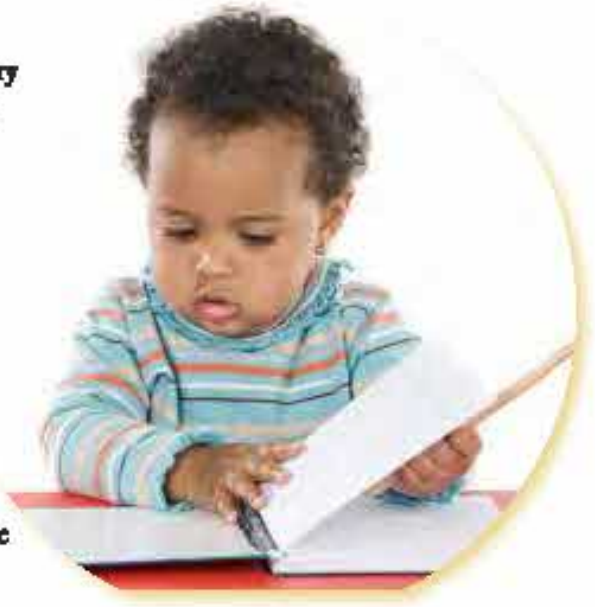
1. **Infants and toddlers develop in the context of their families, cultures and communities.** Each child is unique with his/her own temperament and rate of development. Development is influenced by many different factors, including physical and emotional health and well being, nutrition, sensitive and responsive caregiving and the quality of their environment. Culture enriches family life and is a significant contributor to the ways development is supported in families and communities.

2. **Nurturing and responsive caregiving helps infants and toddlers develop secure and trusting relationships.** Infants and toddlers with secure and trusting relationships with adults and peers are better able to learn, play and grow. Infants and toddlers are active learners who learn through play, interaction with others and active exploration of their environment.

3. **The years from birth to three represent a period of rapid growth and development and are critical for the healthy development of young children.** Development begins prenatally and learning during the first three years provides the foundation for school readiness and success in school and life. Positive early experiences can help reduce developmental delays and foster optimal growth and development.

4. **Multiple abilities and skills are developing simultaneously in a child's first three years of life. As these abilities and skills emerge, each affects the development of the others.** For example, growth in an infant's ability to remember affects how he/she responds to new people. Any single behavior we observe may involve multiple aspects of development. Development of the whole child requires maximizing potential across all domains.

5. **Individual children vary considerably in achieving developmental milestones.** Chronological age alone is not a good measure of a child's development because the many influences on development result in a wide age range of "normal" or "typical" development. Children who do have special needs can be identified and referred to early intervention services to increase and enhance their ability to achieve these developmental expectations.



Infant and Toddler Developmental Period

The *New Jersey Birth to Three Early Learning Standards* are intended as a framework for supporting the growth and development of very young children in the age period of birth to three years. The indicators, examples and strategies are based on widely held developmental expectations observed in infants and toddlers at different ages within the infancy to three-year period. This period is separated into four age groups that make the standards more user-friendly and correspond to shifts or transitions in development. Young infants between the ages of birth to 9 months are in a stage of very rapid development that includes the integration of sensory, motor, social/emotional, language and cognitive systems. Babies at this age need the emotional security that comes from close relationships with primary caregivers. Older infants are infants between the ages of 8 months to 18 months whose increased ability to explore and move greatly affects their interactions with their social and physical environments. Infants at this age eagerly explore their surroundings but need familiar and trusted adults as a secure base of support. Young toddlers between the ages of 16 months to 26 months have an increased ability to influence their environments in many ways, including the increased use of verbal language and physical actions to obtain more of the things they need or want, which in turn enhances their development in other areas. Older Toddlers between the ages of 24 to 36 months are seeking new ways to increase their assertiveness and independence while also receiving reassurance and support from others who share in their adventures. It is important to emphasize that the developmental needs of older toddlers are distinct from those of preschool-age children.

Young Infants Birth to 9 months	**Older Infants 8 to 18 months**	**Young Toddlers 16 to 26 months**	**Older Toddlers 24 to 36 months**

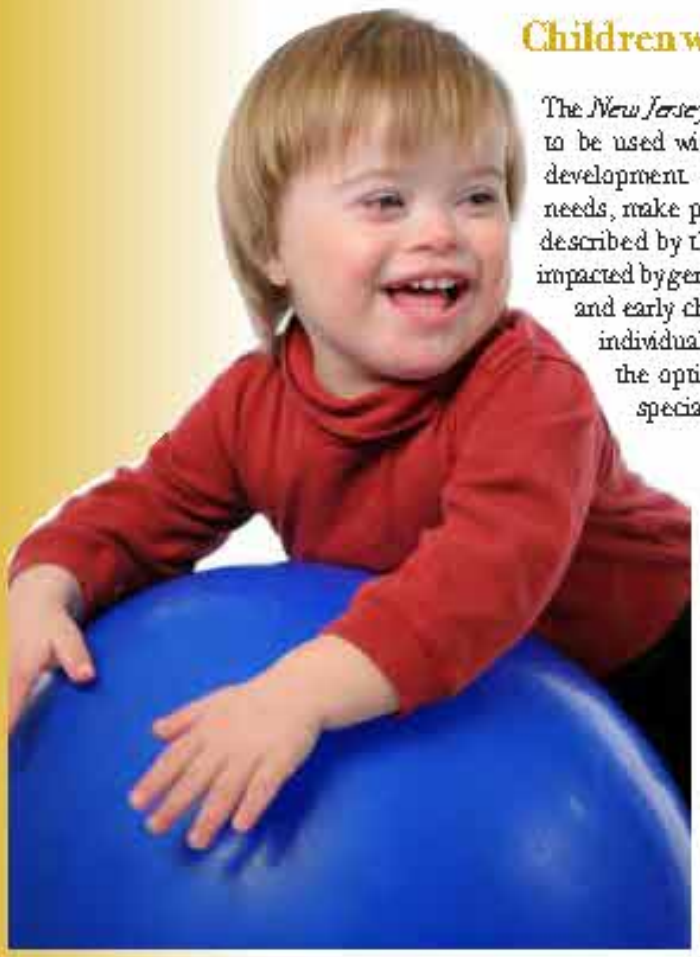
The overlapping of age groups reflects both the impact of individual differences in the rate of development and the most current research and understanding of how infants and toddlers grow and develop. Overlapping age groups convey the message that there is a wide range for when children meet developmental milestones. For example, the age range for walking is 9 to 15 months, meaning both the child who walks at 9 months and the child who doesn't walk until 15 months are still considered to be within the "normal" or "typical" developmental range.

Cultural, Linguistic and Individual Differences

Development progresses differently for each individual child. Children are influenced by their experiences within the family's cultural values and practices and the diverse composition of their community. The family provides the primary context for interaction with others, for early learning experiences and for entrance into the broader world, especially for very young children.

The *New Jersey Birth to Three Early Learning Standards* are intended to be used to support culturally appropriate family practices. Early care and education programs and staff must respect and support the family's home language and cultural practices. Although young children develop in generally similar stages, their individual experiences within their families contribute to greatly diverse patterns of behavior and learning. Such individual differences are normal and must be respected in order to foster positive concepts of self and self-worth in infants and toddlers.

The *New Jersey Birth to Three Early Learning Standards* must also be understood and applied to young children growing up in various family circumstances such as infants and toddlers in military families, migrant families and young children in the child welfare system. These and other specific family situations provide young children with unique supports and also many challenges that early care and education providers can meet by providing sensitive and responsive relationships and learning experiences.



Children with Special Needs

The *New Jersey Birth to Three Early Learning Standards* are intended to be used with young children showing either typical or atypical development. All infants and toddlers, including those with special needs, make progress on the skills, behaviors and concepts that are described by the indicators. There are individual variations that are impacted by genetic differences and individual life experiences. Families and early childhood professionals can use the standards to guide individualized planning and for developing strategies that support the optimal development of all children including those with special needs.

Information about developmental concerns and resources for families and other caregivers who have questions or concerns about a child's development are given at the end of the document.

Early Learning and Development Standards: What they are and are not

The *New Jersey Birth to Three Early Learning Standards* are a resource to support the learning and development of infants and toddlers and to enhance the quality of their early care and education. The framework also provides strategies families, other caregivers and teachers can use to support learning in developmentally appropriate ways. The standards are **not** intended to be a curriculum or an assessment tool. Instead, the standards identify the best ways to support quality curriculum, instruction and assessment in early care and education programs.

The standards are intended to reflect widely accepted, research-based expectations for learning for children from birth to three. The indicators, examples and suggested strategies can assist caregivers in being responsive to the individual needs of young children. The standards provide information and support for the adults who care for infants and toddlers about what and how young children are learning and reflect the natural progression of skills, concepts and behaviors in the first three years of life. They provide realistic expectations for different ages and stages of development while allowing for individual differences in the rate and pattern of development. Finally, the standards reflect the importance of adult-child interactions and relationships that support the development of a child's cultural identity within the context of their family and community.

Organization and Structure of the Document

The *New Jersey Birth to Three Early Learning Standards* are divided into five **domains** that reflect the full range of child development:

- Social and Emotional Development
- Approaches to Learning
- Language Development and Communication
- Cognitive Development
- Physical and Motor Development

Each domain of development is related to and influences the others. A description and purpose statement is given for each domain along with definitions of some of the key terms associated with the domain. The domains are further divided into **components** that designate important areas of infant and toddler development within each domain. **Indicators** of progress for infants and toddlers in gaining competencies, knowledge, skills and behaviors are then specified within each component.

Examples and Strategies that caregivers can use to facilitate infant and toddler development are listed for each of the components within the domains. Caregiver in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in children's lives. The examples and strategies are not intended to be all-inclusive or an exhaustive list, but rather provide further clarification of indicators and suggest strategies and play and learning activities that will enhance infant and toddler development. Not every child exhibits the behavior described in each example, but rather will demonstrate individual variations with similar behaviors. **Case Studies** help to illustrate the application of the indicators in everyday situations. Multiple domains, components and indicators may be represented in each case study.

Domains and Components

DOMAIN I:	**Social and Emotional Development**
Components:	Trust and Emotional Security Self-Awareness Self-Regulation Relationships with Peers and Adults
DOMAIN II:	**Approaches To Learning**
Components:	Curiosity Persistence Creativity Initiative
DOMAIN III:	**Language Development and Communication**
Components:	Listening and Understanding Communicating and Speaking Emergent Literacy
DOMAIN IV:	**Cognitive Development**
Components:	Exploration and Discovery Memory Problem Solving Imitation and Symbolic Play
DOMAIN V:	**Physical and Motor Development**
Components:	Gross Motor Development Fine Motor Development Physical Health and Well-being

Overview and Definitions

A DOMAIN is a major area of development.

DOMAIN I: Social and Emotional Development

A COMPONENT is a subpart of each domain.

Components: Trust and Emotional Security

INDICATORS define expectations for a specific, observable outcome for the child.

INDICATORS of developing trust and emotional security

- Engages in behaviors that build relationships with familiar adults
- Shows preference for familiar adults
- Reacts to unfamiliar adults
- Seeks ways to find comfort in new situations
- Shows emotional connection and attachment to others

FOUR AGE GROUPS are used: Young Infants, Older Infants, Young Toddlers, and Older Toddlers.

EXAMPLES are used to guide families, other caregivers and teachers in the interpretation and application of the indicators. Examples are listed in a progressive order within each age group.

Examples of behaviors that show development of trust and emotional security

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Follows movement of caregiver about the room with his/her eyes.	Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort.	Says "Hi" or "Bye-bye," smiles or waves when familiar people enter or leave the room.	Seeks adult help in challenging situations or with difficult tasks.

CAREGIVER STRATEGIES to facilitate infant and toddler development are given for the components and indicators for each of the four age groups. Some strategies may apply across the age range and others are more specific for each age group.

Some Caregiver Strategies for promoting trust and emotional security

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Respond to baby's messages and cues to determine baby's needs and continue to try other responses until baby is calmed or soothed.	Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance.	Talk with toddler about where you are going and when you will return.	Name familiar people in photos and talk about who they are, where they are and what they are doing.

CAREGIVER in the examples and strategies refers to parents, close family members, guardians, child care providers, teachers and other primary adults in the child's life.

CASE STUDIES illustrate the domains, components and indicators using everyday family and child experiences. Multiple domains, components and indicators may be represented in each case study.

DOMAIN I:

Social and Emotional Development

The social and emotional domain includes the development of trust and emotional security, self awareness, self regulation and the beginning of relationships with adults and other children. The healthy development of social and emotional competence greatly affects the development of skills and abilities in all the other domains. The sense of trust and emotional security that children develop during infancy shapes their interactions and relationships with others throughout their lives. The development of self regulation allows infants and toddlers to begin to manage their emotions and reactions in a variety of situations and affects their ability to pay attention to people, events and the environment. Caregivers should keep in mind cultural differences in expectations for some social behaviors such as showing self reliance or expressing emotion in their discussions with families.

Purpose: To develop relationships with others based on trust and emotional security.

Components: Trust and Emotional Security
Self-Awareness
Self-Regulation
Relationships with Peers and Adults

DOMAIN I:

Social and Emotional Development

Case Study Examples

YOUNG INFANT (Birth to 9 months)

Trust and Emotional Security

Ariel, age 3 months, spends a lot of time staring at her mother's face. She especially looks at her eyes and mouth. Ariel sometimes reaches toward her mother's face or hands. When Ariel's mother talks to her, she quiets her body, listens intently and sometimes smiles. Mom sings familiar songs from her own childhood to Ariel, especially when she is putting her to sleep. Mom is consistent in responding to Ariel's needs for attention as well as for food and rest. She shares Ariel's care with Ariel's father and grandmother. Together they nurture Ariel and help her feel safe and secure.

OLDER INFANT (8 to 18 months)

Self-Regulation

Jose and his father have established some fun routines that they look forward to each day. Jose, age 11 months, often initiates the pat-a-cake game his father has taught him. He often looks to his father to see if he is watching him. Now his father imitates him and cheers him along and encourages him to share his game with other children and adults. Jose and his father also have a favorite bedtime routine where Jose brings a book for Papa and him to look at before bed. When Jose takes a nap he sometimes snuggles with a blanket and a book as he falls asleep.

YOUNG TODDLER (16 to 26 months)

Self-Awareness

Katy, age 18 months, has just met her new baby cousin, Laura. While her mother holds the baby, Katy pokes with her finger at the baby's tummy and then touches Laura's face. Then she looks at her own tummy and touches her own face. She is surprised when the baby starts to cry. Katy's mother tells her to be gentle with the baby and they talk softly to quiet Laura. Katy starts to smile and then laughs and gives the baby a big hug.

OLDER TODDLER (24 to 36 months)

Relationships with Peers and Adults

Destiny, age 30 months, and Alex, age 28 months, are learning to play together and enjoy each other's company. Their mothers often take them to the playground together. They usually play near each other although they may be doing different things. When Alex fell off the climber and started crying, Destiny ran to get her mother, even though Alex's mother was right there. She is starting to learn empathy as she sees her mother comfort and take care of children when they are hurt.

DOMAIN I:

Social and Emotional Development

Component: Trust and Emotional Security

Definition: Feelings of comfort, support and stability from others

Indicators:

- Engages in behaviors that build relationships with familiar adults
- Shows preference for familiar adults
- Reacts to unfamiliar adults
- Seeks ways to find comfort in new situations
- Shows emotional connection and attachment to others

Examples of behaviors that show development of trust and emotional security

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Listens intently to familiar voices. Follows movement of caregiver about the room with his/her eyes. Accepts comfort by familiar caregiver when tired, hungry or upset. Responds with smiles and cooing when picked up by familiar caregiver. Avoids eye contact with strange adults. Reaches for caregiver's face while being held for feeding. Looks for familiar caregiver when tired, hungry or upset.	Greets familiar caregiver with a look, smile or hug. Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort. Prefers comfort from familiar adult when he/she is tired or hungry. Clings to caregiver when unfamiliar adult approaches. Enjoys looking at, pointing to or naming familiar people in family photos. Calls for "Mama" or familiar person when in a new situation.	Says "Hi" or "Bye-bye," smiles or waves when familiar people enter or leave the room. Looks for or asks for "Mommy" when he/she falls down or gets hurt. Greets a familiar caregiver with enthusiasm. Reaches for familiar caregiver when an unfamiliar adult approaches. Watches from a distance before approaching a new visitor. Seeks contact with familiar adult when exploring a new situation.	Attempts to gain approval from familiar adults. Accepts adult help in challenging situations or with difficult tasks. Wants to take a familiar toy or blanket along on a visit or trip. Accepts reassurance when talking with a member of the family on the telephone. Takes turns with caregiver during play and interaction. Checks in with caregiver from time to time for encouragement and support while playing at the playground.

Some Caregiver Strategies for promoting trust and emotional security

DOMAIN I:
Social and Emotional Development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Respond to baby's messages and cues to determine baby's needs and continue to try other responses until baby is calmed or soothed. Provide a limited number of consistent caregivers whom baby relates to on a regular basis. Hold baby during feeding times and talk to baby in soothing and reassuring tones. Comfort baby by holding close, rocking or talking quietly to baby when baby is crying or upset. Introduce baby to new adults gradually and follow baby's cues as to when baby is ready to be held by others. Provide a comfort object such as a blanket, favorite toy, pacifier or other object to help comfort baby when with an unfamiliar caregiver. Cuddle, hug, talk or sing to baby to show how much you enjoy being with the baby.	Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance. Acknowledge baby's feelings of anxiety and allow baby to use primary caregiver for security in the presence of unfamiliar adults. Allow baby time to get to know a new caregiver while you are present. Talk with baby about where you are going and when you will return. Develop familiar routines or rituals for leaving baby with others and find ways to say "good-bye." Accept baby's cries and protests when you leave as a sign that he/she knows and trusts you and feels a sense of security when you are near. Offer reassurance and leave familiar pictures, favorite toy or blanket with baby when you go.	Talk with toddler about where you are going and when you will return. Give toddler familiar toys, blankets or books to provide comfort and reassurance in your absence. Have photos of familiar adults and caregivers available when toddler is feeling stressed or upset and talk with him/her about the people in the photos. Talk with toddler and offer reassurance when meeting new people. Make yourself available as a source of safety and security when toddler ventures out to explore and play. Reassure toddler that mom or dad will return and that you will keep him or her safe. Accept toddler's need for some quiet time to reconnect with you after your absence.	Name familiar people in photos and talk about who they are, where they are and what they are doing. Reassure toddler often that familiar adults will return and help him/her begin to understand when. For example, describe a time that mommy will be back, such as, "after lunch" or "after your nap." Provide encouragement for toddler to try out a new climber or other activity while you remain close by to offer support. Request toddler's help with simple tasks and everyday chores and show pleasure when toddler cooperates. Read stories with toddler that tell about families, friends and what people do and where they go. Acknowledge toddler's increasing abilities to interact with others, get what they need or want and solve problems.

DOMAIN I:

Social and Emotional Development

Component: Self-Awareness

Definition: Individual's perception of self

Indicators:

- Expresses feelings and emotions through facial expressions, sounds, gestures or words
- Begins to develop awareness of self as separate from others
- Shows confidence in increasing abilities

Examples of behaviors that show development of self-awareness

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Stares at own hands or feet as they move. Expresses feelings of comfort, discomfort, enjoyment or unhappiness. Looks at own reflection in the mirror as if it were another baby. Attends to other people's faces and pictures or drawings of faces. Claps hands and shows pleasure with own actions.	Expresses emotions, such as sadness, happiness, anger and surprise. Smiles at own reflection in mirror or makes sounds when looking at image in the mirror. Shows preferences for particular toys, blankets or other objects. Brings a ball over to caregiver and another infant to start a game. Shows awareness of own name.	Recognizes and acknowledges some of own emotions, such as, "Are you sad?" or "Are you happy?" Can identify eyes, nose, mouth or other body parts and can also point to them on others. Calls self by name or comes when called by name. Shows recognition of self while looking in mirror by touching nose, head or some other body part that he/she can see only with a mirror.	Sometimes recognizes feelings or emotions of others as well as self. Shows others a picture he/she made and looks for approval. Calls self by name and begins to use words, such as "I" or "me." Says or uses sign language for "mine" and holds toy or other object close to himself/herself when someone wants to take his/her possession. Wants to do things by him/her self.

Some Caregiver Strategies for promoting self-awareness

DOMAIN I:
Social and Emotional Development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Recognize and respect baby's feelings and talk about what he/she might be experiencing or expressing. Express your feelings with your facial expressions, tone of voice and body language when interacting with baby. Talk about what you are feeling, for example, whether you are happy or sad. Talk with baby and use his/her name in conversation with baby. Provide opportunities for baby to see his/her reflection in a mirror. Encourage baby to imitate your sounds or hand motions.	Imitate baby's facial expressions and watch to see if baby imitates faces you make. Play naming games about parts of the face or body while holding baby or while looking in the mirror. Describe and label emotions and facial expressions for baby. For example, when the baby is sad or happy, show how "sad" or "happy" feels with your voice and facial expressions. Acknowledge baby's new emerging skills and ability to do things.	Help toddler understand his/her feelings by "reading" his/her facial expressions and body language and talk about what you think he/she might be feeling or expressing. Encourage toddler to try to do things by him/her self. Allow toddler to keep his/her favorite toys or possessions in his/her own special place. Place a mirror at a low level in a play area so toddler can watch own expressions and actions. Play naming games, such as "Who's this?" when looking at photos.	Talk about feelings, emotions and behaviors. Ask how toddler is feeling, such as "Are you sad?" or "Are you happy?" Help toddler identify self and others in photos or name family members. Recognize toddler's ability to identify own characteristics, such as size, hair color or gender. Provide support for toddler as he/she develops awareness of self as separate from others. Provide comfort for toddler when he/she feels anxious or clingy. Accept toddler's expressions of self-identity, such as using "Me" or "Mine."

DOMAIN I:

Social and Emotional Development

Component: Self-Regulation

Definition: Ability to manage one's physical and emotional reactions to internal sensations or external events

Indicators:

- Begins to manage own actions, emotions and behavior
- Develops ability to cope with stress and strong emotions
- Begins to understand simple routines, rules or limitations

Examples of behaviors that show development of self-regulation

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Expects a response from a caregiver when crying or upset. Sometimes calms self for short periods of time. Stops crying when held and gently rocked or talked to by familiar caregiver. Sucks fist, thumb or pacifier for calming down when upset. Looks for familiar caregiver, favorite toy or blanket. Opens mouth for spoon while being fed by caregiver.	Sucks on his/her fingers or thumb to calm self when he/she is upset or when in new or stressful situations. Moves arms, legs or body to get own bottle or toys. Begins to understand what "No" means, but may not be able to stop the behavior. Holds own bottle or feeds self with fingers. Copes with stress by playing with familiar toys in a favorite spot. Plays quietly with a toy for a short time while waiting to get up from a nap.	Tries to clean up when he/she spills or makes a mess. Wants to put on shoes or coat by himself/herself. Claps hands and shows others after completing a puzzle and then waits for a response from others. Gets own blanket when it is time for a nap. Follows simple one-step directions, such as, "Get your shoes." Shows distress or gets upset when familiar routines are disrupted.	Complies with a request even after initially saying "No." Adjusts to some changes in activities or routines without distress. Says "No" or shakes head when he/she doesn't want to do something or doesn't like something. Anticipates and follows simple rules with reminders. Waits for adult before going outside. Shows ability to comfort self in some situations.

Some Caregiver Strategies for promoting self-regulation

DOMAIN I: Social and Emotional Development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Notice baby's changing moods and states, such as waking up or going to sleep, and support baby's attempts to regain a sense of regulation by holding, rocking or singing to baby. During caregiving routines and at other times, talk with baby about what you are doing and what will happen next. Provide opportunities for baby to explore with you, other people, places and things in the environment. Notice baby's responses to stressful situations and his/her ways of seeking comfort and coping with stress. Help baby find ways of calming his/her self by reducing distractions, bright lights and loud noises when baby is tired or upset.	Call baby by name and describe actions you are doing with baby. Take along familiar toys or blankets for baby when visiting a new place. Allow time for baby to rest, cuddle and be nurtured so he/she can restore ability to regulate and manage own actions, emotions or behavior. Provide baby with toys, such as stuffed animals or dolls, that he/she can hold and use as a comfort object. Observe and comment appropriately when baby looks to you for approval or disapproval before picking up something or doing something. Carry out routines in a consistent sequences so baby can anticipate what will happen next.	Allow toddler time to do things for himself/herself and acknowledge the actions. Help toddler regulate own behavior and relieve stress by providing comfort, support and time to relax and unwind. Make it easy for toddler to be successful with simple tasks, such as putting on shoes or helping to pick up toys. Ask toddler to get ready for going outside by getting own hat or coat. Maintain consistent routines when possible for mealtimes and bedtime. Acknowledge and accept some uncooperative or negative behavior as a sign of asserting oneself.	Learn how to read toddler's emotional states, such as being tired, hungry, excited or sad and provide support and reassurance to help toddler regulate feelings and emotions. Model using self talk, such as "No, no," "No touch" or "Hot" and acknowledge toddler's attempt to manage his/her own behavior. Encourage toddler to use pretend play to act out stressful events such as going to the doctor's office to get a shot. Give clear expectations for safe behaviors and use simple rules that toddler can understand. Acknowledge and talk about ways toddler is learning to follow routines or simple rules, such as, "I like the way you hold my hand when we cross the street" or "You are being safe."

DOMAIN I:
Social and Emotional Development

Component: Relationships with Peers and Adults

Definition: Social connections with other children and adults

Indicators:

- Shows interest in and awareness of peers and adults
- Responds to and interacts with other peers and adults
- Begins to recognize and respond to the feelings and emotions of peers and adults
- Begins to show care and concern for others
- Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants
- Begins to use imitation or pretend play to learn and practice new roles and relationships

Examples of behaviors that show development of relationships with Peers and Adults

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Watches other infants and toddlers from a distance. Quiets down and smiles when he/she hears own name spoken by familiar person. Starts to cry when other infants and toddlers in the room are crying. Vocalizes and gets excited when near other infants and toddlers. Looks at and watches another infant or toddler who is crying or upset. Imitates facial expressions during games with caregiver and other infants and toddlers.	Reaches out to touch another's face or hair. Sits next to and plays with same toys that other infants have. Responds to other's excitement by watching and showing some feelings or emotions. Offers a toy to another infant who is crying or upset. Points to or asks for cup, spoon or other objects that other infants or toddlers have. Holds and rocks a baby doll and pretends to feed it food.	Knows the names of some other children and some adults. Shows excitement when greeting other toddlers. Refuses to share a favorite toy with another toddler. Looks for an adult to help when another toddler is crying. Imitates actions or behaviors of other toddlers at the playground. Imitates tasks, such as wiping the table, when he/she sees others doing the activity.	Approaches groups of toddlers to join in play. May share a favorite toy with another toddler who comes to visit. Has a special friend or playmate. Shows interest or concern for others who are hurt by touching or talking to them. Uses a napkin and pretends to wipe off table after seeing another child spill some milk. Watches other toddlers playing house and suggests feeding the stuffed animals some pretend food.

Some *Caregiver Strategies* for promoting relationships with peers and adults

DOMAIN I: Social and Emotional Development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Hold baby while showing and talking about what other children are doing. Call baby and other children by name and allow older children to talk, smile and laugh with baby. Provide opportunities for play and interaction with other infants, toddlers, older children and adults. Put baby in a safe place to be part of interactions with others but not over-stimulated or overwhelmed. Talk about what other infants and toddlers are feeling or expressing with their sounds, gestures or facial expressions. Encourage social interaction with familiar adults by greeting others.	Provide opportunities for the baby to see, interact and play with other babies and other children. Allow older children to talk and play with baby while you are holding baby. For example, suggest that another child bring a toy to the baby or have the baby give another child a toy to play with. Play games like "Peek-a-boo" with baby where he/she can imitate your sounds, tone of voice, gestures or facial expressions. Provide baby with toys, such as dolls or stuffed animals that he/she can pretend to take care of by holding, feeding, rocking or singing. Play games, such as "Open Shut Them" or other finger plays with baby and other infants where they can imitate your actions, sounds or words.	Provide opportunities to play with other children in a variety of settings Support toddler's interactions with others and acknowledge sharing and helping behaviors. Provide more than one of some toys or materials so toddlers can play next to and with other toddlers without always having to share or take turns. Suggest positive ways to interact with infants and younger children, such as gently patting the baby or singing to the baby. Encourage pretend play by providing simple props and initiating make-believe conversations or acting out stories together. Invite other familiar adults to share a book or activity with toddler.	Introduce toddler to small groups of children and encourage play activities by providing toys and materials. Encourage toddler to learn others' names and practice calling them by their names. Encourage empathy by talking about what toddler is feeling and how others may be feeling, such as why they are crying or are upset. Sing songs or do finger plays with toddlers and model motions or gestures they can do with you while singing along or saying words. Facilitate imitation and pretend play with toddlers by providing toys, such as dolls, dishes, cars, trucks or blocks that can be used for pretend or make-believe play. Talk with toddler about family members and friends sharing a special event or activity.

DOMAIN II:

Approaches to Learning

The Approaches to Learning domain includes the dispositions, attitudes and behaviors that reflect the diverse ways that infants and toddlers learn. The ways that infants and toddlers approach learning are influenced by characteristics they are born with, such as gender and temperament, as well as by attitudes and expectations of others. Caregivers can foster positive approaches to learning through encouraging the young child's curiosity, persistence, creativity and initiative. Infants and toddlers will demonstrate these characteristics in their everyday interactions with other children and adults and with the objects, activities and experiences provided for them. Approaches to learning are central to social, emotional, language and cognitive interactions and influence actions and behaviors in the other developmental domains. There are cultural differences in the ways that infants and toddlers may express curiosity and initiative and other behaviors in their approaches to learning. Young children will also show individual variations in the ways they use hearing, sight and other senses to learn about their world.

***Purpose:* To approach the world with curiosity, persistence, creativity and a sense of wonder**

Components: Curiosity
Persistence
Creativity
Initiative

DOMAIN II:
Approaches To Learning

Case Study Examples

YOUNG INFANT (Birth to 9 months)

Initiative

Timmy, at 1 month, already elicits strong emotions and responses from his parents with his facial expressions and sounds. Timmy's mother and father are learning to "read" the cues for what Timmy needs and wants. Timmy helps them understand by his facial expressions, sounds, and cries when he is tired, hungry, fussy or happy.

Curiosity

OLDER INFANT (8 to 18 months)

Now that Wan, at 8 months, is able to sit by himself he is able to explore toys with both of his hands. He turns the toys over and over, shaking or patting them, and often putting them in his mouth. He notices when there is a new toy and examines it closely. His parents provide a variety of interesting toys for Wan to play with.

YOUNG TODDLER (16 to 26 months)

Creativity

Maria, age 17 months, is interested in the sounds of music and singing that surround her. Maria loves to sing parts of songs and move in rhythm to the music when her grandfather comes over with his guitar. Maria and her mother also like to join other toddlers and parents for songs and stories at the neighborhood library.

Persistence

OLDER TODDLER (24 to 36 months)

Keisha, age 32 months, loves to build towers with blocks. When the tower falls down, she carefully stacks the blocks up again. Sometimes she sorts the blocks by color or shape or puts them all in a row. When Keisha is distracted or interrupted she may return to similar play later and finish her building or put the blocks away.

DOMAIN II:
Approaches To Learning

Component: Curiosity

Definition: Interest in things and people in the environment

Indicators:

- Shows interest in and actively explores the environment
- Shows eagerness and curiosity as a learner
- Seeks to discover and learn new things

Examples of behaviors that show development of curiosity

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Watches bright or flickering lights. Shows interest in caregiver's face. Quiets while listening to a new sound. Looks at, touches or plays with new toy. Turns in direction of the source of people's voices. Reaches for and explores new toys or objects.	Moves after and tries to reach a ball or other toy that rolls under a chair or table. Explores new objects by feeling, shaking, turning over, mouthing or other actions. Explores boxes, pots and pans or other household objects that are available. Tries to push or pull a toy while moving or walking. Lifts flap in a book to see what picture is underneath.	Expresses interest in what makes a toy wind-up car go and experiments with different ways to make it move. Points to unfamiliar object in a picture book and looks to caregiver to name it. Pokes fingers into the mud or sand to make holes or designs. Eagerly explores new playground climber and swings. Wants to help with tasks such as making cookies or planting flowers.	Asks a lot of "What's that?" questions. Experiments with different ways of blowing bubbles. Tries to do a new, more difficult puzzle or game. Enjoys visiting the zoo and learning about the animals. Turns the pages in a book and asks questions about the pictures. Often uses "Why?" when communicating with adults.

Some Caregiver Strategies for promoting curiosity

DOMAIN II: Approaches To Learning

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Encourage exploration and curiosity by providing interesting things for baby to see, touch and hear. Provide some variety in the environment by changing room décor and materials from time to time. Use variations of familiar activities and introduce new experiences from time to time. Support and reassure baby when there are changes in the environment.	Create interesting and safe places where baby can explore and experience new activities. Allow baby to play with and explore new uses for everyday household objects. Provide toys and other objects baby can carry or take along while moving around inside or outside. Provide a variety of sensory materials and activities for baby to touch, feel, see, hear and taste. Show interest and excitement when baby tries something new or makes a new discovery.	Introduce new materials or activities in ways to create interest and excitement. Provide opportunities for toddler to explore with his/her senses using sand and water play. Allow toddler to enjoy "messy activities" such as finger painting or bubble play. Make small changes in the environment by adding and moving materials to create new interest and encourage discovery. Encourage and reassure toddler when frightened or upset by new experiences or changes in routines.	Respond to toddler's questions with interest and enthusiasm. Engage toddler in discovery play such as pouring, measuring and touching. Point out interesting or unusual things in the environment, such as clouds in the sky or a bird in a tree. Visit the library and select interesting books about nature and stories about people and places.

DOMAIN II:
Approaches To Learning

Component: Persistence

Definition: Continuing to work at challenging tasks or activities even when encountering obstacles

Indicators:

- Attends to and tries to reproduce interesting events
- Maintains social contact by continuing to engage with caregiver
- Attempts challenging tasks with or without adult help
- Explores thoroughly and tries to solve problems even when encountering obstacles

Examples of behaviors that show development of persistence

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Makes and maintains eye contact while being held for feeding. Watches and then imitates facial expressions. Finds ways to bring hand to mouth even when hand is covered by a blanket or clothing. Splashes water in tub with hand and repeats action. Tries to reach a toy hanging from a high chair. Tries to move bottle, cries, or touches adult when bottle is empty.	Reaches for caregiver's hands to continue game of "Peek-a-boo" or "Pat-a-Cake." Looks for toy dropped from a crib or table. Fills a container with small objects and dumps them out repeatedly. Looks out the window and waits for a familiar caregiver to return. Tries to get food to mouth using fingers or a spoon. Uses several different ways to try to get a toy when it is out of reach.	Empties the entire toy box while looking for a favorite toy. Climbs into a box or open cupboard to get toys or objects that are out of reach. Turns puzzle piece in a variety of directions to fit into puzzle frame. Continues to feed self even when having difficulty keeping the food on the spoon. Waits at the window to wave "bye-bye" when family member leaves and returns to see if they are back.	Attempts to put on shoes or coat by self and keeps trying for a while before asking for help. Follows after and says "Good-bye" when caregiver is leaving the room or going out of the house. Requests to read a favorite book over and over. First tries to fix a broken toy by pushing parts back together again and then asks for adult's help.

Some Caregiver Strategies for promoting persistence

DOMAIN II: Approaches To Learning

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Provide time for uninterrupted play and exploration. Repeat sounds, actions or behaviors while interacting with baby. Allow sufficient time for baby to thoroughly explore new objects and activities. Avoid interrupting or intervening too soon when baby encounters a problem or difficulty. Provide help and encouragement when baby is about to give up on solving a problem. Sometimes place objects far enough away from baby so he/she must work to get them.	Encourage baby to explore safe places and objects without adult interference. Provide opportunities for uninterrupted play and exploration. Allow sufficient time for baby to try to solve problems without adult help. Allow baby to discover consequences of own behavior when it is safe to do so. Avoid loud noises and frequent distractions when baby is playing with and exploring new objects.	Provide objects and materials that make interesting sounds or actions and that can be used in more than one way. Allow toddler to work a longer time on a problem without interruption. Respond to toddler's request to read a chosen book over and over. Provide opportunities for toddler to solve new or interesting problems using what he/she knows about how things work. Encourage toddler to keep trying to solve a problem when he/she is about to give up.	Acknowledge and encourage toddler's effort to try to do things on his/her own. Encourage toddler to try doing a puzzle again when not successful the first time. Allow enough time when visiting a park or a museum so toddler can explore new places. Ask toddler how he/she might solve a problem that occurs and allow time for him/her to try out various solutions. Provide more challenging games and puzzles as toddler learns to solve simple ones.

DOMAIN II:
Approaches To Learning

Component: Creativity

Definition: Developing ability to invent and try new things

Indicators:

- Uses unusual ways to explore people or objects in the environment
- Finds new things to do with familiar objects
- Uses imagination in playful, silly or messy ways

Examples of behaviors that show development of creativity

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Notices changes in the environment such as having a visitor, seeing a new person or seeing a new picture on the wall. Shows interest in new activities or experiences. Finds new ways to use a familiar toy such as putting a block in a cup. Laughs and tries to imitate noises or silly sounds animals make.	Watches new child who comes to play and sometimes smiles or vocalizes. Pushes water around with hand on high chair tray or table. Bangs on pots and pans with a spoon to make noise and then tries the same action on other objects. Imitates sounds that animals make while playing with animal puppets. Finds new uses for everyday household objects.	Uses a large crayon or marker to make scribbles on paper. Pretends a block is a car moving along a road. Uses a colorful scarf in different ways such as dancing with it, waving it or using it as a blanket. Imitates a dog or cat by crawling and making barking or meowing noises. Makes silly faces to see how other children or adults react.	Finds ways to feel, smell and eat new fruits or vegetables. Tries to make a hat out of a box or a piece of cloth. Offers caregiver a pretend snack or drink during pretend play. Carries on an imaginary phone conversation using a toy telephone. Makes a variety of different objects and shapes from playdough. Combines different types of materials to make something new.

Some Caregiver Strategies for promoting creativity

DOMAIN II: Approaches To Learning

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Provide baby opportunities to experience new sights or sounds both inside and outside. Provide a variety of sensory experiences for baby including looking at and feeling your face or looking in the mirror. Talk about baby's actions as he/she examines or explores a new toy or other object. Provide a variety of interesting toys or other objects for baby to play with and explore. Make silly faces or noises for baby to imitate or reproduce.	Introduce baby to new people, places, activities and experiences. Describe new activities, objects, or people by calling attention to special features. Provide action toys and different sensory materials for baby to play with. Encourage baby to imitate noises or faces. Pretend to do familiar actions such as combing hair, rocking a baby or walking the dog.	Encourage toddler to use toys, objects or materials in new and creative ways. Provide simple art materials such as paper, crayons or paint for toddler to use and explore. Provide sensory materials, such as play dough and water, for toddler to explore with all of his/her senses. Encourage toddler to explore new objects or materials on his/her own before offering suggestions on what to do with them. Act out stories with props, sound effects and other noises.	Use music and movement activities and experiences with toddler. Provide paper and non-toxic finger paint for toddler to experiment with. Acknowledge toddler's attempts to entertain self by using everyday objects to make things. Encourage pretend or make-believe play by providing toys or everyday objects to use as props. Support toddlers working together with materials to share ideas and create new activities. Re-tell familiar stories using puppets, flannel board pieces or other storytelling props.

DOMAIN II:
Approaches To Learning

Component: Initiative

Definition: Ability to engage others in interaction and start actions or behaviors

Indicators:

- Shows initiative by engaging others in interaction
- Takes action without being directed by others
- Demonstrates initiative by making choices

Examples of behaviors that show development of initiative

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Vocalizes or makes noise to attract caregiver's attention. Moves to reach a toy or other object in order to play with it. Uses facial expressions, sounds or gestures to show likes or dislikes. Makes a game out of knocking a toy over and making it come back up.	Lifts arms up in order to be picked up by caregiver. Picks up cup to drink or reaches for spoon at feeding time. Gets a favorite book and brings to caregiver to read. Shows dislike for certain foods or drinks. Demonstrates a preference for certain toys or activities. Takes blocks from shelf and starts to build with them.	Approaches other toddlers and watches or starts to play close by. Attempts to feed self and hold own cup or spoon. Shows a preference for a favorite shirt or pair of shoes. Chooses which book to read at the library. Joins other toddlers in a sandbox and starts to shovel sand.	Says "Hello" to a new child at the playground. Offers a ball or toy to another toddler. Tries to get self dressed to go outside. Goes to wash hands after playing in the sensory table. When offered a choice, can indicate what he/she wants to eat or drink. Starts to sing a song or move to music and others join in.

Some Caregiver Strategies for promoting initiative

DOMAIN II: Approaches To Learning

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Vary familiar routines from time to time, such as sitting in a different chair for feedings or singing a new song. Respond positively when baby engages in interaction with you or uses new actions or behaviors. Provide a variety of new activities or experiences. Share books and talk about the pictures while reading to baby. Provide several toys for baby to choose from.	Offer baby a choice of toys and books and observe how baby responds. Follow baby's lead when he/she initiates play activities. Provide opportunities for baby to feed self some finger food or to hold own cup. Provide new experiences such as sensory play with water or sand. Offer baby a choice between two snacks.	Provide a child-sized dish, cup and spoon to make it easier for toddler to feed self. Encourage toddler to make things out of found objects and everyday materials. Encourage toddler to try to put on own shirt, socks or shoes. Allow toddler to make simple choices, such as what color crayon to draw with or what paper to use.	Allow toddler time to solve problems and figure out how things work. Provide opportunities for toddler to play and interact with older and younger children. Attend and participate in activities and events at new places, such as the park, library or other places in the community. Offer toddler choices using reasonable and acceptable alternatives.

DOMAIN III:

Language Development and Communication

The development of the ability to use language to communicate with others is a major aspect of human development. Infants and toddlers learn the languages of their families and cultures through the natural interaction that occurs as part of caregiving and everyday experiences. The early and rapid development of the components of language, including listening and understanding, communicating and speaking, and the emergence of early literary skills and abilities, is particularly fascinating to watch and understand. The ability of infants and toddlers to understand and use language to communicate supports the development of social emotional, cognitive and physical skills as well as their relationships with others. The development of communication skills for infants and toddlers with social emotional, cognitive or physical limitations is critically important and often requires early intervention and support. For infants and toddlers in families who speak languages other than English, the continued development of communication skills in their home language, as well as the acquisition of English language skills, must be actively supported by caregivers.

***Purpose:* To acquire language and the ability to communicate effectively with others**

Components: Listening and Understanding
Communicating and Speaking
Emergent Literacy

DOMAIN III:
Language Development and Communication

Case Study Examples

YOUNG INFANT (Birth to 9 months)

Listening and Understanding

Josefena, age 5 months, has started making gurgling sounds after she has been fed or when she wakes up from her nap. She likes to listen to and play with sounds and sometimes blows bubbles. Josefena's father imitates her sounds and joins in the bubble making fun. Sometimes Josefena listens quietly to the new sounds that her father makes.

Communicating and Speaking

OLDER INFANT (9 to 18 months)

Laura, age 16 months, has a new baby brother and is curious about the sounds he makes and tries to imitate them. Laura's parents know they will be busy with a 16-month-old and a new baby and want the children to get along well with each other. They are encouraging Laura to do a few simple things to help, such as talking to the baby when he is fussy or getting a toy for the baby.

YOUNG TODDLER (16 to 26 months)

Communicating and Speaking

Steven's parents are learning sign language because Steven, age 22 months, has some language delays but does imitate gestures, such as waving bye-bye and pat-a-cake. They use simple signs such as "more" and "milk" when they talk with Steven at the table. Recently Steven put his fists together and repeated the action and then pointed at the juice. His father said and signed, "You want more juice?" and offered him a drink from the juice cup.

Emergent Literacy

OLDER TODDLER (24 to 36 months)

Ubah, age 28 months, and her mother love to look at books together. Usually they just talk about the pictures. Sometimes Ubah's mother tells the story in her own language even if the book is written in English. They like to visit the library to get books that her older brothers and sisters can read to Ubah. She points to the pictures and repeats the names of what she sees. Sometimes Ubah's sisters and brothers draw a picture or act out what they see in the story with Ubah.

DOMAIN III:
Language Development and Communication

Component: Listening and Understanding

Definition: Attending to and understanding language and other forms of communication from others

Indicators:

- Shows interest in listening to sounds
- Listens with interest to language of others
- Responds to verbal communication of others
- Responds to nonverbal communication of others
- Understands gestures, words, phrases or questions

Examples of behaviors that show development of listening and understanding

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Responds to a familiar voice or sound by turning head in the direction of the voice or sound. Quiets down or gets excited when he/she hears familiar voices. Smiles when spoken to or when greeted with a smiling face. Cries in response to sudden loud noises, angry faces or voices. Responds to tone of voice, such as becoming excited or soothed when someone engages him/her in conversation.	Watches a person's face and hands when they are talking or gesturing. Looks at person who calls his/her name or speaks to him/her. Responds with gestures or words when asked if he/she wants to eat or play. Responds with gestures or words to simple requests or questions. Lifts arms when caregiver gestures or says "Up" while picking up baby. Looks for ball when asked, "Where is the ball?"	Listens to sounds animals make and tries to imitate them. Laughs when told a silly rhyme or read a funny story. Responds to many questions with a non-verbal response, such as shaking head "Yes" or "No." Understands words or signs when told it is time to eat by going to wash hands or coming to the table. Responds appropriately when given simple requests with words or gestures, such as "Sit down, please" or "Give me the toy."	Comforts others who are crying or asking for help with a hug or looks for an adult to help. Listens and starts to pick up toys when hears "Clean Up" song. Responds with actions or words to simple questions asking "Who?", "What?", or "Where?" Shows enjoyment in sharing conversations with caregiver. Follows simple one-step directions and instructions, such as "Get your coat" or "Let's go outside."

Some Caregiver Strategies for promoting listening and understanding

DOMAIN III: Language Development and Communication

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Communicate with baby and allow time for him/her to respond to you, perhaps by turning his/her head to look at you, smiling or cooing. Watch for baby's cues that he/she is attending or listening. Repeat sounds, gestures or simple language. Encourage face-to-face play and interaction. Greet baby and repeat his/her name often in conversation with baby. Notice baby's response when adults use animated voices, gestures or exaggerated facial expressions while communicating with baby. Repeat familiar words and gestures that accompany your actions when taking care of or interacting with baby.	Observe baby's response to nonverbal communication of others, such as different pitch or tone of voice, gestures or body language. Talk with baby and engage in conversation with baby using simple words, signs, or gestures. Provide opportunities for conversations with others who have varied voices or interaction styles. Recognize and support baby's learning of the home languages of his/her family and culture. Use familiar gestures or words during routines and allow time for baby's response. Allow time for baby to respond with gestures, actions, sounds or words to simple requests or questions.	Provide opportunities for toddler to hear the sounds of nature, such as birds, animals, people and the rain. Talk about what you and others are doing or saying and describe the actions and results. Ask toddler to point to the picture in the book when you name or sign common objects or actions. Describe simple routines and repeat common requests for toddler. Acknowledge toddler's attempts to communicate with others by listening and using words or gestures. Recognize that toddler understands more language than he/she can express.	Use language for simple one-step directions and acknowledge toddler's responses and actions. Share stories, games and picture books with toddler which are fun to look at, talk about or read together. Encourage toddler to listen to and recall familiar rhymes, fingerplays and songs. Repeat and rephrase questions or requests if toddler does not hear or understand the first time. Start to use words showing actions and preposition words like "over", "on" or "under" to see if toddler understands commands, such as "Put it in the box" or "Get the ball under the chair."

DOMAIN III: Language Development and Communication

Component: Communicating and Speaking

Definition: Producing and expressing language including sounds, gestures, signs, words and phrases

Indicators:

- Uses sounds, gestures or actions to express needs and wants
- Uses consistent sounds, gestures, signs or words to communicate
- Imitates sounds, gestures, signs, words or phrases
- Uses sounds, signs, words or phrases for a variety of purposes
- Takes turns using language in simple back and forth conversations

Examples of behaviors that show development of communicating and speaking

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Uses different types of cries for expressing hunger, discomfort, fear and other emotions. Makes sounds of pleasure and/or discomfort when caregiver is present. Makes cooing sounds and other sounds of home languages. Imitates vowel sounds, such as "ah" or "oh" or "oo." Smiles or vocalizes to initiate social contact with familiar caregiver. Takes turns by making sounds or gestures in response to adult talking with him/her.	Produces own sounds or babbles either by self or in response to others talking to him/her. Imitates sounds or familiar words of home language. Uses words or signs, such as "Bottle," "Up" or "More," when he/she wants something. Communicates the name or sign for familiar objects, animals or people. Has a vocabulary of 10-20 words in home language or uses 10-20 signs consistently by 18 months. Responds to questions or simple requests with either a non-verbal or verbal answer.	Shakes head or uses words to respond to "Yes" or "No" questions. Imitates new words, signs or repeats simple rhymes. Uses names for familiar adults or other children. Points and says or signs "Cookie" or "Milk" when given a snack. Uses words or sign language to tell what is happening. Uses home language with a vocabulary of 50 or more words or signs by 26 months. Takes turns in simple conversations with familiar adults.	Sometimes uses two- or three-word sentences in communication with others. Initiates conversations, asks questions and answers questions with two- or three-word responses. Talks about past and future events in simple ways, such as using yesterday or tomorrow. Uses "What", "Why" and "Where" questions to get more information. Engages in simple conversations using words, signs, phrases or sentences with familiar people. Shows increase in number of vocabulary words or signs.

Some *Caregiver Strategies* for promoting communicating and speaking

DOMAIN III: Language Development and Communication

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
While feeding, bathing, changing or other caregiving routines, talk about what you are doing and wait for response. Listen and watch for different types of sounds, gestures or cries that baby makes. Imitate sounds or gestures that baby makes and allow time for him/her to imitate your sounds or gestures. Respond to baby's cooing and babbling and use conversations with baby as if he/she understands everything you are saying. Talk about what baby is doing and acknowledge his/her efforts to communicate. Read and talk about books with interesting sounds, such as rhyming books.	Respond to baby's use of simple sounds, words, gestures or signs to express his/her needs. Introduce and model new sounds, gestures, signs or words for baby to imitate. Play naming games with baby, such as naming animals and making the sounds of the animals. Use new as well as familiar words or sign language with baby and repeat them in different settings and situations. Allow sufficient time for baby to respond to questions or suggestions. Point to the pictures in a book and say the names of the people, places and things in the book.	Ask questions and allow for either a verbal or nonverbal response from toddler. Model using new words and two- or three-word phrases that toddler can imitate. Describe actions that toddler can do, such as "Jump" or "Run" or "Sit down," and encourage toddler to repeat the action and word. Pay attention to toddler's vocabulary, recognize the new words or phrases he/she uses, and reinforce their use Read books with toddler and begin to use open-ended questions such as, "What is going to happen next?" even if toddler is not yet able to respond.	Look for new ways toddler uses language, such as for humor or pretending. Respond to toddler's use of words or signs to ask for what he/she wants or needs. Talk about past and future events in everyday conversations. Use descriptive vocabulary and slightly more complex sentences than toddler is using to expand and extend toddler's language. Encourage child to participate in family conversations by taking turns with questions, comments or responses. Observe if toddler's language seems to be understood by most people most of the time. Model language by using complete sentences and speaking clearly.

DOMAIN III:
Language Development and Communication

Component: Emergent Literacy

Definition: Developing skills and behaviors that relate to later reading and writing

Indicators:

- Shows interest in songs, rhymes and stories
- Shows interest in photos, pictures and drawings
- Develops interest in and involvement with books and other print materials
- Begins to recognize and understand symbols such as those used in writing

Examples of behaviors that show development of emergent literacy

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Kicks feet or moves arms in response to rhythm of music. Looks at and attends to pictures of other babies or faces. Looks at books and pats the pictures. Listens and attends to repetitions of familiar words, signs, songs or rhymes in home language. Hits buttons with pictures on toys to hear or reproduce sounds.	Makes some motions for "Pat-a-Cake" and other familiar rhymes and finger plays in home language. Points at, names or signs objects, animals or people in photos, pictures and drawings. Sings or joins in on familiar songs with caregiver. Turns pages of books, looks at the pictures and uses sounds, signs or words. Makes random marks on a paper with a large crayon or marker.	Knows several simple songs, rhymes or stories. Looks at, turns pages and names or signs people or objects in picture books. Brings favorite books to caregiver to read to him/her. Watches a caregiver telling a story using puppets. Imitates drawing vertical marks that adult makes on a paper.	Participates in songs, stories and finger plays and sometimes repeats favorite songs or rhymes. Looks at a book, turns pages and talks about or signs about what is happening. Recognizes some common and familiar signs on streets or buildings when walking or riding in a car or bus. Makes scribbles or shapes on paper to convey meaning. Asks an adult to write or draw something, such as "My name" or "Draw a picture of a dog."

Some Caregiver Strategies for promoting emergent literacy

DOMAIN III: Language Development and Communication

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Talk, sing, repeat rhymes, do finger plays or tell stories with baby in home language. Show baby pictures of family members or photos of other babies and young children. Provide cloth or cardboard picture books for baby to hold and look at. Identify and talk about familiar pictures or symbols on toys and household objects. Read simple books with one or two pictures on a page or with rhymes and interesting sounds.	Repeat favorite songs, stories, rhymes or finger plays in home language on a regular basis when interacting with baby. Make a photo or picture book for baby with some of his/her favorite people, animals and things. Choose books for baby that have clear, colorful pictures and small amount of print. Hold baby and read a variety of books over and over when baby is interested. Provide opportunities to explore writing materials, such as large crayons, markers and paper.	Sing familiar songs with motions and do simple finger plays that toddler can try to imitate. Talk about favorite pictures, drawings or photos and name or sign the people and things in the pictures. Make board books available for toddler to look at, turn pages and talk about with you and others. Provide simple writing materials for toddler to use, such as paper and large crayons, markers or paint brushes. Suggest toddler make marks in sand or mud using a stick.	Encourage participation in story times such as at the local library or neighborhood center. Use puppets and other props to maintain interest in books and stories. Make a poster or book with pictures from a family trip or outing and write down toddler's comments about the pictures. Provide opportunities for toddler to become familiar with a variety of writing materials and allow time for scribbling and drawing. Write down a story about pictures that toddler draws and talks about. Make signs with toddler to use with block play or pretend play.

DOMAIN IV:

Cognitive Development

Cognitive Development during infancy is one manifestation of the early and rapid development of the brain and related higher centers of thinking and knowing. Babies enter the world ready to learn and they begin immediately to acquire and process new information. Their sensory systems function as a primary means of gaining information about their social and physical worlds. Through exploration and discovery they learn to understand what things are and how they work. The amazing memory and problem solving abilities of infants and toddlers provide them with new learning and understanding on a daily basis. Infants and toddlers also show increasing ability to use imitation and symbolic play to represent what they are learning and understanding about the world around them. Adults have the responsibility of assuring that the environment is free of hazards so that infants and toddlers may explore safely. Adults may also need to make modifications in the environment so that all children, including those with special needs, have similar access to exploration and learning opportunities.

***Purpose:* To develop new skills and the ability to acquire and process information through play and interaction with others and the environment**

Components: Exploration and Discovery
Memory
Problem Solving
Imitation and Symbolic Play

DOMAIN IV:
Cognitive Development

Case Study Examples

YOUNG INFANT (Birth to 9 months)

Exploration and Discovery

Daimen, age 6 months, likes to reach with his hand for the toy that is hanging above his crib. He has learned that it makes an interesting sound when he hits it. Sometimes he tries to kick the toy with his feet or roll over to get closer to it. His mother changes the toy from time to time to maintain the baby's interest in doing this activity over and over.

Memory

OLDER INFANT (8 to 18 months)

Mai, age 14 months, spends a lot of time with her grandparents who care for her while her mother and father work. Usually they come to Mai's home to take care of her and she seems comfortable in a familiar setting. Mai's mother is happy when they go to visit grandmother on the weekend and Mai gets excited, smiles, and says "Nana" when she sees her familiar caregiver.

YOUNG TODDLER (16 to 26 months)

Problem Solving

Alyssia, age 20 months, and her mother like being outside and enjoying nature. Alyssia is eager to collect sticks, rocks or leaves and share them with her mother. They talk about all the things Alyssia finds and look for a large enough bag so they can take some home with them. They make a place to keep the things they collect so Alyssia can play with them later. Alyssia's mother is happy to see her daughter learning new information and gaining new skills.

Imitation and Symbolic Play

OLDER TODDLER (24 to 36 months)

Jose, age 26 months, and Rob, age 30 months, are best buddies at the family child care home where they are cared for while their parents work. They love to play with cars and trucks. They push the cars and trucks along the floor while making motor noises and saying "Beep, beep" as they crash their cars. Their caregiver has shown them how to make a road with the blocks that they can drive their cars on. Now Jose and Rob are making houses with the blocks and even made a garage for their cars.

DOMAIN IV: Cognitive Development

Component: Exploration and Discovery

Definition: Attending to and exploring people, objects and events especially those that are novel or unusual

Indicators:

- Pays attention to people and objects
- Uses senses to explore people, objects and the environment
- Attends to colors, shapes, patterns or pictures
- Shows interest and curiosity in new people and objects
- Makes things happen and watches for results or repeats action

Examples of behaviors that show development of exploration and discovery

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Focuses on caregiver's voice or face during feeding times. Attends to colors and lights or notices patterns and shapes. Puts almost everything in his/her mouth to explore, touch and taste. Turns head and follows with his/her eyes when a new person enters the room. Explores own body and looks at hands and feet when they move. Grasps a new toy and explores it by turning it over and over. Swipes or kicks at toy above the crib and repeats actions to make it move again and again.	Touches and feels person's hair or puts their hand on person's face to feel skin. Attends to and examines small objects, such as crumbs, bugs or pieces of paper. Puts shapes in a shape box with openings, matching colors and/or shapes. Reaches for adult hands to continue a game of "Peek-a-boo." Pushes a button to turn a toy on or off to start or stop an action and may repeat the action.	Picks up leaves, rocks and sticks during a walk outside. Watches intently and says names or sounds of animals at a zoo, farm, pet store or while looking at books. Does simple puzzles with different colors and shapes. Likes to play a matching game by putting things that are the same together. Walks in a rain puddle and tries to make water splash and then repeats action over and over. Notices when there is more than one object the same.	Notices the difference between big and small and asks for the "big cookie." Feels the different textures on the quilt and likes the soft squares. Matches colors or shapes when sorting toys and other objects. Arranges all the toy animals in a row and orders some of them by size. Pushes riding toy or sits on it and tries to make it move with his/her feet. Attempts to count objects or asks "How many?"

Some Caregiver Strategies for promoting exploration and discovery

DOMAIN IV: Cognitive Development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Allow baby time to explore through looking, sucking, reaching and touching. Provide a variety of safe* objects of different sizes, shapes, colors and textures for baby to look at and explore. Place baby on his/her tummy for short periods of time when awake and someone is watching to provide opportunities to look around and explore things. Provide toys and experiences where baby's action gives an interesting result. Play with baby and encourage baby to move arms and legs in different ways when playing music. Place baby in a quiet area, without a lot of distractions and loud noises, for time to explore and play. Place toys around baby and allow him/her to move and reach for the toys.	Provide a safe* environment for baby to move around and explore. Allow baby to explore your face, eyes, nose, mouth, skin and hair. Provide opportunities for uninterrupted play and time for discovery. Provide toys that offer possibilities for learning about size, shape and color. Provide opportunities for baby to use containers, stacking and nesting toys. Comment positively when baby learns a new action or skill to affect things in his/her environment. Describe what baby is seeing when he/she notices something new or different in the environment.	Talk about what toddler sees or hears and call attention to new and surprising actions or events. Provide toys that challenge toddler's skills, such as push and pull toys, puzzles and sorting or matching objects. Explore your surroundings with toddler and look for things that stay the same and things that change. Encourage toddler to explore inside and outside and use their senses and imagination to learn more about the things they find. Provide a variety of toys and materials that are familiar and those that provide more challenge.	Help toddler understand the effects of his/her actions on others, such as using words to describe whether it hurts or feels good. Provide opportunities for toddler to explore and experience nature while on walks or visits to a park. Provide blocks and other building toys so toddler can make and build things. Suggest ways that toddlers can put away blocks or other toys so all the toys of one kind are in the same container or box. Comment on the colors, shapes, size, numbers, patterns or sequences you observe in the materials that toddler is playing with. *safe toys and safe environments mean that toys, materials and space do not provide a risk for harm, injury or damage.

DOMAIN IV:
Cognitive Development

Component: Memory

Definition: Ability to process, retain and recall information

Indicators:

- Shows ability to acquire new information and use it at a later time
- Recognizes familiar people, places and things
- Recalls and uses information in new situations
- Searches for missing or hidden objects

Examples of behaviors that show development of memory

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Stares intently at new faces or objects. Smiles and shows excitement in recognition of familiar caregiver. Vocalizes and coos when caregiver is talking to baby or using familiar cooing sounds. Shows apprehension when an unfamiliar person enters the room. Looks for toys that have been dropped or partly covered over by a blanket or other cloth.	Brings familiar person his/her shoe, coat, purse or some other personal object. Uses a blanket to cover or hide a stuffed toy or doll. Tries to follow a cat or dog hiding under a chair or table. Looks for missing toy, when asked, "Where is the ball?" Looks out the window and waits for a familiar caregiver to return. Says or signs "Dada" or "Mama" when hears car sounds outside.	Notices when someone gets a new coat, shoes or some other item of clothing. Looks for favorite toy where he/she left it last. Looks around home for a pet or calls the animal by name. Recognizes a neighbor at a grocery store and waves or says "Hi." Points to or talks about familiar places or sights.	Washes hands when he/she sees it is time to eat. Talks about something that happened yesterday and remembers places, people or activities. Recreates a "birthday party" with stuffed animals or dolls after attending a party for a friend. Throws a ball over a sofa and then runs around behind the sofa to find where the ball went.

Some Caregiver Strategies for promoting memory

DOMAIN IV: Cognitive Development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Greet baby by name, talk about and name other people or objects that are present. Change and rearrange objects or pictures in the environment regularly to provide new sights and visual interest. Talk about and name new people and places in the baby's social world. Call attention to familiar and new people, places and things that you see. Play hiding games with baby by partially hiding a toy under a blanket or cloth. Provide consistent routines so baby learns to anticipate what will happen next.	Talk with baby when he/she notices something new, such as eyeglasses, a hat or a necklace on you or someone else. Play games with baby that provide opportunities for turn taking and give-and-take, such as "Peek-a-boo" or "Pat-a-Cake." Watch for times when baby might repeat these games or activities in new situations and with other people. Play hiding games with baby by hiding a toy or small object under a scarf or blanket and asking while gesturing with your hands, "Where did it go?" or "Where is it?." Allow time for baby to look for and find his/her missing toy, bottle, another person or pet. Talk with baby when he/she notices familiar people, places or things.	Provide a convenient place, such as a box or a shelf, for toddler to keep things so he/she can find them by himself/herself. Sing favorite songs over and over with toddler and comment when he/she sings parts of songs on his/her own. Play "Hide and Seek" games outside or around the house and vary the hiding places and clues you provide. Ask toddler to look for a toy he/she has played with earlier, such as "Where is your teddy bear?" Talk with toddler about people or places you see when walking or driving. Keep play materials in orderly and predictable places so toddler can find them.	Follow established, simple routines for everyday activities, such as mealtimes or bedtimes, so toddler learns to anticipate what will happen next and starts preparing for activities on his/her own. Talk about past and future events, such as where you went yesterday and who you saw or where you are going tomorrow. Look for books at the library about places you have been with your toddler, such as a garden or an airport, so you can talk about what you saw or will see the next time. Play games of finding missing or hidden things or people. Vary the hiding place and length of time before looking for the object.

DOMAIN IV:
Cognitive Development

Component: Problem Solving

Definition: Using cognitive abilities to find a solution to everyday problems

Indicators:

- Experiments with different uses for objects
- Shows imagination and creativity in solving problems
- Uses a variety of strategies to solve problems
- Applies knowledge to new situations

Examples of behaviors that show development of problem solving

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Bangs spoon on table and then attracts attention of caregiver. Hits, shakes or kicks toy to make and/or reproduce sounds. Rolls over to get a toy on the other side or just out of reach. Moves body up and down to get caregiver to continue bouncing him/her on caregiver's knee. Drops toy repeatedly and waits for someone to pick it up.	Uses a spoon to bang on the dishes on a table to make noise. Uses a string to pull a toy into the crib or over to him/her. Tries many different ways, such as poking with fingers, shaking or dumping to get clothespins out of a bottle. Gets an adult and leads him/her in order to obtain a cookie or bottle on a counter.	Seeks new information with questions such as, "What is that?" or "Who is that?" Gets a stool or chair to climb on to reach a toy or other object that is on a shelf. Attempts to reach a toy under the table and then crawls under to get it. Tries hitting on a box to open it and then asks an adult for help.	Anticipates what is needed, such as bringing a tissue to another child who is sneezing. Uses several different ways to solve problems. Pretends to fix things using a toy hammer or screw driver. Combines materials together to solve problems, such as making a stick out of building toys to use to reach a ball under a chair.

Some Caregiver Strategies promoting problem solving

DOMAIN IV: Cognitive Development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Allow baby time to explore and examine objects and new things. Watch, but don't interrupt, when baby is busy exploring toys or other objects. Occasionally place objects far enough away from baby so he/she has to move to get them. Offer support and suggestions for problem-solving, but avoid intervening too quickly. Comment positively on baby's attempts and successes in solving problems. Show excitement when baby discovers new uses for familiar things, such as putting a block in a box or pot.	Allow baby freedom to move and explore how things work and what he/she can do with things. Provide a variety of interesting action toys that come apart, move and can be used in many ways. Allow baby time to explore safe, everyday objects, such as plastic nesting cups or bowls, wooden spoons or pots and pans. When baby encounters a problem, offer suggestions and support, but avoid intervening too quickly. Notice and comment positively when baby solves a new problem or applies his/her knowledge to new situations.	Set up the environment to allow new and more complex ways of playing with toys and combining and using materials. Allow toddler to choose different activities, times and ways of doing things. Allow toddler to show his/her creativity and imagination by solving problems in his/her own ways. Provide more challenging tasks or activities in order to encourage problem-solving skills and behaviors. Ask questions that challenge toddler to think about problem solving such as, "What can you do next?" or "What do you need to fix that?"	Ask questions and express wonder about a problem to help toddler to think about and remember how he/she solved similar problems before. Encourage toddler to experiment with new uses for familiar objects, such as, "What can we make with pieces of fabric?" Provide toy tools, bucket and take-apart toys such as, large plastic links or rings for construction and pretend play. Notice and comment positively on the accomplishments, new skills and abilities that toddler develops. Invite toddler to help you when you encounter everyday problems or challenging situations.

DOMAIN IV:
Cognitive Development

Component: Imitation and Symbolic Play

Definition: Copying the sounds, gestures or behaviors of others and using objects to represent something else during play.

Indicators:

- Observes and imitates sounds, gestures or behavior
- Uses objects to represent other things
- Uses imitation or pretend play to express creativity and imagination

Examples of behaviors that show development of imitation and symbolic play

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue or opening and closing hand. Imitates faces or sounds that familiar caregiver makes. Imitates shaking or patting a toy or other object. Coos, squeals or laughs when familiar caregiver talks and plays games with him/her.	Tries to bite into a plastic apple or other fruit that looks like a real one. Imitates adults by using a cloth to wipe the table after eating. Pretends to comb or brush his/her hair using his/her hand or fingers. Pretends to feed doll or stuffed animal with his/her bottle or food.	Uses a round object for a ball and throws it across the room. Imitates adult actions, such as putting a key in a keyhole, ringing a door bell or closing a door. Uses familiar objects to represent other things, such as using a block moving along the floor as a car or a piece of newspaper as a blanket. Pretends to cook or eat imaginary food using pots, pans or toy dishes.	Acts out a simple story or a play that has been read or seen. Draws a picture with crayons or markers and makes up a story about it. Talks to stuffed animals or doll, pretends to feed them and tells them to go to sleep or says "Night-night." Plays with another child in the sandbox and pretends to make cakes and pies together. Carries on a conversation with an imaginary playmate.

Some Caregiver Strategies for promoting imitation and symbolic play

DOMAIN IV: Cognitive Development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Imitate baby's faces or noises and watch to see if baby imitates you. Play with familiar toys, such as shaking a rattle or patting a soft toy, and allow time for baby to imitate your actions. Play "Peek-a-boo" with baby by using your hands to cover and uncover your face while saying, "Peek-a-boo!" Occasionally imitate baby's gestures, actions or behavior to see if he/she imitates you and then repeat or modify the gesture, action or behavior. Carefully observe baby for other areas of concern if baby does not imitate familiar gestures by six to eight months.	Play games and do finger plays with baby where baby can imitate your gestures or motions, such as "Where is your nose?" or "Where are your eyes?" Provide real and/or toy objects, such as a cup, spoon or telephone for pretend play. Provide opportunities for baby to express himself/herself creatively, such as singing, moving arms or legs, and moving body to music. Introduce play with sand and water and provide other sensory experiences. Notice when baby uses objects to represent something else, such as using a block for a car.	Model sounds that animals or cars make and observe the ways that toddler uses these sounds and his/her toys in pretend play. Watch and comment positively about situations where toddler uses other objects to substitute or represent the real thing, such as using a stick for a fishing pole or a book for a pillow. Provide cups, containers, spoons, shovels and other tools for sand and water play. Provide opportunities for pretend play with simple props for make-believe, such as dolls, stuffed animals, dishes and blocks.	Suggest toddler watch other children playing on the climber at the playground and try to do the same thing. Show toddler how to open a box of crackers and then give toddler the empty box for pretend play. Use puppets, stuffed animals or other props to make story time more interesting for toddlers. Act out different pretend roles during play with toddler, such as encouraging him/her to cook you make-believe food and everyone pretends to eat it. Encourage interactive pretend play with other toddlers using a variety of props.

DOMAIN V:

Physical and Motor Development

The physical, gross and fine motor skills and abilities that emerge during the infant and toddler stages of development affect the young child's connections with others, with things and with their environment. Infants and toddlers learn about themselves, others and their environment through the use of their motor skills and abilities and their increasing ability to coordinate their hands, arms, legs and their whole body. They use movement to explore their environment and expand their world. Children with physical limitations may need special accommodations and adaptations to develop motor skills and behaviors.

The healthy growth and development of infants and toddlers is an essential part of children's overall well being and affects all other areas of learning and development. Primary caregivers, with the support and assistance of others, are responsible for assuring that the physical and social/emotional needs of infants and toddlers are met. When these basic human needs are met, infants and toddlers can take full advantage of learning opportunities that will help them develop to their full potential. Family and cultural variations in physical care routines such as ways of feeding or sleeping and expectations for self help skills can be supported by other caregivers as well.

Purpose: ***To develop physical and motor skills and improve health and well-being***

Components: Gross Motor Development
Fine Motor Development
Physical Health and Well-Being

DOMAIN V:
Physical and Motor Development

Case Study Examples

YOUNG INFANT (Birth to 9 months)

Gross Motor Development

Isabella's mother knows that it is important to always put Isabella, age 4 months, to sleep on her back. She also knows that "tummy time" is important when Isabella is awake and she is with her so that Isabella can strengthen her muscles and learn to raise her head and body with her arms to look around. Sometimes Isabella's mother rolls up a towel to put under Isabella's arms and chest to help support her body so that she can look around and reach for a toy while she is on her tummy.

Gross Motor Development

OLDER INFANT (8 to 18 months)

Jamal and Jalynn's parents are watching closely to see which of their twins, age 12 months, will walk first. Jamal was eager to crawl and explore everywhere. Jalynn was more content to sit and play with her toys and started to crawl later. Now both babies are pulling themselves up to the furniture and soon they will start walking on their own. Jamal and Jalynn's parents know they will have to do more "child proofing" to make the house safe for their new walkers.

YOUNG TODDLER (16 to 26 months)

Fine Motor Development

Aiden was born 2 months premature and at 22 months of age he is small for his age and shows some delays in motor development. His parents spend a lot of time doing activities with him and work with several specialists. Aiden likes to do puzzles and has several puzzles with large knobs on each piece that make it easier for him to pick up the pieces. He works hard at turning and pushing the pieces into place. Aiden often claps along with his parents to show his delight at completing a puzzle.

Physical Health and Well-Being

OLDER TODDLER (24 to 36 months)

Farrah at 30 months, is learning about using the toilet and taking care of some of her physical needs such as washing her hands and wiping her nose by herself. She likes to pretend she is sitting on the potty and then runs away and says, "All done." Sometimes she brings her toy bear to sit on the potty and then claps her hands and says, "All done!" Farrah's mother hopes that Farrah will be potty trained before she goes to preschool next year.

DOMAIN V:
Physical and Motor Development

Component: Gross Motor Development

Definition: Body movements and skills that involve the arms and legs or the whole body

Indicators:

- Moves body, arms and legs with coordination
- Demonstrates large muscle balance, stability, control and coordination
- Develops increasing ability to change positions and move body from place to place
- Moves body with purpose to achieve a goal

Examples of behaviors that show gross motor development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Makes repetitive motions with arms and legs. Holds head up or turns head from side to side when placed on stomach. Rolls over and over to get closer to a toy. Uses arms and legs to move forward or backward on stomach or back. Sits up with support, such as when propped with pillows.	Sits by self and maintains balance while playing with a toy. Crawls on hands and knees to get a toy. Scoots on bottom using legs to help move from place to place. Uses furniture to pull self up from sitting to standing or lower self from standing to sitting. Walks while holding onto furniture or people and later walks alone	Walks easily or runs from place to place by self. Crawls or walks up steps and then backs down or turns and walks down by self. Walks and sometimes runs across the room to greet people. Jumps into puddles, piles of leaves or sand box. Pushes or pulls a wagon or cart while walking. Uses adaptive equipment to help with standing or moving.	Climbs on chair or stool to reach toys and other objects that are up high. Enjoys playing on climbers or slides at playground. Climbs stairs using alternate feet. Stands on one foot or can kick a ball with one foot while standing. Tries to ride a tricycle or other riding toys with pedals. Likes to run, march around or dance to songs and music.

Some Caregiver Strategies for promoting gross motor development

DOMAIN V: Physical and Motor Development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Always place baby on back for sleeping safely. Allow baby to experience open spaces during playtimes, such as lying on a blanket on the floor in a safe* area. During play when baby is awake, sometimes place baby on his/her back and other times on his/her stomach to provide broader views and encourage use of legs, arms and hands. Put baby in positions where he/she can turn or raise his/her head and roll from side to back or side to stomach. Sometimes prop baby up with pillows so he/she can sit with support and hold or explore objects. Observe and record emerging physical skills, such as when baby is able to turn over by himself/herself.	Provide safe,* interesting places for baby to move around and explore. Provide close supervision as baby learns to move and explore his/her environment, especially places, such as stairways and doorways. Encourage baby to move to get what he/she wants, such as a toy that is out of reach. "Child-proof" the spaces baby will explore and remove unsafe and valuable objects. Sing songs or read books with action movements that involve the whole body or arms and legs. Observe and record when baby is able to sit alone, crawl, pull self up, stand holding onto furniture, stand alone and walk alone.	Provide space and opportunities both inside and outside for toddler to walk, run, jump and climb. Encourage toddler to move to get the things he/she wants, such as, "Let's go swing and I will push you." Provide safe* opportunities to learn to climb stairs starting with two or three steps at a time. Provide toys, such as a wagon or cart, to allow toddler to develop pushing and pulling skills. Observe and record toddler's increasing ability to walk, run, jump and climb with ease, balance and coordination. *safe toys and safe environments mean that toys, materials and space do not provide a risk for harm, injury or damage.	Acknowledge toddler's physical skills that are used in solving problems, playing and interacting with others. Provide toddler with opportunities and supervision for visits to playgrounds and parks to exercise and play on various types of equipment. Encourage toddler to learn to step up onto a stool so he/she can wash hands by self. Provide riding toys so toddler can learn to pedal and use other motor skills. Play large motor games that require coordination of words, movements and actions, such as "Hide and Seek" or "Ring around the Rosy." Observe and record toddler's increased awareness of body, space and movement during physical activities.

DOMAIN V:
Physical and Motor Development

Component: Fine Motor Development

Definition: Physical movements and skills that involve the feet, hands and fingers

Indicators:

- Uses hands or feet to manipulate objects and make contact with people
- Develops small muscle control and coordination
- Demonstrates integration of the senses
- Uses different actions on objects
- Controls small muscles in hands when doing simple tasks

Examples of behaviors that show fine motor development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Kicks or swipes at toy or mobile hanging over crib.	Transfers a block or other toy from hand to hand.	Throws a ball toward another child or to an adult.	Watches adult to learn hand motions for finger plays.
Grasps a finger or small toy placed in his/her hand.	Holds two blocks, one in each hand and hits them together to make noise.	Stacks two or three blocks on top of each other.	Tears paper into small pieces to glue onto another paper.
Looks at an object in his/her hand while bringing it to mouth.	Uses pincer grasp with thumb and forefinger together to pick up small objects.	Holds a crayon or marker and makes vertical lines on paper.	Uses a crayon or marker to make scribbles or circles on paper.
Looks at brightly colored socks while moving or kicking feet.	Holds string and pulls toy while standing or walking.	Pushes and pats puzzle pieces into place.	Holds paint brush and makes marks at easel or at a table.
Uses hands and actions, such as hitting, shaking and patting, to explore different ways to use a new toy.	Lines up blocks in a row.	Digs in sand with spoon or small shovel.	Puts things together, such as connecting blocks or linking toys, using hands and fingers.
Claps hands when imitating others or to show emotion.	Drops or throws balls and other objects while sitting or standing.	Squeezes a sponge and watches water drip on the table.	Uses pincer grasp with thumb and fingers to wind up a toy.
Drops or puts small blocks into a container.	Coordinates and uses senses together, such as hearing and looking or seeing and touching.	Uses finger paint to make marks or circles on paper.	Can do simple tasks that require coordination or integration of sensory information.

Some Caregiver Strategies for promoting fine motor development

DOMAIN V: Physical and Motor Development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Provide space for baby to move legs, feet, arms and hands to hit and grasp objects. Allow baby to grasp caregiver's finger while playing with baby. Prepare a safe* environment and remove things that are so small that they could be a choking hazard. Place interesting objects and toys within reach of baby for looking and swiping at and hitting. Observe and record baby's eye-hand coordination when he/she reaches for objects and brings objects to his/her mouth. Provide opportunities for baby to practice reaching, grasping, releasing and grasping again various small objects and toys. Play hand or finger games with baby such as "Pat-a cake" or "Open Shut Them."	Provide toys that encourage movement and action with arms and hands, such as toys with wheels for baby to push and pull. Observe and record baby's use of hands, fingers and thumb to pick up and examine objects and to bring them to his/her mouth. Provide a variety of safe* toys with pieces that come apart, fit together or stack. Provide opportunities for play with toys, such as nesting cups, containers, blocks, simple puzzles, stacking rings, shapes and shape sorters. Play games with baby that require physical actions, such as using different kinds of balls to roll and throw. Use finger plays or songs with actions to encourage baby to imitate actions or motions.	Provide different kinds of balls for toddler to throw. Provide toys and materials that offer practice for fine motor skills and eye-hand coordination, such as puzzles, pegs and pegboards, blocks, construction toys, beads to string and lacing cards. Provide toddler opportunities for sensory experiences using sand or water with toys, such as shovels and buckets, cups, spoons, pitchers and other containers. Notice all the ways toddler uses musical toys, such as beating a drum, playing a xylophone or pushing down keys on a piano. Allow toddler to explore drawing and using writing materials by providing large size crayons, markers and paper. Provide fingerpainting experiences to encourage use of small muscles in hands and fingers.	Provide materials and tools, such as play dough, modeling clay, hammers and rolling pins for toddler to roll, pound and make shapes. Encourage toddler to hold spoon or fork with fingers and to grasp a glass or a cup with hand for drinking. Provide paper and blunt-tipped scissors for toddler to practice cutting and tearing. Encourage toddler to play with a variety of building, snapping, linking blocks and toys that require eye and hand coordination. Introduce easel painting with a paint brush with a large handle as well as using paper, paint and brushes at the table. *safe toys and safe environments mean that toys, materials and space do not provide a risk for harm, injury or damage.

DOMAIN V:
Physical and Motor Development

Component: Physical Health and Well-Being

Definition: Physical growth and basic health needs, contributing to positive feelings and attitudes

Indicators:

- Shows characteristics of healthy development
- Responds when physical needs are met
- Expresses physical needs non-verbally or verbally
- Participates in physical care routines
- Begins to develop self-help skills
- Begins to understand safe and unsafe behaviors

Examples of behaviors that show development of physical health and well-being

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Startles or cries when hears sudden loud noises. Grows proportionally according to height and weight growth charts. Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle. Coos, smiles or plays with caregiver after being fed or after getting a dry diaper. Lifts arms when getting shirt put on or off. Places hands on bottle while being fed by caregiver.	Shows growth in height and weight typical for age according to growth charts. Splashes water on self and plays in the water during bath time. Plays happily with toys after a nap or a snack. Cooperates when getting physical needs met, such as getting his/her diaper changed, nose wiped or teeth brushed. Feeds self some finger foods while sitting. Responds to "Hot" or "No" and begins to not touch things when told not to.	Participates in healthy care routines, such as using tissues to wipe nose, washing and drying hands and holding a tooth brush. Points at, says name or uses sign language for what he/she wants to eat or drink, such as "apple" or "milk." Uses a spoon to feed self or drinks from a glass or cup. Shakes head or says, "Yes" or "No" when asked if he/she is "All done?" Accepts other suggestions or redirection for unsafe behaviors or situations.	Pulls at pants or gives other signs of needing to use the toilet. Holds hands under water to be washed and later wants to wash own hands. Picks up toys after playing or when hears "Clean Up" song. Pours own milk from small pitcher into cup. Climbs into car seat when asked and cooperates in getting buckled in. Walks with adult, holding adult's hand before crossing the street.

Some Caregiver Strategies for promoting physical health and well-being

DOMAIN V: Physical and Motor Development

Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)
Family arranges for regular health and developmental exams, including vision and hearing screenings, with health care provider. Pay attention to signs that baby can hear noises and voices and can see lights, colors and actions. Watch and listen carefully to identify different types of cries, vocalizations, facial expressions and gestures. Provide nutritious foods that contribute to baby's physical growth and development. Hold baby during feeding times to provide closeness and comfort. Encourage baby to focus on caregiving tasks and what will happen next. Talk about what you are doing and what you will do next.	Talk about what baby is seeing, hearing and doing or what caregiver is doing with him/her. Allow baby to use gestures, sounds and words to show what he/she wants or needs. Begin to offer baby small amounts of cut up cooked food, peeled fruit, crackers or cereal as "finger food" along with his/her regular meals. Avoid foods that could cause choking, such as grapes and pieces of hot dog. Help baby learn safe behaviors around stoves or other hot objects by saying "Hot" or "No" in a firm voice and redirecting baby's attention to other things. Talk with baby about what he/she is doing and move baby to another place when he/she is in an unsafe situation.	Prepare the environment and establish routines to allow toddler to begin to take care of some of his/her own physical needs. Offer a variety of nutritious foods and allow toddler to choose types and amounts of foods to eat. Allow toddler to use gestures, sign language and/or spoken language to ask for what he/she wants or needs and to respond to questions. Provide opportunities for toddler to develop and use self-help skills, such as feeding and dressing himself/herself. Model, demonstrate and assist when needed, but avoid pressure if toddler shows resistance for learning or using new behaviors independently. Ask toddler to hold your hand while you are going down stairs together.	Family arranges for regular health check-ups including vision and hearing screenings and developmental exams. Provide a toothbrush and toothpaste and teach toddler about brushing teeth. Use child-size serving utensils, such as a small pitcher so toddler can pour own milk. Store toddler's toys on a low shelf or in containers so he/she can put away own toys. State clear expectations for using safe behaviors and closely supervise toddler when he/she is in unsafe situations. Family, health provider and other caregivers observe and monitor toddler's development and discuss any areas of concern needing follow-up or further evaluation.

New Jersey **Birth to Three**
Early Learning Standards

SUMMARY OF INDICATORS

I. Social and Emotional Development

A. Trust and Emotional Security
- Engages in behaviors that build relationships with familiar adults
- Shows preference for familiar adults
- Reacts to unfamiliar adults
- Seeks ways to find comfort in new situations
- Shows emotional connection and attachment to others

B. Self-Awareness
- Expresses feelings and emotions through facial expressions, sounds gestures or words
- Begins to develop awareness of self as separate from others
- Shows confidence in increasing abilities

C. Self-Regulation
- Begins to manage own actions, emotions and behavior
- Develops ability to cope with stress and strong emotions
- Begins to understand simple routines, rules or limitations

D. Relationships with Peers and Adults
- Shows interest in and awareness of peers and adults
- Responds to and interacts with other peers and adults
- Begins to recognize and respond to the feelings and emotions of peers and adults
- Begins to show care and concern for others
- Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants
- Begins to use imitation or pretend play to learn and practice new roles and relationships

II. Approaches to Learning

A. Curiosity
- Shows interest in and actively explores the environment
- Shows eagerness and curiosity as a learner
- Seeks to discover and learn new things

B. Persistence
- Attends to and tries to reproduce interesting events
- Maintains social contact by continuing to engage with caregiver
- Attempts challenging tasks with or without adult help
- Explores thoroughly and tries to solve problems even when encountering obstacles

C. Creativity
- Uses unusual ways to explore people or objects in the environment
- Finds new things to do with familiar objects
- Uses imagination in playful, silly or messy ways

D. Initiative
- Shows initiative by engaging others in interaction
- Takes action without being directed by others
- Demonstrates initiative by making choices

SUMMARY OF INDICATORS

III. Language Development and Communication

A. Listening and Understanding

- Shows interest in listening to sounds
- Listens with interest to language of others
- Responds to verbal communication of others
- Responds to nonverbal communication of others
- Understands gestures, words, phrases or questions

B. Communicating and Speaking

- Uses sounds, gestures or actions to express needs and wants
- Use consistent sounds, gestures, signs or words to communicate
- Imitates sounds, gestures, signs, words or phrases
- Uses sounds, signs, words or phrases for a variety of purposes
- Takes turns using language in simple back and forth conversations

C. Emergent Literacy

- Shows interest in songs, rhymes and stories
- Shows interest in photos, pictures and drawings
- Develops interest in and involvement with books and other print materials
- Begins to recognize and understand symbols such as those used in writing

IV. Cognitive Development

A. Exploration and Discovery

- Pays attention to people and objects
- Uses senses to explore people, objects and the environment
- Attends to colors, shapes, patterns or pictures
- Show interest and curiosity in new people and objects
- Makes things happen and watches for results or repeats action

B. Memory

- Shows ability to acquire new information and use it at a later time
- Recognizes familiar people, places and things
- Recalls and uses information in new situations
- Searches for missing or hidden objects

C. Problem-Solving

- Experiments with different uses for objects
- Shows imagination and creativity in solving problems
- Uses a variety of strategies to solve problems
- Applies knowledge to new situations

D. Imitation and Symbolic Play

- Observes and imitates sounds, gestures or behaviors
- Uses objects to represent other things
- Uses imitation or pretend play to express creativity and imagination

V. Physical and Motor Development

A. Gross Motor Development

- Moves body, arms and legs with coordination
- Demonstrates large muscle balance, stability, control and coordination
- Develops increasing ability to change positions and move body from place to place
- Moves body with purpose to achieve a goal

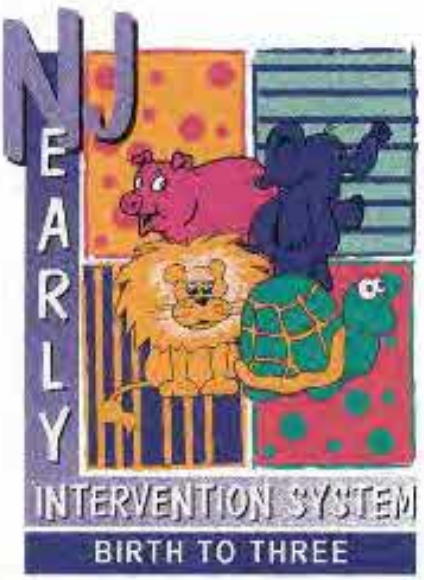
B. Fine Motor Development

- Uses hands to manipulate objects and make contact with people
- Develops small muscle control and coordination
- Demonstrates integration of the senses
- Uses different actions on objects
- Controls small muscles in hands when doing simple tasks

C. Physical Health and Well-Being

- Shows characteristics of healthy development
- Responds when physical needs are met
- Expresses physical needs non-verbally or verbally
- Participates in physical care routines
- Begins to develop self-help skills
- Begins to understand safe and unsafe behaviors

Developmental Concerns



If you are concerned about a child's development, please review the following checklists at the appropriate age range for descriptions of behaviors that may require further observation and consultation.

Alert your child's doctor, nurse or early intervention staff about your concerns and if your child displays any of the early warning signs for their age range.

If you have concerns about a child's development, you can also call a New Jersey statewide, toll-free number: (888) 653-4463.

REPRINTED FROM: Your Child's Development Important Milestones: (Birth - 36 months)

FULL BROCHURE AVAILABLE AT:

http://www.thefamilymattersweb site.org/PDF/reic_developmental_brochure.pdf

(Birth – 4 months) Developmental Health Watch	(4 months - 8 months) Developmental Health Watch
☐ Does not seem to respond to loud noises	☐ Seems very stiff, with tight muscles
☐ Does not notice hands by 2 months	☐ Seems very floppy, like a rag doll
☐ Does not follow moving objects with eyes by 2 to 3 months	☐ Head still flops back when body is pulled into sitting position
☐ Does not grasp and hold objects by 3 months	☐ Reaches with one hand only
☐ Does not smile at people by 3 months	☐ Refuses to cuddle
☐ Cannot support head well by 3 months	☐ Shows no affection for the person who cares for him or her
☐ Does not reach for and grasp toys by 3 to 4 months	☐ Doesn't seem to enjoy being around people
☐ Does not babble by 3 to 4 months	☐ One or both eyes consistently turn in or out
☐ Does not bring objects to mouth by 4 months	☐ Persistent tearing, eye drainage or sensitivity to light
☐ Begins babbling, but does not try to imitate any of your sounds by 4 months	☐ Does not respond to sounds around him or her
☐ Does not push down with legs when feet are placed on a firm surface by four months	☐ Has difficulty getting objects to mouth
☐ Has trouble moving one or both eyes in all directions	☐ Does not turn head to locate sounds by 4 months
☐ Crosses eyes most of the time (occasional crossing of the eyes is normal in these first months)	☐ Does not roll over in either direction (front to back or back to front) by 5 months
☐ Does not pay attention to new faces, or seems frightened by new faces or surroundings	☐ Seems impossible to comfort at night after 5 months
☐ Experiences a dramatic loss of skills he or she once had	☐ Does not smile on his or her own by 5 months
	☐ Cannot sit up with help by 6 months
	☐ Does not laugh or make squealing sounds by 6 months
	☐ Does not actively reach for objects by 6 to 7 months
	☐ Does not follow objects with both eyes at near (1 foot) and far (6 feet) ranges by 7 months
	☐ Does not bear weight on legs by 7 months
	☐ Does not try to attract attention through actions by 7 months
	☐ Does not babble by 8 months
	☐ Shows no interest in games of peek-a-boo by 8 months
	☐ Experiences a dramatic loss of skills he or she once had

(8 months - 12 months) Developmental Health Watch

- ☐ Does not crawl
- ☐ Drags one side of body while crawling (for over one month)
- ☐ Cannot stand when supported
- ☐ Does not search for objects that are hidden while he or she watches
- ☐ Says no single words ("mama" or "dada")
- ☐ Does not learn to use gestures, such as waving or shaking head
- ☐ Does not point to objects or pictures
- ☐ Experiences a dramatic loss of skills he or she once had

(12 months - 24 months) Developmental Health Watch

- ☐ Cannot walk by 18 months
- ☐ Fails to develop a mature heel-toe walking pattern after several months of walking, or walks only on his toes
- ☐ Does not speak at least 15 words
- ☐ Does not use two-word sentences by age 2
- ☐ By 15 months, does not seem to know the function of common household objects (brush, telephone, bell, fork, spoon)
- ☐ Does not imitate actions or words by the end of this period
- ☐ Does not follow simple instructions by age 2
- ☐ Cannot push a wheeled toy by age 2
- ☐ Experiences a dramatic loss of skills he or she once had

(24 Months – 36 Months) Developmental Health Watch

- ☐ Frequent falling and difficulty with stairs
- ☐ Persistent drooling or very unclear speech
- ☐ Cannot build a tower of more than four blocks
- ☐ Difficulty manipulating small objects
- ☐ Cannot copy a circle by age 3
- ☐ Cannot communicate in short phrases
- ☐ No involvement in "pretend" play
- ☐ Does not understand simple instructions
- ☐ Little interest in other children
- ☐ Extreme difficulty separating from mother or primary caregiver
- ☐ Poor eye contact
- ☐ Limited interest in toys
- ☐ Experiences a dramatic loss in skill he or she once had

Alert your child's doctor, nurse or early intervention staff about your concerns and if your child displays any of the early warning signs for their age range.

If you have concerns about a child's development, you can also call a New Jersey statewide, toll-free number: (888)653-4463.

Other Resources for Developmental Concerns

Knowing early warning signs for developmental concerns can help parents and other caregivers know when to contact others for further information and assistance. The following websites provide valuable information about developmental milestones and developmental concerns.

Learn the signs. Act Early.
www.cdc.gov/ncbddd/actearly/milestones/index.html

Obtain information about family resources.
www.thefamilymatterswebsite.org

The Early Childhood Parenting and Professional Resource Center
www.njparentlink.nj.gov/

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ATTACHMENT 9a

State of New Jersey

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Governor

KIM GUADAGNO
Lt. Governor

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Commissioner
Department of Education

MARY E. O'DOWD
Commissioner
Department of Health

JENNIFER VELEZ
Commissioner
Department of Human Services

ALLISON BLAKE
Commissioner
Department of Children and Families

(b)(6)

Dear Early Childhood Professional;

We are pleased to present the *New Jersey Birth to Three Early Learning Standards.* The release of this document marks the first time that our state has defined common developmental standards for children from birth to three years. The New Jersey Council for Young Children, established in 2010, created this exemplary document. The standards were developed under the Council's Early Learning and Development Standards Committee, a diverse group of public and private child care providers, university professors, early childhood specialists at the county, state, and national levels, state agency representatives, and early childhood professional organizations.

The *New Jersey Birth to Three Early Learning Standards* provides a common framework for understanding and communicating developmentally appropriate expectations for infants and toddlers. Based on research about what infants and toddlers know and are able to do throughout the first three years of life, the standards provide child care providers, parents, early childhood teachers, higher education faculty and policy makers with the latest research-based information to support optimal learning and development.

We believe that the use of *The New Jersey Birth to Three Early Learning Standards* will result in higher quality early learning experiences for very young children. It is imperative that all of New Jersey's infants and toddlers have early learning experiences that are developmentally, culturally, and linguistically appropriate. It is our recommendation that you will use these standards to inform your practices in order to make a difference for young children and families. We also hope that you share them with your colleagues.

Sincerely,

(b)(6)

Commissioner, Department of Children and Families

(b)(6)

Commissioner, Department of Health

(b)(6)

Commissioner, Department of Education

(b)(6)

Commissioner, Department of Human Services

ATTACHMENT 10

New Jersey State Department of Education

Preschool Teaching and Learning Standards

2009

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ACKNOWLEDGMENTS

The New Jersey Department of Education would like to extend its sincere appreciation to State Board of Education member Dr. Dorothy Strickland of Rutgers University; Dr. Herb Ginsberg of Teachers College, Columbia University; Dr. Lesley M. Morrow of Rutgers University; and Ms. Karen Worth of Education Development Center and Wheelock College, who reviewed the revised preschool standards in Language Arts Literacy, Mathematics, and Science.

Special thanks go to the hundreds of individuals who participated in focus group sessions and responded by letter or email to provide input into the final document.

HISTORY

In April 2000, the Department of Education first developed and published *Early Childhood Program Expectations: Standards* as guidance for adults working with young children. In July 2004, the State Board of Education adopted a revised version of this work, *Preschool Teaching and Learning Expectations: Standards of Quality.* Then, in 2007, the Department embarked on the ambitious project of revising the latter work and aligning the preschool standards directly with New Jersey's K-12 Core Curriculum Content Standards. Finally, in 2009, after extensive review by education experts, stakeholders, and the public, the State Board adopted the current document, now called *Preschool Teaching and Learning Standards,* with additional revisions.

ABOUT THIS DOCUMENT

The first four sections of *Preschool Teaching and Learning Standards* present information on the theoretical background, development, and use of the preschool standards. This information is essential to effectively using the preschool standards to support the particular needs of all young children in a high-quality preschool program.

Next, the preschool standards, along with optimal teaching practices, are provided for the following content areas:

Social/Emotional Development	Language Arts Literacy	Social Studies, Family, and Life Skills
Visual and Performing Arts	Mathematics	World Languages
Health, Safety, and Physical Education	Science	Technology

The document concludes with a bibliography of books, articles, and periodicals that are valuable resources for any professional library.

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The Numbering of the Preschool Standards

Each of the preschool standards and indicators is assigned two numbers. First, each is numbered as part of this document, *Preschool Teaching and Learning Standards*. Second, all preschool indicators are included in the P-12 database, where they are numbered using a five-digit code, as follows:

X.X.	X.	X.	X
↑	↑	↑	↑
content area/standard	grade	strand	indicator

Preschool Teaching and Learning Standards presents both numbers for every preschool indicator: (1) the preschool indicator number is in a column to the left of each indicator, and (2) the P-12 database indicator number is in a column to the right of each indicator.

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BACKGROUND

The 2009 preschool teaching and learning standards are grounded in a strong theoretical framework for delivering high quality educational experiences to young children. The *Preschool Teaching and Learning Standards* document:

- Defines supportive learning environments for preschool children.
- Provides guidance on the assessment of young children.
- Articulates optimal relationships between and among families, the community, and preschools.
- Identifies expected learning outcomes for preschool children by domain, as well as developmentally appropriate teaching practices that are known to support those outcomes.

The preschool standards represent what preschool children know and can do in the context of a high quality preschool classroom. Childhood experiences can have long-lasting implications for the future. The earliest years of schooling can promote positive developmental experiences and independence while also optimizing learning and development.

The Standards and the Classroom Curriculum

As with the K-12 content standards, the preschool standards were written for all school districts in the state. They are intended to be used as:

- A resource for ensuring appropriate implementation of the curriculum
- A guide for instructional planning
- A framework for ongoing professional development
- A framework for the development of a comprehensive early childhood education assessment system

The curriculum is defined as an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities with a description and/or inclusion of appropriate instructional materials. The preschool standards are not a curriculum, but are the learning targets for a curriculum. All preschool programs must implement a comprehensive, evidence-based preschool curriculum in order to meet the preschool standards.

Developmentally appropriate teaching practices scaffold successful achievement of the preschool standards. Such practice is based on knowledge about how children learn and develop, how children vary in their development, and how best to support children's learning and development. It is important to note, therefore, that although the preschool domains are presented as discrete areas in this document, the program must be delivered in an integrated manner through the curriculum's daily routines, activities, and interactions.

Preschool educational experiences are intended to stimulate, assist, support, and sustain emergent skills. Preschools aim to offer experiences that maximize young children's learning and development, providing each child with a foundation for current and future school success.

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Issues of Implementation

This document was developed for implementation in any program serving preschool children. To ensure that all students achieve the standards, the preschool environment, instructional materials, and teaching strategies should be adapted as appropriate to meet the needs of individual children. The needs of preschool learners are diverse. Many learners need specialized and focused interventions to support and sustain their educational progress. In addition, they come from many different cultural and ethnic backgrounds, and in some cases, the dominant language spoken in these homes and communities is not English.

Special Education Needs

Careful planning is needed to ensure the successful inclusion of preschoolers with disabilities in general education programs. The focus should be on identifying individual student needs, linking instruction to the preschool curriculum, providing appropriate supports and program modifications, and regularly evaluating student progress.

The preschool standards provide the focus for the development of Individualized Education Plans (IEPs) for preschool children ages three and four with disabilities. Providing appropriate intervention services to such students is in accordance with the Individuals with Disabilities Act Amendments of 2004, which guarantee students with disabilities the right to general education program adaptations, as specified in their IEPs and with parental consent. These federal requirements necessitate the development of adaptations that provide preschool children with disabilities full access to the preschool education program and curriculum. Such adaptations are not intended to compromise the learning outcomes; rather, adaptations provide children with disabilities the opportunity to develop their strengths and compensate for their learning differences as they work toward the learning outcomes set for all children.

Preschoolers with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the early childhood education program. Each preschooler manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the types of adaptations needed and the program in which the adaptations are implemented are determined individually within the IEP.

The specific models used to develop adaptations can range from instruction in inclusive classrooms to instruction in self-contained classrooms; specific adaptations are determined by individual students' needs. Technology is often used to individualize preschool learning experiences and help maximize the degree to which preschool children with disabilities are able to participate in the classroom.

Diversity and Multiculturalism

Opportunities for learning are strengthened as connections across home, school, and community are acknowledged and respected. Sensitivity to and support for diversity in culture, ethnicity, and learning must be woven into the daily activities of the early childhood education program. A high-quality preschool program embraces the heritages of the families being served.

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Young children are developing their sense of self and of others within their families, classrooms, and communities. The early childhood education program must therefore provide activities, materials, and experiences that encourage young children to become aware of and appreciate the differences and similarities of the members of the community in which they live. To help children achieve this, it is important that program administrators and staff understand their personal attitudes and biases, be culturally sensitive, and be willing to learn about and accept the range of differences represented in the program.

Professional Development

Implementation of the curriculum to meet the preschool standards is a continuous, ongoing process. Full understanding of the curriculum, and familiarity with the developmentally appropriate practices necessary for its implementation, can be fostered through a well-organized and consistent plan for professional development geared to each stakeholder group. For such a plan to be successful:

- District boards of education and boards of private provider and local Head Start agencies need to make professional development a priority and support it by allocating necessary resources.
- Administrators need to provide curriculum support, resources, materials, and opportunities for staff to improve their teaching practices. Preschool directors, principals, education supervisors, and directors of special education must actively pursue and provide professional development activities, as well as time for teachers to reflect on and refine their practice in light of these activities. Teachers, in turn, must actively engage in the professional development activities.
- Early childhood teachers and assistants, special education teachers, bilingual educators, principals, supervisors, master teachers, support staff, preschool intervention and referral teams, child study team members, and related service providers need to review and develop the professional development plan together.
- Families should be introduced to developmentally appropriate practices and have access to resources that promote their children's learning and development. They also need opportunities to participate in the early childhood education program.
- Colleges and universities should include the preschool standards in their coursework for early childhood educators.

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HOME, SCHOOL, AND COMMUNITY PARTNERSHIPS

Introduction

Supportive preschool partnerships help create the kind of environment in which families, schools, and the community work together to achieve and sustain shared goals for children. A well-defined preschool education plan should incorporate a wide range of family involvement and family educational opportunities to foster such partnerships.

Trust and respect are essential to building collaborative relationships between school staff and families. An integral component of the partnership is recognition of families as the experts about their children. The program and its staff must always show respect for the child, the family, and the culture of the home.

In addition, ongoing communication helps ensure that appropriate and effective learning opportunities are available to children at home and in school. The give and take inherent in these relationships promotes both the school's and the family's understanding of the child. The family involvement guidelines of the National Association for the Education of Young Children guidelines emphasize the importance of the family/school partnership, particularly when it comes to acquiring knowledge of young learners:

> "The younger the child, the more necessary it is for professionals to acquire this knowledge through relationships with children's families."

Outlined below is a well-defined plan for establishing and nurturing reciprocal relationships with families and the community.

Governance and Structure

The preschool program design provides structure and policies that encourage and support partnerships between the home and school. In particular:

- Family members are involved in aspects of program design and governance (e.g., advisory councils and school leadership/management teams).
- Opportunities are provided for preschool staff and families to develop the skills necessary to actively and effectively participate in the governance process (e.g., workshops offered by the program, seminars sponsored by the Department of Education, speakers and activities sponsored by colleges and universities and/or child advocacy organizations).
- Advisory council meetings and parent programs are held at times that are conducive to family participation (i.e., activities are not always scheduled during the day, when most people are at work).
- Program policies actively encourage and support family involvement (e.g., family members are welcomed as volunteers in the classroom and other areas of the program, family members are encouraged to observe in classrooms, family members see and interact with program administrators formally and informally).

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Culture and Diversity

The preschool program design ensures recognition and respect for culture and diversity. In particular:

- Classroom materials reflect the characteristics, values, and practices of diverse cultural groups (e.g., books are available in a variety of languages; artwork reflects a broad spectrum of races, cultures, and ages, both boys and girls, and diverse lifestyles, careers, locations, and climates).
- Cultural and religious practices are acknowledged and respected throughout the year (e.g., absences for religious holidays are allowed, dietary restrictions are respected, culturally driven reasons for nonparticipation in some school activities are honored).
- The uniqueness of each family is recognized and respected by all members of the school community (e.g., language, dress, structure, customs).
- Cultural traditions are shared in the classroom and throughout the program (e.g., pictures of specific cultural activities that children participated in are displayed in the classroom).

Communication

The preschool program design provides a two-way system of communication that is open and easily accessible, and in which families and community representatives are valued as resources and decision-makers. In particular:

- All program information is provided to families in lay terms, in the language most comfortable for each family, and using multiple presentation strategies (e.g., handbooks, videos, email, websites, television, and newspapers).
- Ongoing information concerning program/classroom standards and activities is provided to families and the community (e.g., a regular newsletter, a program website) and includes strategies family members can use to assist their children with specific learning activities or to extend their children's classroom learning through activities at home and in the community.
- Educational opportunities for family members are based on the needs and interests of children's families and include information on such topics as child development, supporting learning at home, and positive methods of discipline. Family members play an integral role in developing the family education program.
- Information about the child and family is solicited before enrollment and at regular intervals throughout the school year, using home visits, home-school conferences, informal chats, phone calls, emails, and notes.
- Documentation of each child's progress is provided for families, and understanding of the documentation is guided by written and verbal communications in the language most comfortable for the family. Instructional staff hold conversations with family members to better understand each family's goals for their children so that decisions about the most appropriate ways to proceed are made jointly.

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- Pertinent information regarding individual children's progress (e.g., child portfolios, teacher annotations) is provided to receiving schools when children transition from one program to another.
- Registration procedures and documents capture essential information about each child (e.g., family contacts, immunization records, special health needs).

Community Resources and Partnerships

The preschool program design ensures opportunities for building community partnerships and accessing community resources. In particular:

- Information about and referrals to community resources (e.g., employment opportunities, health services, and adult education classes) are provided to families.
- Large corporations, small businesses, and other organizations are invited to collaborate in supporting children and families (e.g., through the creation of a community resource board).
- Collaborations with community agencies help to ensure delivery of services to families who may benefit from them (e.g., a program can offer a meeting space for families to interact with community agencies).

Family Support

The preschool program design recognizes families as the experts about their children. In particular:

- Resources are provided to help families enhance the social, emotional, physical, and cognitive development of their children (e.g., a newsletter with ideas for educational trips, such as local museums and libraries; a listing of books to support the development of emergent literacy and numeracy skills; discussion sessions at which families share information about activities).
- Opportunities are developed to facilitate the creation of support networks among families with children enrolled in the program (e.g., monthly potluck dinners, game days for adults, fairs and craft shows to promote and support the talents of families, babysitting cooperatives).
- Family activities are planned at varying times of the day and week to encourage the participation of as many families as possible (e.g., at breakfast, at the end of the work day, in the evening, and on weekends).
- Family members are encouraged to visit the program when it is most convenient for them (e.g., to observe their child, volunteer during play, participate at meals and special events).

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LEARNING ENVIRONMENT

Introduction

A supportive preschool learning environment promotes the development of children's critical thinking skills; fosters awareness of diversity and multiculturalism; and supports enthusiasm and engagement as the cornerstones of approaches to learning. The environment must nurture children's capacity to engage deeply in individual and group activities and projects. Such an environment is created through interactions with indoor and outdoor environments that offer opportunities for children to set goals and persist in following through with their plans while acquiring new knowledge and skills through purposeful play. Carefully planned instruction, materials, furnishings, and daily routines must be complemented by an extensive range of interpersonal relationships (adults with children, adults with adults, and children with children). In this setting, each child's optimal development across every domain (e.g., language, social, physical, cognitive, and social-emotional) will be supported, sustained, extended and enhanced.

While the adults in the preschool environment provide the conditions and materials that influence how children play and scaffold learning so that more sophisticated levels of interaction and expression are realized, it is the child who determines the roles and the rules shaping the play. The learning environment must, therefore, accommodate planned and unplanned, as well as structured and unstructured experiences. Unstructured play should take up a substantial portion of the day. Structured activities include daily routines that provide young children with needed stability and familiarity (e.g., circle time, small-group time, and lunch), as well as learning activities that integrate preschool content and achieve specific goals planned by adults. For both structured and unstructured activities, the learning environment must be welcoming, safe, healthy, clean, warm, and stimulating.

Preschool learning materials are arranged to invite purposeful play and thus facilitate learning. They provide opportunities for children to broaden and strengthen their knowledge through a variety of firsthand, developmentally appropriate learning experiences. Inviting preschool materials also help children acquire symbolic knowledge, which allows them to represent their experiences through a variety of age-appropriate media, such as drawing, painting, construction of models, dramatic play, and verbal and written descriptions.

Through its principles of child development and learning that inform developmentally appropriate practice, the National Association for the Education of Young Children provides the foundation for creating learning environments that foster optimal development of young children. Two of these principles hold special significance:

- Development proceeds in predictable directions toward greater complexity, organization, and internalization.
- Play is an important vehicle for, as well as a reflection of, the social, emotional, and cognitive development of all preschool children, including children with disabilities.

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A rich and supportive preschool learning environment grows from attention to elements in the physical environment and daily routines. Both of these elements are elaborated in the sections that follow.

Learning Environment

An inviting and supportive learning environment that:

- Provides well-defined, accessible learning centers that encourage integration of multiple content areas (e.g., a library center that includes a range of materials, including child-made books, big books, picture books, books with words for adults to read, books on many topics, headsets with audiotapes, stories on the computer, and so on; a block center that includes many different kinds of building materials, such as large unit blocks, hollow blocks, cardboard vehicles, street signs, dolls, audio tapes, pencil, paper, tape measures, rulers, architectural images).
- Accommodates active and quiet activities (e.g., the library area may be for children that want to read alone, quietly listen to a book read by an adult, or listen to music through headsets, while the block area may encourage movement and discussion related to the planning and completion of projects).
- Provides materials that deepen knowledge of diversity and multiculturalism (e.g., dolls of different ethnicities and races, musical instruments from a variety of cultures, stories that show how one event is interpreted differently by different cultural groups, costumes and props for dramatic play, foods that represent diverse backgrounds).
- Offers individualized adaptations and modifications for preschool children with disabilities.
- Allows children easy access to an ample supply of materials.
- Includes ongoing opportunities for children to help, share and cooperate in a variety of activities, routines and group configurations.
- Offers space and opportunities for solitary, parallel, and small- and large-group play indoors and outdoors and in view of an adult.
- Displays classroom materials at children's eye level.
- Creates a literacy-rich environment through a variety of print, audio, video, and electronic media.
- Includes materials and activities appropriate to a range of developmental levels and interests that encourage children's engagement and persistence.

Daily Routines

Engaging daily routines that:

- Encourage the development of self-confidence by offering children multiple opportunities to make choices, such as deciding projects, selecting centers, or inviting classmates to be a part of an activity.
- Encourage curiosity, problem-solving, and the generation of ideas and fantasy through exploration.

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- Are implemented flexibly to meet individual needs and provide opportunities for the success of all children (e.g., younger children with short attention spans are not forced to remain for long periods of time in a whole-group activity, dual language learners can demonstrate their abilities in their home language, as well as in English, children with disabilities are offered modifications and adaptations to meet their individualized needs).
- Provide opportunities for conversation and self-expression in English and in the child's home language, if other languages are spoken at home.
- Encourage and model the use of language in different social groups and situations.
- Stimulate questioning and discussion during all activities.
- Include the use of technology, such as computers and smart toys with age-appropriate software, to enhance the development of critical thinking skills.

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THE DOCUMENTATION/ASSESSMENT PROCESS

Introduction

Assessment of young children is an ongoing process which includes identifying, collecting, describing, interpreting, and applying classroom-based evidence of early learning in order to make informed instructional decisions. This evidence may include records of children's conversations, their drawings and constructions, as well as photographs of and anecdotal notes describing their behaviors.

Documentation, a preliminary stage in the assessment process, focuses on identifying, collecting, and describing the evidence of learning in an objective, nonjudgmental manner. Teachers of young children should take the time to identify the learning goals, collect records of language and work samples, and then carefully describe and review the evidence with colleagues. Documentation of children's learning should be directly linked to a set of clearly defined learning goals. Furthermore, the documentation/assessment process should consist of materials that are culturally and linguistically appropriate, especially when using such materials to assess English language learners. In addition, when using assessment data to inform the instruction of all young children, which includes English language learners as well as children with disabilities, teachers must be sure to use multiple age-appropriate methods over time.

Careful documentation and assessment can increase the teacher's understanding of child development, assist in understanding the needs of the children in a specific class, and enhance the teacher's ability to reflect on the instructional program. Such reflections also assist teachers in articulating assessment purposes with appropriate community members and communicating assessment results with parents.

Major Purpose of Assessment in Early Childhood

The primary purpose of the assessment of young children is to help educators determine appropriate classroom activities for individuals and groups of children.

The documentation/assessment process should:

- Build on multiple forms of evidence of the child's learning.
- Take place over a period of time.
- Reflect the understanding of groups, as well as of individual children.
- Show sensitivity to each individual child's special needs, home language, learning style, and developmental stage.

The information collected in the documentation/assessment process should:

- Connect to developmentally appropriate learning goals.
- Add to understanding of the child's growth and development.
- Provide information that can be applied directly to instructional planning.
- Be communicated to the child's family and, to the extent appropriate, to the child.

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Achievement Tests

Individual- and group-administered norm-referenced achievement tests are usually inappropriate tools for assessing young children's development. Such instruments are not typically designed to provide information on how children learn, how they might apply their learning to real-life situations, or how the test results relate to the teacher's instructional goals and planning.

Developmental Screening Measures

Developmental screening measures are administered to each child individually and are used as the first step in identifying children who may demonstrate developmental delay with language or motor skills, or problems with vision or hearing. In such cases, the results of the screening measures should be used to determine whether a child needs further comprehensive diagnostic assessment. Information received from a single developmental assessment or screening should never serve as the basis for major decisions affecting a child's placement or enrollment. Developmental screenings should be viewed as just one component in a comprehensive early childhood education assessment system. Assessment should be tailored to a specific purpose and should be used only for the purpose for which it has consistently demonstrated reliable results.

Referral for an Evaluation

When a parent or teacher has a concern about a child's development and suspects a potential disability, the parent or teacher may submit a written request for a special education evaluation to the district's child study team. The written request (also called a referral) must be submitted to the appropriate school official. This may be the principal of the neighborhood school, the director of special education, or the child study team coordinator for the district in which the child resides.

The parent, preschool teacher, and the child study team (school psychologist, school social worker, learning disabilities teacher-consultant, speech-language specialist) then meet to determine the need for evaluation, and if an evaluation is warranted, to discuss the assessments to be completed. If, after completion of the evaluation, a determination of eligibility is made, an Individualized Education Program (IEP) is developed for the child by the IEP team (a parent, a child study team member, a district representative, the case manager, a general education teacher, a special education teacher, and/or private provider). To the maximum extent appropriate, preschoolers with disabilities receive their early childhood education with their nondisabled peers. The IEP team determines modifications, interventions, supports, and supplementary services necessary to ensure the child learns.

The Importance of the Process for Teachers' Professional Development

The documentation/assessment process enhances the teacher's ability to:

- Identify the most appropriate learning experiences for children.
- Make more productive instructional planning decisions (e.g., how to set up the classroom, what to do next, what questions to ask, what resources to provide, how to stimulate each child's development, and what external support systems to use).

- Teach more effectively, using interactive experiences that enhance children's development.
- Meet more of some children's special needs and interests within the classroom. (The ongoing process of identifying, collecting, describing, interpreting, and applying classroom-based evidence can help the teacher to become more aware of and develop a broader repertoire of instructional strategies.)
- Respond more easily and effectively to demands for accountability.

The documentation/assessment process can also help young children to perceive learning to be important and worthwhile, as they see their teachers actively engaged in documenting their learning.

Portfolio Assessment

Portfolio assessment is the systematic and intentional collection of significant samples of each child's work, together with the teacher's comments on how the work samples and records of language serve as evidence of the child's movement toward established learning goals. The portfolio process should clearly indicate the learning goals, should illustrate and document each child's development over a period of time, should actively involve children, and should reflect each child's individual development.

Some Strategies for Portfolio Assessment

- Determine the developmental area or areas to be assessed (e.g., spoken language, art, early literacy, symbolic play, motor skills, math concepts, creativity, peer relationships).
- Identify the documents that best demonstrate development (e.g., drawings, paintings, other artwork, photos, dictated stories, book choices, teacher's notes, audiotapes, graphs, checklists).
- Regularly create a collection of samples with children's input (e.g., record what the children tell you about a variety of things).
- Develop a storage system for the samples of children's work.
- Describe the documents with colleagues in order to gain additional perspectives on each child's development (e.g., study groups of teachers can be formed to collect and describe samples of children's work).
- Connect the children's work to the learning goals.
- Make sure the samples show the full range of what each child can do.
- Collect data that tells a clear story to the audience.

Observation

Observation of young children is crucial to appropriate documentation and assessment. However, observation is a skill that must be developed and perfected by the teacher over time. In the process of observing children, teachers can make use of the following techniques: rating forms, photography, narrative description, anecdotes, videotaping, journals, and recording of children's conversations and monologues.

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Observation must be intentional. As part of the daily classroom routine, it is probably the most authentic form of assessment. Observing what children do every day is the best place to start when creating a real-life profile of each child.

What to Observe

- Patterns in behavior reflecting motivation to learn, explore, or investigate a particular thing. These patterns are evidence that a child consistently exhibits these behaviors.
- Problem-solving strategies.
- Patterns of social interaction (i.e., determine individual preferences for large-group, small-group, or solitary play in the classroom and on the playground).
- Key attributes of the child (i.e., identify and list recurring interests).

How to Observe

- Observe regularly with a specific purpose.
- Observe children at different times of the day.
- Observe children in different settings throughout the school or center.
- Observe the usual demeanor of the child, not unusual behavior or bad days.
- Observe for new possibilities (e.g., if a child is having trouble, could the environment or circumstances be changed to assist the child?).

How to Involve Parents

Parents should be partners in the accurate and sensitive assessment of young children. The following practices help encourage parental involvement in child assessments:

- Accentuate the positive when assessing children.
- Build assessment comments about how a child is doing into everyday conversations with parents.
- Explain assessment approaches at a parent meeting or workshop. Be clear about the differences between standardized tests and authentic assessment.
- Write about assessment in a newsletter or a special letter home.
- Demonstrate that parents are valued as respected partners in the behavior and progress of their children.
- Support assessment comments with documentation showing what the child has accomplished over time.

How to Involve Children

Everyone has a view of each child's abilities, preferences, and performances, including the child. To effectively involve the children in their own assessment:

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- Observe and document things the children say and do. Often random statements such as, "I was this big on my last birthday, now I'm THIS big," are evidence that children are capable of assessing what they can do and how they are changing.
- Ask children about themselves. Children will tell you what they do and do not like to do. Some children may prefer a private, intimate setting in which they have your undivided attention, while some children may respond to more informal discussions in busier settings.
- Ask children to assess their work. Ask children to help decide which work should be included in their portfolios. Respect their choices and responses about their work.
- Let children take pictures of their most prized work from time to time. They can make a bulletin board display of their specially chosen pictures or collect them in a portfolio.

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SOCIAL/EMOTIONAL DEVELOPMENT

Introduction

Young children's social/emotional growth and learning occurs as a result of their interactions with others and is interconnected with their development in the physical and cognitive domains. Relationships with adults and children in the preschool environment exert a powerful positive influence on children's social/emotional development. A high quality preschool program requires dedicated and qualified teaching staff, working in partnership with children's families, to systematically assist children in developing social competence and confidence.

As children move through the preschool day, their teachers carefully observe and listen to them and adapt their responses to suit individual children's social and emotional needs. Preschool teachers support young students' developing self-concepts and self-esteem by talking with them about their actions and accomplishments and by always showing respect for their feelings and cultures. Throughout the day, teachers coach and guide children as they interact with each other, and they support children's social skills and problem-solving abilities. Within this community of learners, children develop the social and emotional competencies they need to fully immerse themselves in the preschool day and become successful learners.

There are five preschool standards for social/emotional development:

Standard 0.1: Children demonstrate self-confidence.

Standard 0.2: Children demonstrate self-direction.

Standard 0.3: Children identify and express feelings.

Standard 0.4: Children exhibit positive interactions with other children and adults.

Standard 0.5: Children exhibit pro-social behaviors.

Each of these five standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 0.1: Children demonstrate self-confidence.

Preschool Teaching Practices

Effective preschool teachers:

- Provide materials and activities to further learning at the child's developmental level and to foster feelings of competence (e.g., knobbed and regular puzzles, looped scissors, open-ended art materials, child-sized manipulatives).
- Make adaptations to the classroom environment to support individual children's needs (e.g., sensory table, quiet spaces, appropriately-sized furnishings, and visuals at eye level).

- Adapt materials and activities to support English and non-English language speakers (e.g., use labels with pictures to help children negotiate the classroom and make picture-word associations, dramatize actions while providing words for the actions in multiple languages, provide simple directions in multiple languages, offer books, music, and computer software in multiple languages).
- Use children's ideas and interests to inspire activities and to engage students in discussions (e.g., tire tracks made by bicycle wheels on the playground can lead to an exploration and discussion of the different kinds of tracks made by an assortment of wheeled vehicles).
- Use open-ended questions to begin a discussion with individual children or groups of children (e.g., "What might happen if ...?" "What would you do if ...?" or "How would you feel if …").
- Model verbal descriptions of children's actions and efforts (e.g., "Anna used the paintbrush to make squiggles.").
- Ask questions that encourage children to describe their actions and efforts (e.g., "Joseph, will you tell Maria how you used the computer mouse to change your drawing?").

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.1.1	Express individuality by making independent decisions about which materials to use.	0.1.P.A.1
0.1.2	Express ideas for activities and initiate discussions.	0.1.P.A.2
0.1.3	Actively engage in activities and interactions with teachers and peers.	0.1.P.A.3
0.1.4	Discuss their own actions and efforts.	0.1.P.A.4

Standard 0.2: Children demonstrate self-direction.

Preschool Teaching Practices

Effective preschool teachers:

- Organize the classroom environment and establish a daily routine that enables children to independently choose materials and put them away on their own (e.g., keep supplies on low shelves, use child-sized utensils, organize centers so that children can maneuver easily).
- Facilitate open-ended and child-initiated activities to encourage independence and self-direction (e.g., Jorge's interest in trains might lead a small group of children to build a train station from materials found in the classroom).

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- Use songs, rhymes, movement, and pictures to reinforce independent functioning in the classroom (e.g., post pictures that represent the daily schedule, sing songs to cue transition times).
- Limit whole-group activities to short periods of time with interactive involvement (e.g., body movement, singing, finger-plays).
- Keep transitions short to adapt to children's limited attention spans, and conduct daily routines (e.g. toileting and washing hands) individually or in pairs to avoid whole-group waiting times and to support independence. Limit whole-group transitions and use them as learning times (e.g., "Children who ride the #4 bus may get their coats." or "Children in the Armadillo group may go wash their hands.").

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.2.1	Make independent choices and plans from a broad range of diverse interest centers.	0.2.P.A.1
0.2.2	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	0.2.P.A.2
0.2.3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	0.2.P.A.3
0.2.4	Attend to tasks for a period of time.	0.2.P.A.4

Standard 0.3: Children identify and express feelings.

Preschool Teaching Practices

Effective preschool teachers:

- Develop children's awareness of a wide range of feelings with appropriate vocabulary during discussions and storytelling (e.g., "The three little kittens lost their mittens. How do you think they felt?").
- Provide literature, materials, and activities (e.g., drawing, writing, art, creative movement, pretend play, puppetry, and role-playing) that help children interpret and express a wide range of feelings related to self and others with appropriate words and actions.
- Model appropriate language for children to use when expressing feelings such as anger and sadness during social interactions (e.g., "James, tell John how it made you feel when he pushed you. Did it make you angry?" "I felt angry when you pushed me. I didn't like it!").

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- Provide specific techniques children can learn to use to channel anger, minimize fear, and calm down (e.g., taking three deep breaths, using calming words, pulling self out of play to go to a "safe spot" to relax, listening to soft music, or working with clay).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.3.1	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	0.3.P.A.1
0.3.2	Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	0.3.P.A.2
0.3.3	Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities).	0.3.P.A.3

Standard 0.4: Children exhibit positive interactions with other children and adults.

Preschool Teaching Practices

Effective preschool teachers:

- Comment on specific positive behavior instead of giving empty praise (e.g., "Shadeen, you helped Keisha with her coat. Now she will be warm and cozy.").
- Encourage nurturing behavior through modeling, stories, and songs.
- Encourage the use of manners through modeling and role-playing (e.g., holding the door for a friend, using "please," "thank you," and "excuse me").
- Demonstrate and involve children in respecting the rights of others (e.g., "Devon, first Sheila will take a turn, and then it will be your turn.").
- Encourage expressing needs verbally by modeling appropriate language (e.g., "Ask Nancy if she can please pass the juice to you.").
- Involve children in solving problems that arise in the classroom using conflict resolution skills (e.g., talk about the problem, and the feelings related to the problem, and negotiate solutions).

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Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.4.1	Engage appropriately with peers and teachers in classroom activities.	0.4.P.A.1
0.4.2	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	0.4.P.A.2
0.4.3	Say "thank you," "please," and "excuse me."	0.4.P.A.3
0.4.4	Respect the rights of others (e.g., "This painting belongs to Carlos.").	0.4.P.A.4
0.4.5	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").	0.4.P.A.5
0.4.6	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	0.4.P.A.6

Standard 0.5: Children exhibit pro-social behaviors.

Preschool Teaching Practices

Effective preschool teachers:

- Pair or group children to foster friendship (e.g., partners, buddies, triads).
- Provide toys and plan activities to encourage cooperative play (e.g., provide two telephones so children can talk to each other in dramatic play).
- Collaborate with children on activities while modeling language and pretend skills as needed for play (e.g., teacher pretends to be mother or father in housekeeping corner and soothes her crying baby; teacher and children build a block structure; teacher and children make a cave out of a box; teacher pretends to be a mama bear and the children are bear cubs).
- Identify strategies to enter into play with another child or group of children (e.g., bring materials into play, give a play suggestion, be helpful, give a compliment).
- Gauge and provide the appropriate amount of support necessary for children to be successful during activities and play (e.g., teacher demonstrates pretend play skills, and as children become involved in meaningful interaction with other children, the teacher adjusts the level of support).

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- Provide opportunities to take turns (e.g., "Maria gets to pull the wagon one time around the yard, and then it is Jack's turn.").
- Provide opportunities that encourage children to share toys and materials (e.g., "There is one basket of markers for Christen and Jameer to share.").

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.5.1	Play independently and cooperatively in pairs and small groups.	0.5.P.A.1
0.5.2	Engage in pretend play.	0.5.P.A.2
0.5.3	Demonstrate how to enter into play when a group of children are already involved in play.	0.5.P.A.3
0.5.4	Take turns.	0.5.P.A.4
0.5.5	Demonstrate understanding the concept of sharing by attempting to share.	0.5.P.A.5

ATTACHMENT 10

VISUAL & PERFORMING ARTS

Introduction

The creative arts are children's first language, used to communicate thoughts, ideas, and feelings. Some of the most effective means children have for explaining and understanding their world is through the arts. For young children, the critical component of the arts is the creative process rather than the end result or product. In the creative process, approaches to learning such as initiative, curiosity, engagement, persistence, reasoning, and problem-solving are reinforced through concrete, hands-on, individualized, and group learning experiences.

Environments that stimulate creativity through visual art, music, dramatic play, and creative movement and dance support all aspects of development and learning. In many instances, creative arts in the preschool classroom are inextricably linked to other curriculum areas and can be used as a strategy for learning about local communities, different cultures, and other content. When integrated in a developmentally appropriate way, the creative arts promote memory, cognition, observation, inquiry, and reflection. The arts also help children appreciate beauty in the environment, in their everyday world, and in works of art.

Sometimes feelings or understandings that cannot be expressed well in words can be well expressed through the arts. It is vitally important to provide children with the materials and time necessary to explore, experiment, and create in their own way throughout the day, integrating the arts into all domains and subject areas. Providing children with the freedom to create does not preclude the teacher from supporting children's artistic development by using strategies such as describing, modeling, and providing feedback to scaffold their learning. The teacher should be knowledgeable about artistic traditions of different cultures and should integrate aspects of such cultures throughout the classroom environment and activities.

There are four preschool visual and performing arts standards:

Standard 1.1: **Children express themselves through and develop an appreciation of creative movement and dance.**

Standard 1.2: **Children express themselves through and develop an appreciation of music.**

Standard 1.3: **Children express themselves through and develop an appreciation of dramatic play and storytelling.**

Standard 1.4: **Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).**

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

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Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to participate in both structured and unstructured dance/movement activities that help build motor control and body relationships and that strengthen self-regulation and memory (e.g., provide music and props and encourage children to make up their own dance movements, play musical "freeze" and other games).
- Participate in all movement and dance activities with the children.
- Model different dance movements (e.g., twist, bend, leap, slide).
- Use correct vocabulary when referring to movements (e.g., gallop, twist, stretch).
- Provide opportunities for children to experience creative movement and dance performances (e.g., performances by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.
- Connect movement and dance to curriculum themes and to other content areas and domains throughout the day, especially fine- and gross-motor skills, coordination, and other areas of physical development.
- Observe and encourage children's approaches to learning dance and movement.
- Provide a range of music from different cultures and genres for dance and movement activities (e.g., classical, jazz, rock, salsa, reggae, rap, and others).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.1.1	Move the body in a variety of ways, with and without music.	1.3.P.A.1
1.1.2	Respond to changes in tempo and a variety of musical rhythms through body movement.	1.3.P.A.2
1.1.3	Participate in simple sequences of movements.	1.3.P.A.3
1.1.4	Define and maintain personal space, concentration, and focus during creative movement/dance performances.	1.3.P.A.4
1.1.5	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	1.3.P.A.5

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1.1.6	Use movement/dance to convey meaning around a theme or to show feelings.	1.3.P.A.6
1.1.7	Describe feelings and reactions in response to a creative movement/dance performance.	1.4.P.A.1
1.1.8	Begin to demonstrate appropriate audience skills during creative movement and dance performances.	1.4.P.A.5

Standard 1.2: Children express themselves through and develop an appreciation of music.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to play musical instruments (e.g., flute, triangle, drums, maracas, instruments from other cultures, homemade instruments) in their own way.
- Model what children can do with instruments (e.g., echoing, creating different levels of sound by striking different places on instruments).
- Use appropriate musical terminology (e.g., the correct names of instruments, terms such as rhythm and melody).
- Connect music to curriculum themes, other subject areas, and domains throughout the day.
- Introduce children to a wide variety of music that is appropriate in content for classroom activities and that reflects different cultures and genres (e.g., classical, jazz, rock, reggae, rap).
- Provide opportunities for children to experience musical recordings and/or performances (e.g., by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.
- Observe and encourage children's approaches to playing instruments.
- Incorporate music and singing throughout the day, including during transitions (e.g., rhymes, steady beats, chanting songs such as Miss Mary Mack).
- Intentionally plan for daily musical experiences that encourage children to experiment with songs and musical instruments during free play and group activities.

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Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.2.1	Sing a variety of songs with expression, independently and with others.	1.3.P.B.1
1.2.2	Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	1.3.P.B.2
1.2.3	Clap or sing songs with repetitive phrases and rhythmic patterns.	1.3.P.B.3
1.2.4	Listen to, imitate, and improvise sounds, patterns, or songs.	1.3.P.B.4
1.2.5	Participate in and listen to music from a variety of cultures and times.	1.3.P.B.5
1.2.6	Recognize and name a variety of music elements using appropriate music vocabulary.	1.3.P.B.6
1.2.7	Describe feelings and reactions in response to diverse musical genres and styles.	1.4.P.A.2
1.2.8	Begin to demonstrate appropriate audience skills during recordings and music performances.	1.4.P.A.6

Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

Preschool Teaching Practices

Effective preschool teachers:

- Provide props and materials that promote children's active participation in dramatic play and storytelling (e.g., dress-up clothes, objects from different cultures, storybooks, flannel boards, puppets), and rotate them on a regular basis by theme.
- Create a dramatic play area that is clearly defined, with space to play and for organized storage.
- Provide a variety of locations, indoors and outdoors, and times throughout the day for children to engage in dramatic play and storytelling in their own way (e.g., reenact a story during circle time, in the block area, or during outside time).
- Schedule daily dramatic play experiences during free play and group activities.

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- Join in dramatic play to promote the development of cooperation and self-regulation skills, such as managing emotions, focusing attention, solving problems, and developing empathy.
- Encourage children to sustain and extend play by providing ideas for more complex roles (e.g., scaffold children's ideas about playing 'restaurant' by suggesting that everyone in the restaurant has an important job to do).
- Expose children to stories from multiple cultures (e.g., at circle time, informally, during choice times) and provide props to represent diversity.
- Connect dramatic play to curriculum themes, content areas, and domains, and use stories and field trips to enrich play.
- Observe and encourage children's approaches to engagement in dramatic play.
- Provide opportunities for children to experience storytelling and/or performances (e.g., by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.3.1	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	1.3.P.C.1
1.3.2	Use memory, imagination, creativity, and language to make up new roles and act them out.	1.3.P.C.2
1.3.3	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	1.3.P.C.3
1.3.4	Differentiate between fantasy/pretend play and real events.	1.3.P.C.4
1.3.5	Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	1.3.P.C.5
1.3.6	Participate in and listen to stories and dramatic performances from a variety of cultures and times.	1.3.P.C.6
1.3.7	Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	1.4.P.A.3
1.3.8	Begin to demonstrate appropriate audience skills during storytelling and performances.	1.4.P.A.7

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Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

Preschool Teaching Practices

Effective preschool teachers:

- Provide children with access to a variety of developmentally appropriate art materials (e.g., crayons, paint, clay) and emphasize open-ended, process-oriented activities (e.g., the teacher provides children with watercolor paints, paper, and brushes and encourages them to paint rather than to all make a dinosaur puppet with the same materials).
- Plan art activities that extend children's understanding of art techniques and art media (e.g., demonstrate how to roll a coil out of clay or how to use the side of a crayon to make a rubbing).
- Introduce children to vocabulary used in the visual arts (e.g., line, color, shape, sculpture, collage) during hands-on activities and explorations (not just during teacher-directed large-group time).
- Facilitate firsthand experiences that encourage children to develop art concepts and art expression (e.g., going outside to observe and draw a tree during each season).
- Extend children's use of art tools by asking questions during activities (e.g., when a child is using a marker to create squiggly lines, "What other kinds of lines can you invent?").
- Use children's work as a springboard to explore and discuss concepts individually and in small groups (e.g., highlighting patterns, helping children problem-solve how to modify a sculpture so that it stands up).
- Help a child who is stuck break a task into steps (e.g., if the child says, "I don't know how to draw a puppy," ask, "What part would you like to start with first? The head? The body?" and then guide the child with an appropriate shape).
- Develop a visual reference library (e.g., photos, museum postcards and prints, books, calendar art, Websites, videos) or provide actual objects that children can refer to for more accurate representation (and as a way to avoid imposing adult solutions on or drawing for the child).
- Make specific, nonjudgmental observations about the qualities of children's work (e.g., "I see you used long, thin lines for the leaves in your painting." instead of "I like the pink flower you painted; it's pretty.").
- Observe and encourage children's approaches to learning during the process of creation, including initiative, curiosity, problem-solving, and especially persistence (e.g., "You worked so carefully for a long time to figure out how to make a print without smearing the paint.").
- Connect the visual arts to curriculum themes, other content areas, and domains, including fine-motor skills and eye-hand coordination.
- Expose children to the visual arts from their own communities as well as from different cultures, and introduce different types of artists (e.g., illustrators, mural artists, sculptors, painters, architects, photographers).

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- Create an environment that is conducive to creativity by rotating and introducing new materials regularly, making materials easily accessible, keeping them organized, and minimizing commercially purchased decorations.
- Display children's artwork at eye level, accompanied by children's explanations about their work.
- Change displays frequently, allowing children to choose artwork for display in the classroom, in the school, or for a project (e.g., a personal book, a class book, or a portfolio).
- Encourage children to react to works of art and to reflect on art experiences (e.g., by encouraging a variety of responses to questions such as, "How many things can you think of that are made from clay?" or "What shapes do you see in this painting?").
- Provide storage space for art projects that children work on over time so that they can revisit and reflect on their work, and if desired, revise or make changes.
- Model the safe and appropriate use and care of art materials and tools.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.4.1	Demonstrate the safe and appropriate use and care of art materials and tools.	1.3.P.D.1
1.4.2	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	1.3.P.D.2
1.4.3	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	1.3.P.D.3
1.4.4	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	1.3.P.D.4
1.4.5	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	1.3.P.D.5
1.4.6	Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	1.3.P.D.6
1.4.7	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	1.4.P.A.4

ATTACHMENT 10

HEALTH, SAFETY, AND PHYSICAL EDUCATION

Introduction

Health, safety, and physical education in the preschool classroom encourage children's sense of self and support their emerging independence. Physical development impacts how children navigate the physical environment. Therefore, the preschool environment should be organized to support both indoor and outdoor activities that maximize each child's opportunities to develop gross- and fine-motor skills as well as health and safety awareness. Teachers should provide a wide range of concrete, developmentally appropriate, indoor and outdoor experiences each day to assist in the development of each child, including planned and spontaneous interactions promoting healthy habits that enhance lifelong well-being.

There are four preschool health, safety, and physical education standards:

Standard 2.1: Children develop self-help and personal hygiene skills.

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 2.1: Children develop self-help and personal hygiene skills.

Preschool Teaching Practices

Effective preschool teachers:

- Explain how germs are spread and instruct children in techniques to limit the spread of infection (e.g., there are germs on our drinking glasses, which is why we don't share drinks).
- Model appropriate hand-washing and supervise children's hand-washing (e.g., before and after meals, after toileting, after blowing their noses, after messy play).
- Promote the habits of regular tooth-brushing and bathing.
- Provide opportunities for children to pour and serve themselves and others, using a variety of appropriately sized utensils, during meal and snack time.
- Follow consistent routines regarding washing hands and utensils before and after preparing food and eating.

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Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
2.1.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	2.1.P.A.1
2.1.2	Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	2.1.P.A.2

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to experience a variety of nutritious food choices.
- Encourage families to share foods common to their cultures.
- Make learning materials and activities (e.g., books, play food, food guide pyramid for young children, cooking experiences) available to reinforce nutritious food choices.
- Inform parents about nutritious food choices (e.g., parent conferences, family nights, newsletters) to extend and reinforce children's classroom learning.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
2.2.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	2.1.P.B.1
2.2.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	2.1.P.B.2

ATTACHMENT 10

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

Preschool Teaching Practices

Effective preschool teachers:

- Monitor the indoor and outdoor environment daily to ensure it is safe and hazard-free.
- Ensure that chemicals, medications, and other hazardous materials are appropriately stored and locked away from children.
- Incorporate information about potential hazards into the curriculum (e.g., using seat belts and car seats, crossing the street safely, staying away from strangers, recognizing the poison symbol).
- Make a mural or chart of things that are and are not safe to touch.
- Practice emergency evacuation procedures with the children.
- Invite community representatives of health, fire, and police departments to visit the class to teach about how to follow health and safety precautions.
- Promote children's understanding of safety within the context of everyday routines (e.g., clean up spills to prevent falling), as well as through intentionally planned activities (e.g., provide books, set up streets and crosswalks in the classroom to practice safety, role-play safe play behavior in various situations).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
2.3.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	2.1.P.D.1
2.3.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	2.1.P.D.2
2.3.3	Identify community helpers who assist in maintaining a safe environment.	2.1.P.D.3
2.3.4	Know how to dial 911 for help.	2.1.P.D.4

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Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.

Preschool Teaching Practices

Effective preschool teachers:

- Facilitate activities that promote specific movement skills (e.g., crawling through a play tunnel, moving around the classroom without bumping into one another, jumping from a block and landing securely on two feet).
- Guide and support children in the development of gross-motor skills (e.g., starting, stopping, turning, leaping, marching).
- Provide classroom learning centers stocked with a wide variety of materials that promote fine-motor skills (e.g., puzzles, pegs and peg boards, zippers, snaps, buttons, clay).
- Plan individual and small-group activities and materials that promote the development of gross- and fine-motor skills (e.g., movement games, dancing, and outdoor play; large tongs for picking up and sorting items; tools for working with clay; cutting materials with a wide range of resistance for cutting such items as tissue paper, wall paper, fabric, and cardboard).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
2.4.1	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	2.5.P.A.1
2.4.2	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).	2.5.P.A.2
2.4.3	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).	2.5.P.A.3

ATTACHMENT 10

LANGUAGE ARTS LITERACY

Introduction

Literacy learning has a profound and lasting effect on the social and academic lives of children. Their future educational opportunities and career choices are directly related to literacy ability. Since early childhood is the period when language develops most rapidly, it is imperative that young children are provided with a variety of developmentally appropriate literacy experiences throughout each day, and that the classroom environment is rich with language, both spoken and printed. Early childhood teachers are responsible for both understanding the developmental continuum of language and literacy and for supporting each child's literacy development.

Literacy learning begins at birth and develops rapidly during the preschool period. The main components of literacy—listening, speaking, reading, and writing—should all be encouraged and supported through conversations and activities that are meaningful to the child and that involve adults and peers. Each child's interest and motivation to engage in literacy-related activities are evident before that child is able to read or write conventionally. Children should be provided with environments that encourage literacy exploration, and their emergent reading and writing behaviors should be valued and supported by their teachers.

Effective language and literacy programs provide children who do not speak English with opportunities for listening, speaking, reading, and writing in both English and the home language. It is important for the teacher to recognize the need to make modifications in the presentation of vocabulary, directions, storytelling, reading, and other oral language communication when working with children who do not speak English as their home language. These modifications may include the use of visual aids, scaffolding, repetition, rephrasing, and modeling.

There are four preschool language arts literacy standards:

Standard 3.1: **Children listen and respond to environmental sounds, directions, and conversations.**

Standard 3.2: **Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences.**

Standard 3.3: **Children demonstrate emergent reading skills.**

Standard 3.4: **Children demonstrate emergent writing skills.**

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 3.1: **Children listen and respond to environmental sounds, directions, and conversations.**

Preschool Teaching Practices

Effective preschool teachers:

- Give progressively more complex directions during classroom activities.
- Provide a variety of age-appropriate activities that require listening, including stories, songs, rhymes, chants, and individual and group conversations.
- Involve children in listening games in which they identify common objects through the sounds they make (i.e., a phone ringing, a truck passing by or blowing its horn, animal sounds, musical instruments, familiar voices).
- Provide opportunities for children to demonstrate understanding through representation (e.g., during dramatic play, while writing stories).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
3.1.1	Follow oral directions that involve several actions.	3.1.P.A.1
3.1.2	Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others).	3.1.P.A.2
3.1.3	Show understanding of listening activities by incorporating ideas into play (e.g., by incorporating themes from an earlier story into dramatic play or making a neighborhood in the block area after a discussion of different kinds of houses).	3.1.P.A.3
3.1.4	Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.	3.1.P.A.4

Standard 3.2: Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences.

Preschool Teaching Practices

Effective preschool teachers:

- Engage in many individual and small-group conversations with children throughout the day (e.g., during lunch time, on the playground, while preparing for rest time), as well as during formal instructional time.
- Ask children to explain their ideas and plans.

- Extend children's language by asking them to make connections between present knowledge and new vocabulary (e.g., "Why do you think that it's called a *spider* plant?").
- Organize a variety of age-appropriate activities that encourage oral language development (e.g., by joining in pretend play, encouraging children to talk about their experiences in small groups, providing hands-on science activities).
- Provide materials that encourage oral language development in all areas of the room (e.g., flannel board stories in the library area, puppets and props in the dramatic play area, small plastic figures in the block area).
- Provide opportunities for children to converse with peers throughout the day, and help children initiate, respond to, and sustain conversations.
- Introduce songs, finger-plays, and chants, and engage children in retelling and inventing stories.
- Interact with children using rich vocabulary words, descriptive language, and somewhat more complex language structures than children typically use (e.g., when responding to a child's comment that it is starting to rain, the teacher can introduce the word *drizzling*).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
3.2.1	Describe previous experiences and relate them to new experiences or ideas.	3.2.P.A.1
3.2.2	Use language for a variety of purposes (e.g, to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others).	3.2.P.A.2
3.2.3	Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.	3.2.P.A.3
3.2.4	Use compound sentences (e.g., "I wanted to make a long snake, but Mimi has the scarf."), if-then statements (e.g., "If I set the table, then you can serve the food."), and complex sentences (e.g., "Pigs wouldn't like it on the moon because there isn't any mud.").	3.2.P.A.4
3.2.5	Use language to communicate and negotiate ideas and plans for activities.	3.2.P.A.5
3.2.6	Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.	3.2.P.A.6
3.2.7	Ask questions to obtain information.	3.2.P.A.7

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3.2.8	Join in singing, finger-plays, chanting, and retelling and inventing stories.	3.2.P.A.8
3.2.9	Connect meanings of new words to vocabulary already known (e.g., "It's called *bookend* because the *books end*.").	3.2.P.A.9
3.2.10	Use new vocabulary and ask questions to extend understanding of words.	3.2.P.A.10

Standard 3.3: Children demonstrate emergent reading skills.

Preschool Teaching Practices

Effective preschool teachers:

Print Awareness

- Use printed/written words in activities and in the environment (e.g., center labels, rebus, picture recipes, traffic signs) to help children recognize that words are represented by symbols.
- Display child-generated print materials at children's eye level.
- Present functional print materials in the environment (e.g., labels on objects, signs with clear meaning) at children's eye level.
- Provide literacy props (e.g., empty food and household containers, menus, recipe cards, phone books, order pads), and place books and other literacy materials in all classroom centers.
- Use varied, integrated methods to help children learn to recognize letters (e.g., help a child locate his/her cubby by finding the first letter of his/her name, read alphabet and other books, use charts that connect pictures and words).

Knowledge and Enjoyment of Books

- Call attention to the functions and features of print while reading and incidentally throughout the day (e.g., if two children argue over the job of snack helper, point out that the person whose name is on the helper chart starts with an uppercase R, or while reading a story, point out that the words are separated by spaces).
- Read to children individually, as well as in small and large groups.
- Read to children daily, using age-appropriate, high-quality literature (e.g., picture books, fantasy books, big books, books that are predictable and repetitive, informational books, culturally diverse books).
- Invite children's participation during storybook reading (e.g., analyzing visual cues, making predictions, making personal connections).

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- Create cozy, comfortable reading areas with a variety of age-appropriate printed materials (e.g., books, magazines, newspapers, catalogs, circulars, letters, and other mail items).
- Place books that extend play in different interest areas of the room (e.g., a book about bridges in the block area).
- Provide books and materials that reflect the identity, home language, culture, and interests of the students in the class.
- Provide opportunities for children to listen to and participate in stories, rhymes, poems, and songs in various languages.

Phonological Awareness

- Lead activities and stories that have repetitive patterns, rhymes, and refrains.
- Draw children's attention to the sounds they hear in words (e.g., by asking whose names start with the "S" sound to go wash their hands for snack, or by using rhythm sticks to tap out the syllables in their names).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
Strand A: Print Awareness		
3.3.A.1	Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus).	3.3.P.A.1
3.3.A.2	Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines).	3.3.P.A.2
3.3.A.3	Identify some alphabet letters, especially those in his/her own name.	3.3.P.A.3
3.3.A.4	Recognize own name in a variety of contexts.	3.3.P.A.4
3.3.A.5	Recognize that letters are grouped to form words and that words are separated by spaces.	3.3.P.A.5
3.3.A.6	Recognize that it is the print that is read in stories.	3.3.P.A.6
Strand B: Knowledge and Enjoyment of Books		
3.3.B.1	Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom).	3.3.P.B.1

3.3.B.2	Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover).	3.3.P.B.2
3.3.B.3	Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).	3.3.P.B.3
3.3.B.4	Answer simple recall and comprehension questions about a book being read (e.g., *Goodnight Gorilla*: "What do you see the gorilla doing now?").	3.3.P.B.4
3.3.B.5	Use a familiar book as a cue to retell their version of the story.	3.3.P.B.5
3.3.B.6	Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories).	3.3.P.B.6
3.3.B.7	Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.	3.3.P.B.7
Strand C: Phonological Awareness		
3.3.C.1	Engage in language play (e.g., manipulate separate and repeating sounds).	3.3.P.C.1
3.3.C.2	Make up and chant rhymes (e.g., at the water table, saying "squishy, wishy, dishy soap," or at lunchtime, saying, "A light is for night.").	3.3.P.C.2
3.3.C.3	Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater").	3.3.P.C.3

Standard 3.4: Children demonstrate emergent writing skills.

Preschool Teaching Practices

Effective preschool teachers:

- Encourage children's interest in writing using enjoyable and engaging methods (e.g., by having children dictate stories, helping them make books, encouraging them to attempt to write their names on their own work, helping them make a list of ingredients for a cooking project).
- Respond positively to all writing efforts (e.g., scribbling, letter strings, and nonconventional spelling).
- Provide a variety of writing tools (e.g., pencils, crayons, chalk, markers, rubberstamps, computers) and surfaces (e.g., paper, cardboard, chalkboard, wood, concrete) in all areas of the classroom.

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- Provide children the opportunity to choose and use writing implements daily.
- Model writing in a variety of genres (e.g., lists, messages, dictated stories, charts) and explain the connection between spoken and written words.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
3.4.1	Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project).	3.4.P.A.1
3.4.2	"Write" messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).	3.4.P.A.2
3.4.3	Attempt to write own name on work.	3.4.P.A.3
3.4.4	Share and discuss work samples containing drawings, paintings, and pictures.	3.4.P.A.4
3.4.5	Attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubberstamps, alphabet blocks, or a computer).	3.4.P.A.5

ATTACHMENT 10

MATHEMATICS

Introduction

Young children experience mathematics naturally and spontaneously as they explore, interact, and try to make sense of their world. Young children in a high-quality preschool classroom are introduced to and actively engage in key mathematical concepts, language, and processes. Teachers observe children's mathematical thinking as they make choices and play in a supportive learning environment, noting their interests and strengths and assessing each child's prior experience and informal knowledge.

Teachers integrate math into all aspects of children's daily routines through individual and small-group choices and transitions; they also allot time for in-depth, planned, small-group experiences that include mathematics interactions, problem-solving, and reflection. Teachers recognize the strong connections among math, literacy, and the other content areas. When children's early interest in math is supported by adults, they develop the foundation and confidence necessary for mathematics enjoyment and proficiency in school and life.

There are four preschool mathematics standards:

Standard 4.1: Children demonstrate an understanding of numbers and numerical operations.

Standard 4.2: Children develop knowledge of spatial concepts (e.g., shapes and measurement).

Standard 4.3: Children understand patterns, relationships, and classification.

Standard 4.4: Children use mathematical knowledge to represent, communicate, and solve problems in their environment.

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 4.1: Children demonstrate an understanding of numbers and numerical operations.

Preschool Teaching Practices

Effective preschool teachers:

- Make materials and books that promote number exploration (e.g., collections of small objects, cash registers with money, number puzzles, counting books and games, egg cartons and plastic eggs) accessible to children.
- Encourage children to compare numbers frequently through questions (e.g., "Are there more people riding in the bus or in the airplane you made?") and graphing (e.g., favorite colors, pets, etc.).

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- Integrate purposeful counting experiences throughout other learning opportunities (e.g., taking attendance, following the rule to stay three steps behind another person, climbing the ladder of the slide, pulling the paper towel holder lever twice).
- Encourage and support individual attempts to learn to count numbers to 30 or higher.
- Provide opportunities for children to use estimation skills during daily activities by asking interesting and relevant questions (e.g., "How many strips of paper will you need for the bird's tail?").
- Model addition for children by using counting to combine numbers (e.g., "Maria has two blocks and Justin has three. There are five blocks altogether: 1, 2, 3, 4, 5.").
- Model subtraction for children by using counting to separate numbers (e.g., "There are five cars on the carpet: 1, 2, 3, 4, 5. Three cars are red and two are blue. I am putting the two blue cars in the basket. There are three red cars left on the carpet.").
- Foster one-to-one correspondence throughout the day (e.g., select a child to give out placemats and napkins at mealtimes, ask a child to get one animal for each cage).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
4.1.1	Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).	4.1.P.A.1
4.1.2	Recognize and name some one-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).	4.1.P.A.2
4.1.3	Compare groups of objects (e.g., using the terms "more," "less," "same").	4.1.P.A.3
4.1.4	Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying "One for you, one for me."): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting.	4.1.P.A.4
4.1.5	Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., "Three blue pegs, three yellow pegs, six pegs altogether!"); and (b) separating ("I have four carrot sticks. I'm eating one! Now I have 3!").	4.1.P.A.5

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Standard 4.2: Children develop knowledge of spatial concepts (e.g., shapes and measurement).

Preschool Teaching Practices

Effective preschool teachers:

- Provide materials indoors and outdoors that help children to develop spatial and geometric sense (e.g., items to fill and empty, fit together and take apart, or arrange and shape; materials that move; tunnels to crawl through).
- Use everyday experiences to foster understanding of spatial sense (e.g., talk about locations in the school, map the classroom).
- Use positional words (e.g., over, under, behind, in front of) to describe the relative position of items and people, and encourage the children to use them (e.g., "Michael is sitting next to Ana." "I see that you used yellow paint under the blue stripe on your painting." "Sam is putting his bears under the bowl." "The car is on the right.").
- Provide standard and nonstandard measurement materials both indoors and outdoors (e.g., unit blocks, inch cubes, rulers, cups, buckets, balance scales, water and sand tables).
- Provide opportunities for children to explore the differences between two- and three-dimensional shapes and constructions (e.g., faces of attribute blocks, balls, blocks of all shapes, boxes, beads).
- Introduce vocabulary describing two- and three-dimensional shapes and constructions (e.g., circle, sphere, square, cube, triangle, rectangular prism, pyramid).
- Help children to identify symmetry in their block constructions and in photographs and designs.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
4.2.1	Use and respond to positional words (e.g., in, under, between, down).	4.2.P.A.1
4.2.2	Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).	4.2.P.A.2
4.2.3	Explore three-dimensional shapes by building with blocks and other materials.	4.2.P.A.3
4.2.4	Explore connections between two- and three-dimensional forms (e.g., sphere and circle).	4.2.P.A.4

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4.2.5	Identify symmetry during play (e.g., building with blocks).	4.2.P.A.5
4.2.6	Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).	4.2.P.A.6
4.2.7	Explore the use of nonstandard objects for measurement.	4.2.P.A.7
4.2.8	Compare and order objects according to measurable attributes (e.g., length, weight).	4.2.P.A.8
4.2.9	Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine).	4.2.P.A.9

Standard 4.3: Children understand patterns, relationships, and classification.

Preschool Teaching Practices

Effective preschool teachers:

- Create simple patterns and ask children to repeat or insert missing elements (e.g., "I made a pattern in my tower: red block, blue block, red block, blue block. What color block should go next?").
- Call attention to patterns in the environment, including visual and non-visual patterns (e.g., stripes on a child's shirt, flowers outside, songs, chants).
- Plan and set up activities involving various types of patterns (e.g., songs, musical instruments, transition signals and activities, computer games that engage children in creating or extending patterns).
- Provide materials for children to sort, classify, and order (e.g., buttons, beads, colored craft sticks, bowls, trays).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
4.3.1	Describe patterns in the environment.	4.3.P.A.1
4.3.2	Represent patterns in a variety of ways.	4.3.P.A.2
4.3.3	Begin to represent data in pictures and drawings.	4.3.P.A.3
4.3.4	Show awareness of the attributes of objects through sorting, ordering, and classifying.	4.3.P.A.4

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Standard 4.4: Children use mathematical knowledge to represent, communicate, and solve problems in their environment.

Preschool Teaching Practices

Effective preschool teachers:

- Encourage students to use mathematics as a communication tool by modeling mathematical vocabulary and symbolism (e.g., "What would happen if you put the spheres together?)
- Encourage students to use mathematical knowledge as a problem-solving tool by asking open-ended questions and asking for more information (e.g., "Tell me about what you did." "Would you use the same number again?" "What shape did you use?" "What size could you use that will make it stand up better?" "What were you thinking when you put this one over here?").
- Encourage students to make connections between mathematics and other content areas and real-life situations (e.g., teacher says to Desiree, "Your name is longer than Sam's because it contains more letters." "You and Sara go home on the same bus, Number 14.").

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
4.4.1	Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool.	4.4.P.A.1
4.4.2	Solve problems that arise in mathematics and in other contexts.	4.4.P.A.2
4.4.3	Use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities.	4.4.P.A.3
4.4.4	Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines.	4.4.P.A.4
4.4.5	Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).	4.4.P.A.5

ATTACHMENT 10

SCIENCE

Introduction

Young children first construct scientific knowledge by using their senses to interact with their environment and make sense of the world around them. Their science understanding is facilitated and extended by adults whose own sense of wonder is a match for their curiosity. Children are more inclined to observe, question, and reflect about their investigations when encouraged by teachers who are also invested in the process. Thus, throughout the preschool years, children develop and refine their scientific abilities through observing, inquiring, and experimenting during rich and inviting opportunities for open-ended exploration and focused inquiry.

Preschool teachers intentionally encourage science investigations and inquiry based on their observations of children's interests and experiences, as well as based on their professional understanding of appropriate science content and learning outcomes for young children. Teachers actively encourage sustained exploration of a particular topic over as long as four to five weeks of focused inquiry. Teachers understand that purposefully planned experiences within children's immediate environment and daily surroundings provide the best context for science learning. In addition, preschool teachers seize opportunities for enhancing children's learning during exploration that naturally integrates math and science concepts. They purposefully introduce materials, techniques, and technologies that provide natural avenues to science learning.

Families should always be invited to observe and participate in classroom science activities. Teachers can stress the importance of modeling a positive attitude about science by providing activity extensions for families to explore at home. Community partnerships and resources should be valued and used as much as possible. Science centers, working farms, public gardens, and children's museums often have science exhibits or programs that are developmentally appropriate for preschoolers and that expand upon concepts children are exploring in their classrooms. Local businesses, including nurseries, fruit and vegetable markets, and pet stores are all valuable resources for enhancing classroom science investigations.

There are five preschool science standards:

Standard 5.1: Children develop inquiry skills.

Standard 5.2: Children observe and investigate matter and energy.

Standard 5.3: Children observe and investigate living things.

Standard 5.4: Children observe and investigate the Earth.

Standard 5.5: Children gain experience in using technology.

Each of these five standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

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Standard 5.1: Children develop inquiry skills.

Preschool Teaching Practices

Effective preschool teachers:

- Provide a supportive classroom climate that encourages children to pursue ideas through the use of science inquiry skills. The environment should encourage children to wonder, observe, ask questions, and investigate as they solve problems, engage with phenomena, and make decisions during daily activities both indoors and outdoors. Science preparation and planning should reflect intentionality, with the teacher thinking about how to best develop science concepts in the context of children's everyday classroom lives and experiences.
- Prepare the classroom with open-ended nature/science objects and materials that children can explore and use independently and that are linked to ongoing classroom explorations (e.g., collections of rocks, pinecones, and seed pods during a study of the local environment; nature/science books; nature sequence cards that support an investigation of life cycles; magnifying glasses; collections of measuring tools at the sand table; items that water can flow through at the water table; plants grown from seed; journals for recording; audio-visual materials; computer software).
- Plan intentionally for children's conceptual learning during small-group science experiences that include a series of related, simple experiments and experiences (e.g., freezing and melting to expose children to states of matter; blowing through straws and hollow tubes on common objects to explore energy and motion; sprouting seeds with and without light to better understand the needs of living things; exploring chemical changes that occur when ingredients are mixed and cooked in an oven; using the senses to explore, compare, and describe variations in textures of various rocks).
- Provide opportunities for focused inquiry over longer time periods (e.g., investigating flow at the water table; exploring light and shadow indoors and out; pursuing a study involving observations of growing things, using a variety of plants grown indoors and out; exploring sound; exploring simple machines, such as wheels, levers, and inclined planes, in everyday classroom contexts).
- Facilitate individual and small-group discussions based on open-ended science explorations and focused inquiry to encourage children to share, discuss, reflect on, and form explanations about their emerging ideas.
- Help children identify and refine questions that can be explored through science investigations.
- Pose questions that lead to making predictions (e.g., "What do you think will happen if …?").
- Provide regular opportunities for children to collect, measure, record, and represent science experiences and data (e.g., collecting natural items that are signs of fall, using lengths of yarn to measure how far a ball rolls, using simple charts).
- Facilitate children's acquisition and use of basic science terms and topic-related science vocabulary along with access to nonfiction books, audio and video materials, and Website photographs and information.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).	5.1.P.A.1
5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).	5.1.P.B.1
5.1.3	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).	5.1.P.B.2
5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	5.1.P.C.1
5.1.5	Represent observations and work through drawing, recording data, and "writing" (e.g., drawing and "writing" on observation clipboards, making rubbings, charting the growth of plants).	5.1.P.D.1

Standard 5.2: Children observe and investigate matter and energy.

Preschool Teaching Practices

Effective preschool teachers:

- Provide a variety of interesting materials and objects (e.g., solids and liquids) in learning centers to encourage children to observe, manipulate, sort, and describe physical properties (e.g., size, shape, color, texture, weight) using their five senses as well as simple tools (e.g., magnifiers, balance scales).
- Provide opportunities for children to explore changes in matter (e.g., liquids and solids) when substances are combined, heated, or cooled (e.g., when mixing ingredients for cooking, mixing paint colors, preparing recipes that involve heating or cooling, exploring water as a solid and a

liquid), including projects or studies over an extended period of time (e.g., an in-depth investigation of water that includes how water moves, what happens when things are mixed with water, and the behavior of drops of water).

- Facilitate children's investigations of forms of energy (sound, heat, and light).
- Provide opportunities for children to explore motion (e.g., objects can move in many ways) and the forces that affect motion (e.g., natural phenomena and mechanical forces) in projects or studies over an extended period of time.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.2.1	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.	5.2.P.A.1
5.2.2	Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).	5.2.P.B.1
5.2.3	Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).	5.2.P.C.1
5.2.4	Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	5.2.P.E.1

Standard 5.3: Children observe and investigate living things.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to observe and investigate the characteristics of plants and animals in their natural habitats and in the classroom over time.

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- Facilitate children's observations of similarities and differences (e.g., discussing the physical needs of a bird and a dog) in the needs of various living things and their observations of differences between living and nonliving things (e.g, classifying living and nonliving things found in water or on land).
- Encourage children to explore available outdoor habitats (e.g., the trees or a patch of ground outside the classroom) and to participate in caring responsibly for living things during and outside of school time (e.g., fish tank, plants, hermit crabs, ladybugs, butterflies).
- Provide opportunities for children to investigate changes in living things over time (e.g., the life cycles of plants or mealworms).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.3.1	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).	5.3.P.A.1
5.3.2	Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	5.2.P.A.2
5.3.3	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).	5.3.P.C.1
5.3.4	Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).	5.3.P.D.1

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Standard 5.4: Children observe and investigate the Earth.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for exploring the natural environment, indoors and outdoors (e.g., soil, rocks, water, and air).
- Provide opportunities for exploring the natural energy of sunlight through its connection with living and nonliving things (e.g., a plant's need for sunlight or the effects of light and shadow on objects).
- Provide opportunities for investigating weather phenomena (e.g., recording daily changes in weather, observing cycles of seasonal change, discussing characteristics of different kinds of weather).
- Use classroom experiences to assist children in developing an awareness of conservation and respect for the natural environment in everyday contexts (e.g., conserving resources, recycling).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.4.1	Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).	5.4.P.C.1
5.4.2	Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).	5.4.P.E.1
5.4.3	Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	5.4.P.F.1
5.4.4	Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).	5.4.P.G.1

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Standard 5.5: Children gain experience in using technology.

Preschool Teaching Practices

Effective preschool teachers:

- Provide and assist students with identifying and using appropriate tools and technology in support of their science investigations (e.g., computers; video, audio, and camera equipment; cooking equipment; measuring tools; writing and painting tools; tools that extend sensory exploration; simple machines; woodworking tools).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.5.1	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).	5.1.P.B.3

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SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

Introduction

The teaching of social studies, family, and life skills in the preschool classroom begins with cultivating all children's understanding of themselves and their place in the family and moves to an understanding of social systems in ever widening circles: from the family to the classroom community, the neighborhood, and the world. Preschool teachers provide a wide range of concrete, developmentally appropriate activities and field trips that offer opportunities to explore and celebrate similarities and differences among children, lifestyles, and cultures. However, teachers understand that young children classify and make concrete connections that sometimes lead to statements that may sound biased. At these times, teachers take the opportunity to discuss racial, culture, and gender biases with children. These discussions help build a foundation for understanding and appreciating diversity.

Social studies, family, and life skills are integrated throughout the preschool day, as teachers endeavor to establish a caring community life based on respect and appreciation of individual differences. The classroom environment is organized to provide opportunities for children to develop independent behaviors and to act out real-life situations. The environment reinforces those skills and concepts that encourage good citizenship and that develop each child's capacity to participate in a culturally diverse, democratic society in an increasingly interdependent world.

Families should be given ongoing opportunities to visit the classroom and share their cultural traditions and experiences throughout the school year. Celebrating cultural diversity should not be limited to holidays.

There are four preschool social studies, family, and life skills standards:

Standard 6.1: Children identify unique characteristics of themselves, their families, and others.

Standard 6.2: Children become contributing members of the classroom community.

Standard 6.3: Children demonstrate knowledge of neighborhood and community.

Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community.

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 6.1: Children identify unique characteristics of themselves, their families, and others.

Preschool Teaching Practices

Effective preschool teachers:

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- Engage in one-on-one and small-group conversations about similarities and differences of children (e.g., eyes, hair, skin tone, talents, interests, food preferences, gender).
- Encourage children to appreciate individual differences by providing diverse materials, literature, and activities (e.g., mirrors, graphs, height charts; multicultural paints, papers, and crayons).
- Incorporate books, materials, and activities that support diversity with respect to race, ethnicity, culture, age, abilities, gender, and nonstereotypic roles (e.g., music, literature, dramatic play props, puzzles, displays).
- Incorporate materials, photos, artifacts, and props from diverse families that reflect family roles and traditions.
- Invite family members to come to the classroom to share foods, talents, and traditions.
- Support and recognize differences in family structures, routines, and traditions through discussions, literature, and activities (e.g., placing diverse articles of clothing in housekeeping area).
- Use language to identify family members, roles, traditions, and artifacts (e.g., "Your Uncle Leo is your daddy's brother." "Rabiye's mother wears a burka." "Some grandmothers go to work, just like Tony's. Others stay at home and work.").
- Encourage children to use materials and supplies in a nonstereotypical manner (e.g., "Both men and women cook and wear aprons.").

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
6.1.1	Describe characteristics of oneself, one's family, and others.	6.1.P.D.1
6.1.2	Demonstrate an understanding of family roles and traditions.	6.1.P.D.2
6.1.3	Express individuality and cultural diversity (e.g., through dramatic play).	6.1.P.D.3

Standard 6.2: Children become contributing members of the classroom community.

Preschool Teaching Practices

Effective preschool teachers:

- Involve children in developing a few simple rules with an emphasis on positive rules (e.g., "walking feet" instead of "no running").

- Establish classroom routines and involve children in the upkeep of the classroom (e.g., taking care of the pet, cleaning up, watering plants, washing hands before using the water table to avoid spreading germs).
- Model appropriate behaviors during family-style meals (e.g., sitting during meals, engaging in conversation, asking to be excused from the table when finished eating).
- Plan activities and routines that encourage cooperation and collaboration (e.g., classroom murals, pair-painting, buddy system).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
6.2.1	Demonstrate understanding of rules by following most classroom routines.	6.1.P.A.1
6.2.2	Demonstrates responsibility by initiating simple classroom tasks and jobs.	6.1.P.A.2
6.2.3	Demonstrate appropriate behavior when collaborating with others.	6.1.P.A.3

Standard 6.3: Children demonstrate knowledge of neighborhood and community.

Preschool Teaching Practices

Effective preschool teachers:

- Provide materials, literature, and activities that explore different types of homes (e.g., apartment buildings, motels, single-family houses, multi-family houses).
- Involve children in first-hand experiences in their community (e.g., field trips in the school or neighborhood) and discuss and involve children in mapping its physical features.
- Invite visitors with community service roles into the class (e.g., business owner, nurse, doctor, postmaster, firefighter, police officer, veterinarian, teacher, secretary.
- Furnish learning centers with literature, activities, and materials for play based on children's experiences with their community (e.g., visit the supermarket then create a classroom store; visit the school office then create a classroom office).
- Involve children in discussions about the homes they live in and the different types of homes in the community (e.g., by taking neighborhood walks).

Preschool Learning Outcomes

Children will:

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Preschool Number	Preschool Indicator	P-12 Database Number
6.3.1	Develop an awareness of the physical features of the neighborhood/community.	6.1.P.B.1
6.3.2	Identify, discuss, and role-play the duties of a range of community workers.	6.1.P.B.2

Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.

Preschool Teaching Practices

Effective preschool teachers:

- Explore cultures represented in the classroom and community and integrate information about these cultures into the daily curriculum as well as into classroom literature, activities, and play materials.
- Invite families and other community members to tell stories about and provide activities (e.g., share foods, clothing, and traditions with teachers and peers) that engage children in their cultures and traditions.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
6.4.1	Learn about and respect other cultures within the classroom and community.	6.1.P.D.4

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WORLD LANGUAGES

Introduction

The diverse nature of our society necessitates that children develop an understanding of languages other than their own. The world languages standard addresses this need by describing what all preschool children should learn and what teachers should teach to encourage awareness of different languages.

In preschool, children are just beginning to learn about language and how it works. Some of their language learning will focus on the languages spoken in their homes, and some of this learning will focus on the languages they encounter in their community. With the growing number of young children in New Jersey who speak and understand different home languages, preschool teachers and classrooms must be equipped to support children's learning in more than one language. Being bilingual can be an asset for all children. Teachers can integrate words from languages other than English into the classroom through songs, daily routines, and storybooks. Labels written in languages other than English can be used to identify items within the classroom. Parents and community members who speak languages other than English can be valuable resources in helping children both understand and respect the linguistic diversity present in our culture, and they should be invited to share these languages with the children.

Special consideration must be given to preschool children who already know more than one language. Materials should be available that represent and support the native languages and cultures of the children and adults in the class. Teachers should understand that all languages are learned in context as children interact with and explore their world. In addition, teachers should plan opportunities to extend children's language throughout the day and across all content areas.

There is one preschool world languages standard:

Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.

This standard is further elaborated in the sections that follow. For this standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.

Preschool Teaching Practices

Effective preschool teachers:

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- Provide opportunities for children to hear simple greetings, words, or phrases in a language other than their own (including sign language) in appropriate contexts (e.g., during dramatic play, in stories, when greeting visitors).
- Expose children to words or phrases in a language other than their own, particularly language related to the following topics: family, friends, home, school, community, wellness, leisure activities, basic needs, and animals.
- Begin to expose children to language for topics that extend beyond the self, such as simple geography and weather.
- Provide conversations and stories in different languages using a variety of media (e.g., teachers, peers, visitors, songs, videos, computers).
- Identify languages spoken by classmates, parents, or visitors and explain that people use different languages.
- Put written labels on some items in the room using various languages.
- Use visual aids available in the classroom (e.g., props, pictures, and photos of daily routines) to enhance comprehension of world languages.
- Read and display children's books in different languages.
- Provide rhymes and songs for children in different languages.
- Give simple commands or instructions in a language other than English.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
7.1.1	Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	7.1.P.A.1
7.1.2	Say simple greetings, words, and phrases in a language other than their own.	7.1.P.A.2
7.1.3	Comprehend previously learned simple vocabulary in a language other than their own.	7.1.P.A.3
7.1.4	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	7.1.P.A.4

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TECHNOLOGY

Using Technology with Preschool-Age Children

Like blocks, books, and crayons, technology in a preschool classroom offers versatile learning tools that can support children's development in all domains. For example, there are electronic storybooks that can "read" stories to children in multiple languages, adventure games that foster problem-solving skills, story-making programs that encourage literacy and creativity, math-related games that help children count and classify, and science activities that promote inquiry and an understanding of the world through the lens of a child. When preschoolers are encouraged to work together with electronic devices and computers, social skills are tapped as children negotiate turn-taking. However, technology should never be used to replace the concrete, real-life experiences that are critical to a young child's learning; it must always be used in balance with other meaningful activities and routines. Technology should be embedded into children's centers and should be used to enhance their learning and development during choice time as well as during small-group experiences.

The number and type of developmentally appropriate technology-based play options for preschool-age children are increasing on a daily basis. While some of these experiences involve "traditional" desktop computers of the mouse-and keyboard-variety, others take new and sometimes unexpected forms. They may include a toy that talks or responds to a child's touch, an electronic storybook, or a pen-like stylus that can, with a tap, read a word in a variety of languages. There are game consoles that can convert a large screen into a gross-motor game or easel, and a variety of technology-based tools that can enhance a child's exploration or representation, including audio recorders, digital cameras, TV microscopes, or video capture devices.

By the end of preschool, children with technology experience can use pull-down menus to launch programs, can negotiate menus and interfaces, and feel comfortable using computers, digital cameras, smart toys, handheld devices, and game consoles for simulations, art projects, creating stories, and looking up facts. The behaviors listed in the standards below are indicative of these understandings and should never be used as a formal measure of a child's knowledge. In addition, because technology is continually evolving, it is important to use this list in principle and add skills or concepts that reflect the state of the art.

There are five preschool standards for technology:

Standard 8.1: Navigate simple on screen menus.

Standard 8.2: Use electronic devices independently.

Standard 8.3: Begin to use electronic devices to communicate.

Standard 8.4: Use common technology vocabulary.

Standard 8.5: Begin to use electronic devices to gain information.

These standards are further elaborated in the sections that follow. First, effective preschool teaching practices that may apply to multiple standards are listed, followed by the preschool competencies that develop as a result of those practices.

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Preschool Teaching Practices

Effective preschool teachers:

- Never formally "teach" technology skills and competencies. Instead, set the stage for successful experimentation by providing the materials, introducing them, and being available to lend support.
- Let children pretend with the types of gadgets they see their parents using. Stock the dramatic play area with a nonworking mouse and keyboard, cell phone, and/or electronic music device.
- Look for activities that give children ways to "accidentally succeed," providing instant feedback and fostering feelings of control. Avoid poorly designed interactive media experiences with long stretches of uninterrupted animation or narration that might frustrate children or cause them to lose interest.
- Keep a camcorder or digital camera handy to capture and display children's work.
- Set the stage for highly social, active learning by choosing activities that encourage more than one child to play together (e.g., place two to three chairs around computers, place multiple headsets around electronic books, select logic and problem-solving activities that children can work on together).
- Offer technology options in each center of the room during choice and small-group times.
- Model common technology vocabulary, such as email, Internet site, software, hardware, computer, mouse, digital camera, and printer.
- Encourage children to record their activities and projects using digital cameras.
- Introduce new technology during circle time, prior to placing it in a center, and while modeling how to care for the technological device.
- Use strategies to teach children how to monitor their computer usage.
- Mark the left mouse button with a sticker to help children know which button to press.
- Research software, toys, and gadgets before buying by reading reviews, as you would with any other classroom materials.
- Use computers to conduct Internet searches for subjects of interest. Let children participate in the process of coming up with search words, and allow them to see the results in ways they can understand (e.g., as a set of images rather than as text).
- Make technology accessible to all children, including English Language Learners, and use it as an accommodation for an individual child with special needs. Assistive technologies can take the form of low-tech, mid-tech, and high tech devices (e.g. visual schedule, touch screens, single switch toys).

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Preschool Learning Outcomes

Standard 8.1: Navigate simple on screen menus.

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.1.1	Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	8.1.P.A.1
8.1.2	Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.	8.1.P.F.1

Standard 8.2: Use electronic devices independently.

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.2.1	Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.	8.1.P.A.3
8.2.2	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."	8.1.P.C.2
8.2.3	Turn smart toys on and/or off.	8.1.P.A.6
8.2.4	Recognize that the number keys are in a row on the top of the keyboard.	8.1.P.A.4
8.2.5	Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	8.1.P.C.1
8.2.6	Use a digital camera to take a picture.	8.1.P.B.1

Standard 8.3: Begin to use electronic devices to communicate.

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.3.1	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	8.1.P.A.2

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Standard 8.4:	**Use common technology vocabulary.**	
Children will:		
Preschool Number	**Preschool Indicator**	**P-12 Database Number**
8.4.1	Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	8.1.P.A.5

Standard 8.5:	**Begin to use electronic devices to gain information.**	
Children will:		
Preschool Number	**Preschool Indicator**	**P-12 Database Number**
8.5.1	Use the Internet to explore and investigate questions with a teacher's support.	8.1.P.E.1

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Organizations and Agencies

The American Academy of Pediatrics
141 Northwest Point Boulevard
Elk Grove Village, IL 60007-1098
http://www.aap.org/default.htm

Association Montessori
Internationale Koninginneweg 161
1075 CN Amsterdam
The Netherlands
http://www.montessori-ami.org

The Center for the Child Care Workforce
733 15th Street, NW Suite 1037
Washington, DC 20005-2112
http://www.ccw.org/index.html

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The Center for Early Childhood Leadership, National-Louis University
6310 Capitol Drive
Wheeling, IL 60090
http://www2.nl.edu/twal/index.htm

Child Care Bureau
U.S. Department of Health and Human Services
The Administration for Children and Families
Regional Office
26 Federal Plaza, Room 4114
New York, NY 10278
http://www.acf.hhs.gov/programs/ccb/

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
http://www.childrensdefense.org/

Children's Resources International, Inc.
5039 Connecticut Avenue, NW Suite One
Washington, DC 20008
http://www.childrensresources.org/

New Jersey Department of Education
Division of Early Childhood Education
P.O. Box 500
Trenton, NJ 08625-0500
http://www.state.nj.us/njded/ece/

The Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 200
Los Altos, CA 94022
http://www.futureofchildren.org

Generations United
122 C Street, NW Suite 820
Washington, DC 20001
http://www.gu.org/

National Association for the Education of Young Children
1509 16th Street, N.W.
Washington, DC 20036-1426
http://www.naeyc.org

National Association for Family Child Care
5202 Pinemont Drive

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Salt Lake City, UT 84123
http://www.nafcc.org/

National Center for Early Development and Learning
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-8185
http://www.fpg.unc.edu/~ncedl/

The National Child Care Information Center
U.S. Department of Health and Human Services
The Administration for Children and Families
243 Church Street, NW 2nd Floor
Vienna, VA 22180
http://nccic.acf.hhs.gov/

National Head Start Association
1651 Prince Street
Alexandria, VA 22314
http://www.nhsa.org/

National Institute on Early Childhood Development and Education
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208
http://www.ed.gov/offices/OERI/ECI/index.html

New Jersey Center for Professional Development for Early Care and Education
Kean University
East Campus, Room 204
1000 Morris Avenue
Union, NJ 07083
http://www.njpdc.org/pages/mainpage.html

New Jersey Department of Education
100 River View Plaza
P.O. Box 500, Trenton, NJ 08625-0500
http://www.state.nj.us/education/

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0498
http://www.ed.gov/

Urban Institute
2100 M Street, N.W.
Washington, DC 20037
http://www.urban.org/

U.S. Department of Health and Human Services

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200 Independence Avenue, S.W.
Washington, DC 20201
http://www.hhs.gov/

MATHEMATICS - DRAFT

Introduction

A preschool classroom's physical and teaching environments should capitalize on children's natural, spontaneous interactions with math in the world around them by featuring a wide variety of ongoing mathematical opportunities. Possibilities for learning across all the math domains (identified in the Common Core State Standards for Mathematics as counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry) should be available, daily, in classroom activity/interest areas, during small and large group teacher-child interactions, and out of doors.

While providing a wide array of opportunities for engaging with math, in conjunction with the Common Core State Standards, New Jersey's preschool standards for mathematics call attention to the fact that:

> In early childhood, a priority is placed on developing children's sense of number as quantity,
>
> **emphasizing:**
>
> - number;
> - spatial relations and measurement; and
> - geometry;
>
> **and underscoring the importance of:**
>
> developing mathematical practice skills.

Mathematics Practice Skills in Preschool

The Common Core addresses mathematical process skills through eight standards for mathematical practice used for kindergarten through twelfth grade. Based, in part, on the National Council of Teachers of Mathematics *Curriculum Focal Points – for Prekindergarten through Grade Eight Mathematics* the eight practice standards describe the skills necessary for thinking mathematically.

Young children need ongoing opportunities to develop their mathematical thinking. In addition to daily opportunities for independent choice and exploration, preschool classroom time should be regularly allotted for in depth, small group math experiences that encourage children to interact, pursue problem solving strategies, and reflect. Teachers should facilitate a supportive learning environment by continuously observing, listening, and scaffolding children's mathematical thinking in everyday contexts. Teachers should also recognize and

plan short- and long-term projects based on the strong opportunities for mathematical thinking and problem solving that occurs when mathematics is combined with other curriculum content areas.

The preschool mathematics practices, aligned with the Common Core Mathematical Practice Standards (and found in the chart, below) do not stand alone. Rather they are to be taught within and across each of New Jersey's preschool mathematics standards. The following chart describes the mathematical processes that should be occurring in preschool classrooms every day so that young children have ongoing opportunities to explore and develop their mathematical thinking.

Common Core Standards for Mathematical Practice	**New Jersey Preschool Mathematical Practices**
Make sense of problems and persevere in solving them.	• Teachers model for and work with children to think about, make plans, and follow through to solve a mathematical problem using objects or pictures. • Children informally experiment with math problem solving strategies using objects or pictures.
Reason abstractly and quantitatively.	• Teachers model for and work with children to solve number stories using objects or pictures (to ten). • Teachers introduce number symbols to describe number stories (to five). • Children draw pictures to begin to represent simple number stories (to five) and may begin to use number symbols in their drawings.
Construct viable arguments and critique the reasoning of others.	• Teachers use objects, drawings, and actions while modeling mathematical thinking. • Children begin to use objects, drawings, and actions to represent how they approached a mathematical problem.
Model with mathematics.	• Teachers point out math in everyday situations and model using math to solve everyday problems. • Children begin to use objects, pictures, words (and may begin to use number symbols [to five]) to solve simple everyday problems (to ten).
Use appropriate tools strategically.	• Teachers model and use tools (e.g., a clock, paper and pencil, dice, two- and three-dimensional geometric shapes) and standardized objects (e.g., Unifix® cubes, unit blocks).
Attend to precision.	• Teachers model and use mathematics vocabulary during classroom activities and routines. • Children begin to use mathematics vocabulary during classroom activities and routines.
Look for and make use of structure.	• Children use materials that give them experience with parts and wholes (e.g., filling egg cartons, combining shapes [tangrams, puzzles, pattern blocks], combining two groups to make one group [combining a group of plastic zoo animals with a group of plastic farm animals]).
Look for and express regularity in repeated reasoning.	• Teachers model for and work with children to develop simple patterns (e.g., ab, abb, abc) using objects, pictures, actions, and words. • Children identify, repeat, and extend simple patterns started by the teacher. • Children begin to intentionally make their own simple patterns using objects, pictures, actions, and/or words.

The Preschool Mathematics Standards

New Jersey's Preschool Standards for Teaching and Learning in Mathematics mirror the Common Core's goals for mathematics (sometimes referred to as 'big ideas') and the learning trajectories, or pathways that children will follow from preschool through grade 12 to reach these goals. The preschool standards are ordered according to the domains used in the Common Core State Standards for mathematics:

Preschool Standard	**Preschool Standard Content**	**Common Core Domain Alignment**
Standard 1	Standard 1 is about number sense: -children's understanding of numbers and quantities.	*Counting and Cardinality*
Standard 2	Standard 2 is about number sense: -children's understanding of number relationships and operations.	*Counting and Cardinality*
Standard 3	Standard 3 is about children's ability to: -compare, -order; and -begin to measure.	*Measurement and Data*
Standard 4	Standard 4 is about: -children's ability to identify and use shapes; and -children's understanding of position in space.	*Geometry*

In a high-quality preschool classroom, preschoolers are intentionally introduced to and engage in the 'big ideas' of mathematics. Teachers note children's interests and strengths in addition to assessing each child's prior experience and informal knowledge, effectively integrating differentiated math experiences into all aspects of children's daily routines and transitions.

With a comprehensive preschool curriculum as the vehicle, continuous (performance based) assessment of what each child in the class knows and is able to do translates into purposefully planned, standards based teaching practices. The teaching practices section of the preschool mathematics standards provides samples of activities and explorations for each of the learning outcomes.

There are four preschool mathematics standards:

Standard 4.1: Children begin to demonstrate an understanding of number and counting.

Standard 4.2: Children demonstrate an initial understanding of numerical operations.

Standard 4.3: Children begin to conceptualize measurable attributes of objects.

Standard 4.4: Children develop spatial and geometric sense.

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 4.1: Children begin to demonstrate an understanding of number and counting.

Preschool Teaching Practices

Preschool teachers will:

- Encourage and support individual attempts to learn to count numbers to 20 or higher.
- Include and refer by name to written numbers in the classroom environment during daily routines and in the context of large and small group experiences.
- Intentionally refer to the symbol and number name when discussing numbers (quantities) of objects.
- Provide manipulatives and materials (e.g., print and digital material, sand molds, tactile numeral cards, puzzles, counting books, hand-held devices such as tablets, interactive whiteboards) and activities (e.g. tracing numbers in sand, forming numbers with clay, recording data) that feature number names and number quantities.
- Provide a wide variety of writing materials for children to informally explore writing numbers along with meaningful contexts for children to write numbers on charts and graphs.
- Make materials and books that promote exploration of number quantities (e.g., collections of small objects, cash registers with money, number puzzles, counting books and games in print and digital formats, egg cartons and plastic eggs) accessible to children.
- Integrate purposeful counting experiences throughout the school day, indoors and outdoors (e.g., taking attendance, following the rule to stay three steps behind another person, climbing the ladder of the slide, pulling the paper towel holder lever twice. Play board games that involve arranging and counting objects and identifying small quantities of objects with small groups of children).
- Encourage children to compare numbers frequently through questions (e.g., “Are there more people riding in the bus or in the airplane?”) and graphing (e.g., favorite colors, pets).

- Foster one-to-one correspondence throughout the day (e.g., ask a child to put out just enough bowls and spoons for each stuffed animal seated at the table, ask a child to arrange just enough cars so that each garage space has one car in it).
- Model how to represent and describe data (e.g., display daily attendance on a graph and discuss "how many," "more," "less," "fewer," "equal to.").
- Work with children in small groups to help them organize (classify) objects, describe their work, and represent the results (e.g., children use a series of graphs to represent the results of experiences in sorting buttons by various attributes – size, color, number of holes, etc.).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	Kindergarten Number
4.1.1	Count to 20 by ones with minimal prompting.	
4.1.2	Recognize and name one-digit written numbers up to 10 with minimal prompting.	
4.1.3	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	
4.1.4	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a)Count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration. (b)Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c)Instantly recognize, without counting, small quantities of up to 3 objects (i.e., subitize).	
4.1.5	Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., counting the number of openings in a muffin tin, then collecting the number of cubes needed to fill the openings with one cube each).	

4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as "more," "less," "same").

Standard 4.2: Children demonstrate an initial understanding of numerical operations.

Preschool Teaching Practices

Preschool teachers will:

- Model addition for children by using counting to combine numbers (e.g., "Maria has two blocks and Justin has three. There are five blocks altogether: 1, 2, 3, 4, 5.").
- Model subtraction for children by using counting to separate quantities of objects (e.g., "There are five cars on the carpet: 1, 2, 3, 4, 5. I am putting two cars in the basket. There are three cars left on the carpet.").
- Engage informally with children during center time to explore joining and taking apart small quantities of concrete objects.
- Provide opportunities for children to independently explore addition and subtraction (e.g., using small manipulatives with egg cartons, muffin tins and story mats; interacting with children using computer software and handheld device applications).
- Develop addition and subtraction stories with small groups of children using story mats and flannel board scenes with small quantities of objects and pictures/drawings.
- Use fingers, chalk, wipe-off markers and/or whiteboard technology to tell and draw addition and subtraction stories with small groups of children.
- Provide writing materials and/or handheld devices with appropriate applications in classroom centers so that children can choose to view, solve and create addition and subtraction stories.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	Kindergarten Number
4.2.1	Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether."); and (b) taking apart and taking from ("I have four carrot sticks. I'm eating one. Now I have 3.").	

4.2.2	Begin to represent simple word problem data in pictures and drawings.

Standard 4.3: Children begin to conceptualize measurable attributes of objects.

Preschool Teaching Practices

Preschool teachers will:

- Provide standard and nonstandard measurement materials both indoors and outdoors (e.g., unit blocks, inch cubes, rulers, cups, buckets, balance scales, water and sand tables).
- Invite children to compare and order objects according to measurable attributes (e.g., length, height, weight, area).
- Listen for and extend children's conversations about long and short, longer and shorter, short and tall, shorter and taller, etc.
- Provide materials for children to sort, classify, order, and pattern (e.g., buttons, beads, colored craft sticks, bowls, trays).
- Use digital photography to record children's work so that students can revisit, think more about, and discuss their strategies with adults and classmates.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	Kindergarten Number
4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).	
4.3.2	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).	
4.3.3	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	

Standard 4.4: Children develop spatial and geometric sense.

Preschool Teaching Practices

Effective preschool teachers:

- Use positional words (e.g., over, under, behind, in front of) to describe the relative position of items and people, and encourage the children to use them (e.g., "Michael is sitting next to Ana." "I see that you used yellow paint under the blue stripe on your painting." "Are you in front of or behind me?" "The car is on the right.").
- Dramatize stories that make use of positional words (e.g., *Rosie's Walk* by Pat Hutchins).
- Use everyday experiences to foster understanding of spatial sense (e.g., talk about locations in the school, map the classroom by learning/interest area, invite children to use blocks to create simple scenes or locations [e.g., the park, the zoo] ask children to describe and/or draw how to get from the classroom block area to the easel).
- Provide materials that can be put together and taken apart indoors and outdoors that help children to develop spatial and geometric sense (e.g., puzzles of varying complexity, items to fill and empty, fit together and take apart, or arrange and shape; materials that move; tunnels to crawl through).
- Introduce vocabulary describing two- and three-dimensional shapes and constructions (e.g., circle, sphere, square, cube, triangle, rectangular prism, pyramid; side, point, angle) and use that vocabulary when interacting with children and materials in learning centers, small groups, and individual settings.
- Provide opportunities for children to compose and decompose pictures and designs with two-dimensional shapes (e.g., tangrams, in collage arrangements, two-dimensional manipulative shapes, computer and interactive whiteboard software, handheld device [such as a tablet] applications).
- Provide opportunities for children to compose and decompose with three-dimensional shapes (e.g., unit blocks, hollow blocks, three-dimensional manipulative shapes, boxes, balls, three-dimensional styrofoam shapes).
- Provide opportunities for children to talk about their two- and three-dimensional designs with other children and with adults.
- Provide opportunities for children to explore the attributes (differences and similarities) between two- and three-dimensional shapes (e.g., "It's like a can." "It has 3 sides and 3 points, so it's a triangle.") and constructions (e.g., faces of attribute blocks, balls, blocks of all shapes, boxes, beads).

ATTACHMENT 10a - Mathematics

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	Kindergarten Number
4.4.1	Respond to and use positional words (e.g., in, under, between, down, behind).	
4.4.2	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).	
4.4.3	Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike or different]; describe shapes by sides and/or angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). (b) three-dimensional shapes by building with blocks and with other materials having height, width, and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).	

PRESCHOOL ENGLISH LANGUAGE ARTS - DRAFT

Introduction

The updated and aligned preschool standards provide teachers with a common platform for teaching and learning in English Language Arts (ELA) from preschool through 3rd grade and include emergent reading, emergent writing, listening and speaking, foundational skills and language. The ELA preschool standards are grounded in a strong theoretical framework for delivering high quality educational experiences to young children with sample teaching practices and expected learner outcomes.

ELA preschool standards and teacher practices are to be used within a context of the multiple domains of learning and are focused on the development of the "whole child", including their Mathematics Skills, Social Skills, Physical Development, and Approaches to Learning, among other areas. They are not meant to be isolated into a single domain of learning or within a segmented part of the day. ELA teacher practices are intentionally embedded in an integrated and play-based approach to learning. All preschool environments, activities, and interactions should be designed to encourage speaking and listening, literacy exploration, and emergent reading and writing activities.

The ELA standards are expected learner outcomes for children when they exit a four-year-old program. Children will need time and exposure to the appropriate literacy environments and interactions to reach the learner outcomes.

Preschool teachers are responsible for knowing the entire developmental continuum in language and literacy for the young child and require thorough professional development on a state-approved curriculum and assessment model in order to meet the language and literacy needs of all children. Guidance for preschool environments and teaching and assessment models is available on the New Jersey Division of Early Childhood website:
http://www.nj.gov/education/ece/guide/impguidelines.pdf

Like the standards for K-3, the preschool ELA standards have six strands: ***Reading Literature, Reading Informational Text, Reading Foundations, Writing, Speaking and Listening*** and ***Language***. These six strands are followed by the Sub-Headings (e.g., **Key Ideas and Details**). The Sub-Headings are followed by a set of grade and topic- specific standards. The ELA standards framework is consistent throughout PK-3 and provides a common language for articulation across the grades. For a further explanation of how to read the Common Core ELA standards, please see:
http://www.corestandards.org/ELA-Literacy/introduction/how-to-read-the-standards

The following preschool document is organized by identifying the strand (e.g., ***Reading Literature***), the Sub-Heading (e.g., **Key Ideas and Details**), then offers sample preschool teaching practices followed by the accompanying preschool standards with the P-12 Database numbers (e.g., RL.PK.1).

PRESCHOOL ENGLISH LANGUAGE ARTS STRANDS AND SUB-HEADINGS

Reading: Literature

- **Key Ideas and Details**
- **Craft and Structure**
- **Integration of Knowledge and Ideas**
- **Range and Level of Complexity**

Reading: Informational Text

- **Key Ideas and Details**
- **Craft and Structure**
- **Integration of Knowledge and Ideas**
- **Range and Level of Complexity**

Reading: Foundational Skills*

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Writing

- **Text Type and Purposes**
- **Production and Distribution of Writing**
- **Research to Build Knowledge**
- **Range of Writing**

Speaking and Listening

- **Comprehension and Collaboration**
- **Presentation of Knowledge and Ideas**

Language

- **Conventions of Standard English**
- **Knowledge of Language**
- **Vocabulary Acquisition and Use**

*K-12 Sub-Headings are in bold

Reading Literature

Key Ideas and Details

Preschool Teaching Practices

Effective preschool teachers:

- Create cozy, comfortable reading areas with a variety of age-appropriate printed materials (e.g., at least 15- 20 books in a display case, changed every two weeks, along with magazines, catalogs, newspapers).

- Read to each child individually and in small and large groups two or more times a day in different settings using age-appropriate high-quality books and texts (e.g., picture storybooks including the Caldecott medal books, picture information books, traditional literature including folktales, fantasy, poetry and rhyming books, big books, books that are predictable and repetitive, culturally diverse books and an assortment of alphabet books and number books).

- Prepare children for listening to a new book by building on their background knowledge (e.g., make appropriate connections to children's work and interests, predict topic by looking at front cover illustration, look at a few illustrations throughout the book to build anticipation, identify title, author, and illustrator).

- Read the entire book with few interruptions, track print with finger and use motivating expression appropriate to story line.

- Read and reread favorite books followed with a discussion guided by the particular objectives for reading the book and higher level questioning techniques (e.g., What was the problem? How did he solve the problem? Did he learn something new or a lesson? Tell me more.). Refer back to story to clarify difficult parts.

- Follow up a book reading and discussion with a range of auditory, visual, movement and role play opportunities in multiple contexts throughout the day to guide beginning understanding of main events, topics, setting, and characters (e.g., model role-playing with props and dialogue in dramatic play, sing songs related to stories, use flannel board and puppets to reenact characters and plot, prepare recipes related to stories, read other books during the day related to stories).

- Place books to extend center play in different centers (e.g., a book about bridges in the block area).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.	RL.K.1
RL.PK.2	With prompting and support, retell familiar stories or poems.	RL.K.2
RL.PK.3	With prompting and support, identify characters, settings, and major events in a familiar story.	RL.K.3

Craft and Structure

Preschool Teaching Practices

Effective preschool teachers:

- Embed ongoing strategies to clarify new word meanings during read-alouds, activities, conversations, play, or writing (e.g., use gestures and voice to emphasize meaning, pair a similar and familiar word to define the unfamiliar word, point to the illustration that gives clues to new word).
- Encourage children's questions about unfamiliar words and their meanings.
- Model and encourage use of new and interesting words read in books by using frequently throughout the day in conversations, songs, rhymes, activities, and discussions.
- Compare and contrast examples of favorite and familiar story or poetry books by identifying each type as either a story or a poetry book and discuss simple characteristics of each. When children are familiar with a few characteristics of each genre, discuss how the examples (story and poetry book) are alike and how they are different. Begin to let children identify the genre (story or poetry) on their own.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RL.PK.4	Ask and answer questions about unfamiliar words in a story or poem read aloud.	RL.K.4

RL.PK.5	Recognize common types of literature (storybooks and poetry books).	RL.K.5
RL.PK.6	With prompting and support, identify the role of author and illustrator in telling the story.	RL.K.6

Integration of Knowledge and Ideas

Preschool Teaching Practices

Effective preschool teachers:

- Follow up a discussion of illustrations in favorite books with offering similar art materials at the art center (e.g., after reading *Kitten's Full Moon* [Henkes, '06] make the connection between the work of the artist/ illustrator and the child's own art work by offering black and white pastels with black markers to explore night drawings at the art center).

- Connect the role of author and illustrator of a book read aloud to the work of the child in the writing and art centers (e.g., after reading *A Snowy Day* [Keats, '64] "There are many blank books and interesting papers at the writing table. Let's look at the winter books on display at the writing table and look closely at the illustrations and see if we can draw and write about winter too.").

- Compare and contrast the major elements of an adventure of two familiar storybook characters. Discuss how the main characters or their adventures are alike and how they are different (e.g., In the books *My No, No, No Day* [Patterson, '12] and *Alexander and the Terrible, Horrible, No Good, Very Bad Day* [Viorst, '72] How are the adventures in these two stories similar? How is the day that Alexander is having like Bella's day? How is Alexander's day different?"

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.	RL.K.7
RL.PK.8	(Not applicable to literature)	RL.K.8
RL.PK.9	With prompting and support, compare and contrast the adventures of two main characters from familiar stories.	RL.K.9

Range of Reading and Level of Text Complexity

Preschool Teaching Practices

Effective preschool teachers:

- Select high quality literature that, when read aloud, engages individual, small groups or large groups of children. Books should be selected based on a child's familiarity with the topic, background knowledge, interest, complexity of sentences, difficulty of vocabulary, and length of the story.
    - Provide preschoolers who have had minimal exposure to reading and read-alouds, short books of high interest that include familiar language, words, and topics with engaging rhythm or rhyme, high predictability and simple illustrations in order to develop the willingness and motivation to listen to stories (e.g., *Brown Bear, Brown Bear* [Carle, '70]).
    - As children gain experience with book read-alouds, add more challenging language, length, illustrations, and appropriate topics that are not immediately present or familiar (*Blackout* [Rocco, '12]).

- Invite children's participation in rich, supportive conversations about stories read to increase engagement and provide the requisite skills and background information to comprehend the story.
    - Encourage back and forth exchanges, ask open-ended questions, scaffold, repeat and expand vocabulary (e.g., after reading *The Mitten* [Brett, '89], "Yes, his winter mittens are many different colors. They are multi-colored.").
    - Encourage problem solving, comparisons, and connections that can be related to personal experience (e.g., after reading *Olivia and the Missing Toy*, [Falconer, '03], "What is the biggest challenge or the problem Olivia is having now? How do you think she'll solve the problem? Have you ever had a day like Olivia's?").
    - Analyze illustrations and make predictions (e.g., "I see a clue in the picture that helps me guess what will happen on the next page. Do you see it?").

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	RL.K.10

Reading Informational Text

Key Ideas and Details

Preschool Teaching Practices

Effective preschool teachers:

- Integrate opportunities for read aloud experiences using both literature and informational texts throughout the day followed by rich discussions (e.g., morning circle, small group time, center-time, naptime, closing circle) to extend key concepts in science, social studies, math, music, art, movement, and social and emotional development.

- Compare and contrast favorite story books and favorite informational texts and discuss which book is fiction (e.g., make believe or pretend) and which book is fact (real information that you can see, touch or feel).

- Read and reread favorite informational texts. Give children hand-held props for unfamiliar words that prompt new information. During the follow-up discussion have children identify the name of their prop and an accompanying fact (e.g., from *The Tiny Seed*, [Carle, '00] children respond, "It's a bean plant. First, you plant a bean seed in dirt so it grows. Then it grows beans.").

- Model and encourage using new and interesting topical words from informational text throughout the day in conversations, songs, rhymes, activities and discussions.

- Encourage informational book discussion that includes questions, conversations and discussions about topical book information. Refer back to original text or others texts to clarify difficult or new information.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RI.PK.1	With prompting and support, ask and answer questions about key elements in a familiar text.	RI.K.1
RI.PK.2	With prompting and support, recall important facts from a familiar text.	RI.K.2

RI.PK.3	With prompting and support, make a connection between pieces of essential information in a familiar text.	RI.K.3

Craft and Structure

Preschool Teaching Practices

Effective preschool teachers:

- Model and encourage questions about unfamiliar words in a text and point out context clues (e.g., "Great catch Abby! Abby always asks me when she hears an unfamiliar word that she doesn't understand. Let's look at the pictures and read the words again around the new word to see if we can find clues to help us understand the new word.").

- Connect experiences with actual objects and props to identify positional phrases such as in back of, in front of, under, on, over, etc. Identify front and back of book when reading and begin to have children identify the front and back cover of books.

- Connect the role of author and illustrator (or photographer) of children's favorite informational books to children's writing activities (e.g., after reading *Colors Everywhere* [Hoban '95] children discuss Tana Hoban's role of author and photographer/illustrator. Following the discussion, children took photographs of familiar school objects to create an informational class book *Colors at School*).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in informational text.	RI.K.4
RI.PK.5	Identify the front and back cover of a book.	RI.K.5
RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	RI.K.6

Integration of Knowledge and Ideas

Preschool Teaching Practices

Effective preschool teachers:

- Read and reread several informational books on topics of interest to children. Compare books and illustrations (e.g., "Both books *My Big Truck Book* [Priddy, '11] and *Trucks*

and Cars and Things that Go [Scarry, '98] are books about cars and trucks. Mr. Priddy's book uses pictures or illustrations from photographs for his book. These pictures are like the photographs we take. Mr. Scarry's book has pictures or illustrations that are painted. These illustrations are like the paintings we make at the easel.").

- Create information class books and discuss how each information book is alike or different than other information books in the classroom library. Discuss how pictures or illustrations in information books describe the writer's words. Connect classroom library books to children's book-making. Ensure that children have an opportunity to write (dictation, drawings, scribble-writing, letter-strings, or invented spellings) and illustrate (drawings, paintings, photographs) topics of their own choosing for class books.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	RI.K.7
RI.PK.8	Identify the front and back cover of a book.	RI.K.8
RI.PK.9	With prompting and support, identify two or more information books on a favorite topic.	RI.K.9

Range of Reading and Level of Text Complexity

Preschool Teaching Practices

Effective preschool teachers:

- Select high quality informational text and books that engage individual or groups of children at their level for read-alouds. Books should be selected based on a child's need and familiarity with the topic, background knowledge, interest, complexity of sentences, difficulty of vocabulary, and length of the story.
    - Provide children who have had minimal exposure to books or read-aloud experiences, first experiences with high interest topics that include engaging photographs and illustrations in order to develop the willingness and motivation to attend to the topic. Adjust language, length of text, and interactions between child and text if needed.
    - As children gain experience with preschool informational books, add more challenging topics, language, and length including topics that are not immediately present or familiar.

- Invite children's participation in rich discussions of informational books to guide comprehension and make connections to a topic (e.g., after reading *What Lives in a Shell?* [Zoehfeld, '03] "Why does the hermit crab have a shell? Does their shell grow with their body? How are the hermit crabs in the classroom aquarium like the snails Ms. Green brought in today? How are they different?").

- Stock new and interesting manipulatives and props throughout centers to extend concepts from informational books read aloud. Demonstrate and role-play their use (e.g. after reading and discussing *26 Letters and 100 Cents* [Hoban, '87], children match alphabet props to printed letters in the fine motor/manipulatives center).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RI.PK.10	Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups.	RI.K.10

Reading: Foundational Skills

Print Concepts

Preschool Teaching Practices

Effective preschool teachers:

- Draw children's attention to the functions and features of print during read aloud discussions, small-group activities, and incidentally throughout the day (e.g., point out that the person whose name is on the helper chart starts with an uppercase "R," or during a read aloud discussion point out that the words in the title of the book are separated by spaces).

- Display printed labels and other print examples throughout the classroom environment that has meaning to children during their daily activities. Draw attention to the print (e.g., center labels, rebus labels and stories, picture recipes, traffic signs) and encourage activities and interactions where children interact with the displayed print (e.g. "Yes, the label in the hat has Tyrek's name. Can you put it in Tyrek's cubby please?").

- Ensure authentic opportunities for reading and rereading environmental print during the day and while reading track the print with finger to ensure understanding of left to right and top to bottom progression.

- Display print and writing examples at children's eye level.

- Provide relevant, topical literacy props that include print throughout the classroom (e.g., empty food and household containers, menus, recipe cards, phone books, order pads, signs and labels, office forms).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RF.PK.1,a,b,c,d	Begin to demonstrate understanding of basic features of print. a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower letters of the alphabet.	RF.K.1a,b,c,d

Phonological Awareness

Preschool Teaching Practices

Effective preschool teachers:

- Use rhythm sticks, claps, snaps, or body motions to segment the syllables in children's names and other words.

- Engage children in activities, read storybooks and poems, sing songs and chants that have repetitive patterns, alliterations, rhymes, and refrains that are engaging and playful (e.g., sing, "Liz, Liz, bo-biz, banana-fana fo-fiz, fee-fi-mo-miz, Liz! Liz can get her coat.").

- Read and reread rhyming books and texts to children. Encourage children to make up their own rhymes and alliterations.

- Draw children's attention to the sounds children hear in words (e.g., by asking for the children whose names start with the "m,m,m…" "M" sound to go wash their hands for snack).

- Provide activities where children sound match (e.g., show a picture of snake, a dog, or a house and ask children which one starts with the "s-s-s…" "S" sound).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RF.PK.2,a,b,c,d,e	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten)	RF.K.2,a,b,c,d,e

Phonics and Word Recognition

Preschool Teaching Practices

Effective preschool teachers:

- Integrate activities throughout the day that draw attention to the printed letter and the sounds letters make (e.g., at the writing center, "I see you and Sabir pointing to the letters that your names begin with on the alphabet chart. Can you also make the sound for the first letter 'S' in your name? Yes, S-s-s-sabir.").

- Encourage participation with materials that promote identification of the letters of the alphabet including alphabet books, charts, blocks, games, and puzzles.

- Provide name game activities (e.g., recognize child's name with and without graphic support, differentiate among names, visually match specific letters) throughout the day for children to learn to recognize their names and the letters in their name.

- Find opportunities to write children's names daily and spell each letter aloud and invite children to spell with you.

- Encourage children to discuss and interact with functional print materials (labels, signs, directions with pictures) and child-generated writing samples (class books, signs on block buildings, notes to teacher, labels with pictures on shelves and drawings that incorporate children's writing).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RF.PK.3,a,b,c,d	Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)	RF.K.3a,b,c,d

Fluency

Preschool Teaching Practices

Effective preschool teachers:

- Read and reread favorite books giving children the opportunity to read along on the parts of the story they remember. Choose some books based on the use of repeated phrases, refrains, and strong patterns and predictability so children can participate with the reading.

- Engage children in conversations about their favorite books and texts. Ensure that individual children's favorite topics are well represented in the classroom library (e.g., books about trains, sharks, animals). Update books frequently and use information about individual preferences to extend the reader's engagement to new and more challenging literature and informational text.

- Ensure ample time for individual and group use of the library and books (e.g., before the day begins, at center time, before, during or after naps, after outdoor play, before and after transitions).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number

RF.PK.4	Begin to engage in a variety of texts with purpose and understanding.	RF.K.4

WRITING

Text Types and Purposes

Preschool Teaching Practices

Effective preschool teachers:

- Model teacher writing in a variety of genres throughout the day and encourage children's writing (e.g., guide children to write their names on their work, create lists, messages, dictated stories, charts, forms, signage, labels, invitations, letters, and model pretend roles in dramatic play activities that include writing such as a doctor in the doctor's office charting patient health information, etc.).

- Provide interactive teacher-child writing opportunities (e.g., the children volunteer the ideas and words and the teacher elaborates on the ideas and writes the words). Display interactive examples of writing (including pictures) at children's eye level for intentional follow-up activities.

- Take dictation for a child by writing exactly what the child says and making sure the child can see what you are writing. Read the dictation back to the child tracking their words with a finger.

- Encourage individual and small groups of children to write at the writing center and other centers (e.g., provide exciting writing and book making materials, provide examples at the writing center of printed letters, words, names, and phrases that children frequently use in their writing, encourage writing notes to a family member, model writing "Save!" signs and other signage for the block and manipulatives centers, model and support recording and making observations at the science center, model and encourage writing numbers at the math center and during other activities).

- Model the process of classroom bookmaking by using different sizes and shapes of paper, varied and interesting colors, etc. Ensure exciting bookmaking materials are readily available at the writing and art centers. Make classroom book topics simple and predictable. Frequently share classroom books and display in library and throughout the room. Have children share or buddy-read with a partner and take a copy home to share or "read" with families.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
W.PK.1	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	W.K.1
W.PK.2	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	W.K.2
W.PK.3	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to describe children's activities or ideas real or imagined during play or other activities.	W.K.3

Production and Distribution of Writing

Preschool Teaching Practices

Effective preschool teachers:

- Encourage children to share their writing or teacher dictation at all developmental levels with a partner, small-group, class and family.
- Respond positively to all writing efforts at all levels (e.g., dictation, scribble-writing, letter strings, and invented spellings) and display children's writing samples on the wall at children's eye level.
- Provide a variety of writing tools (e.g., pencils, crayons, chalk, markers, and keyboards) and surfaces (e.g., paper, writing easels, and computer surfaces) throughout the classroom.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number

W.PK.4	(Begins in grade 3)	W.K.4
W.PK.5	With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	W.K.5
W.PK.6	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	W.K.6

Research to Build and Present Knowledge

Preschool Teaching Practices

Effective preschool teachers:

- Expand, elaborate, and guide children's ideas and interests to create projects or studies where children ask questions, brainstorm, problem solve, plan, learn new vocabulary, investigate a topic, and produce documentation (e.g., after an investigation where children and teacher researched the topic of a class pet by visiting a pet store, the library, and children's sites online, the classroom documented their observations and experiences by producing *Bubbles the Betta* class book. The children drew pictures and with teacher assistance and support "wrote" about their experience and shared "reading" the book with the other preschool classrooms and their families.).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
W.PK.7	(Begins in grade 1)	W.K.7
W.PK.8	Begin to participate in shared research and shared writing projects.	W.K.8
W.PK.9	(Begins in grade 4)	W.K.9

Speaking and Listening

Comprehension and Collaboration

Preschool Teaching Practices

Effective preschool teachers:

- Read and reread favorite books and texts so that children can become familiar enough with the story or text to be successful in identifying important information with some detail (e.g., after reading and rereading *A Sick Day for Amos McGee* [Stead '11], the children were able to discuss the questions who, what, when, where, and why with simple detail and were able to connect experiences in the story to their own experiences).

- Create a climate of discourse that values conversations, dialogue, questions, and reflections, including "wait-time" (e.g., at least once a day, the teacher has personal conversations with each child to build relationships and encourage multiple back-and-forth exchanges).

- Provide activities and props throughout the classroom that encourage interactions and conversations (e.g., in dramatic play, children discuss with their pretend customers what they want in their pizza order, ask and answer questions about the order, and "write" at various developmental levels the customer's order on their note pads).

- Revisit classroom rules that support classroom discussions (e.g., "Boys and girls, we have a classroom rule about one person talking at a time. Why did we make that rule?").

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
SL.PK.1.a,b	Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.	SL.K.1.a,b
SL.PK.2	Ask and answer questions about a text or other information read aloud or presented orally.	SL.K.2
SL.PK.3	Ask and answer questions to seek help, get information, or follow directions.	SL.K.3

Presentation of Knowledge and Ideas

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for discussions that include details of familiar people, places, and things and events with individual children, and in small and large-groups (e.g., after the read aloud *No, David!* [Shannon '98], children discuss with detail each of David's experiences and why David's mother said "No, David!").

- Offer individual, small and large group opportunities throughout the day to express and share activities, ideas, feelings, or other information in a classroom climate that values discourse (e.g., discussions, project development, brain storming and predicting, book conversations, discussing and learning names for feelings, conflict resolution and show and tell).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
SL.PK.4	Begin to describe familiar people, places, things, and events and sometimes with detail.	SL.K.4
SL.PK.5	Use drawings to describe ideas.	SL.K.5
SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.	SL.K.6

LANGUAGE

Conventions of Standard English

Preschool Teaching Practices

Effective preschool teachers:

- Respond to children using their words ("reflect back") with the correct plural forms, tenses, prepositions and in complete sentences. Also, add new and rich vocabulary to the response when appropriate.

- Ensure that children have interesting opportunities to practice language using plural forms, prepositions, complete sentences, and question sentences by using props and toys

in engaging individual, small and large-group opportunities (e.g., the use of props to identify positional phrases such as in back of, in front of, under, on).

- Provide individual support to each child to write their name on their work throughout the day. Allow children who need it ample time to move through the developmental stages of writing (e.g., teacher dictation, scribble-writing, letter-like forms, a combination of upper and lowercase letters).

- Encourage children to use their emergent writing skills by providing ongoing and motivating up-to-date materials and activities at the writing center based on individual and group interests including written models of the alphabet and printed words with pictures that children currently use and request for writing projects (e.g., "Mom," "no," "love" "Save!"). Support children during the writing process by referring to the letter construction chart and prompting with letter construction and sounds when needed.

- Build oral language and writing skills through read aloud extension activities in classroom centers (e.g., after reading a collection of *Thomas and Friends* [Awdry, 1975] brainstorm ideas for props for a train station in the dramatic play area. Write a list with children of materials and supplies needed).

- Draw children's attention to examples of written words with pictures at eye level including children's drawings and writing, teacher and child-generated writing, class-generated books that exemplify varied purposes of writing and provide written models for children to refer to if needed during writing activities.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
L.PK.1,a,b,c,d,e,f	Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences.	L.K.1,a,b,c,d,e,f

L.PK.2,a,b,c,d	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. a) (Begins in kindergarten) b) (Begins in kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. d) (Begins in kindergarten)	L.K.2,a,b,c,d
L.PK.3	(Begins in grade 2)	

Vocabulary Acquisition and Use

Preschool Teaching Practices

Effective preschool teachers:

- Use new vocabulary introduced in conversations, reading, projects and studies and other activities in context multiple times throughout the day.

- Match visual and auditory prompts with gestures to reinforce the meaning of a word or phrase (e.g., there is an *enormous din* in here [hands over ears and eyes closed tight]. It is so noisy!).

- Model excitement and the playful use of new words (e.g., "What the frog said was *ridiculous*! The toad had never heard of anything so *preposterous*.").

- Sort words, props, topics, materials, etc. into categories (e.g., "Gallop is an action word like crawl, walk, or jump. It is the movement that a horse makes when it wants to go fast. Let me show you how to gallop.").

- Use props and other visuals with oral language to describe simple opposites (e.g., colored cards that illustrate black and white, objects that are big and little, placements on wall that are high and low, voices that are loud and soft).

- Make connections between a child's experience and the meaning of new vocabulary and how it is used (e.g., "This is my very loud voice that I use outside and this is my very quiet voice that I use during rest time.").

- Provide opportunities for finding out the meaning of words and phrases through contextual information (e.g., after a read aloud, "Looking at these two pages in the book *Anansi the Spider* [McDermott '73] what do the words 'he fell into trouble' mean? What happens to Anansi on the next few pages to help us understand what "he fell into trouble" means?").

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
L.PK.4,a,b	Begin to determine the meaning of new words and phrases introduced through preschool reading and content. a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten)	L.K.4,a,b
L.PK.5,a,b,c,d	With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words. c) Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet."). d) (Begins in kindergarten)	L.K.5,a,b,c,d
L.PK.6	Use words and phrases acquired through conversations, activities and read-alouds.	L.PK.6

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APPROACHES TO LEARNING - DRAFT

Introduction

Approaches to learning, such as initiative and persistence, are behaviors and attitudes that show *how* children learn, not just *what* they learn. The National Education Goals Panel identified "Approaches Toward Learning" as one of five dimensions of school readiness for early learners along with physical development, social and emotional development, language development, and cognition.

The approaches to learning standards build on the preschool social emotional development standards and the New Jersey 21st Century Life and Careers standards, reflecting an understanding of what we know from recent studies and current brain development research about how children learn. Children with higher levels of attentiveness, task persistence, eagerness to learn, learning independence, flexibility, and organizational skills do better in both literacy and math at the end of the kindergarten school year and the beginning of their first grade year (Conn-Powers, 2006).

The way a child approaches learning is a strong predictor of later success in school. School readiness includes the ability to tackle and persist at challenging or frustrating tasks, follow directions, take risks, make and learn from mistakes, and work as a part of the group. Young children develop these skills by engaging in learning experiences through play, which strengthens cognitive capacities such as paying attention, remembering rules, and inhibiting impulses to achieve a larger goal (Tomlinson, 2012).

Environments for young children promote positive approaches to learning when they are carefully designed to embrace diverse learners by offering them many avenues for developing physical, social, emotional, and cognitive skills. For example, research shows that children who engage in complex forms of socio-dramatic play have greater language skills than non-players, better social skills, more empathy and imagination, and show greater self-regulation and higher levels of thinking (Miller, 2009).

Children learn best when offered interesting open-ended materials for exploration. They are also more likely to understand and remember relationships, concepts, and strategies, and also to reach higher levels of mastery when they learn with materials that build on their interests.

Teachers play an important role in nurturing approaches to learning by developing caring and respectful relationships with children and their families. Children who feel valued and receive the message that they are capable learners become engaged and excited about learning. When children are given ample time to deeply engage in developmentally appropriate, challenging learning experiences, rewards and other incentives to learn and behave become unnecessary. These standards provide teachers with effective preschool teaching practices accompanied by examples, to encourage and support children's approaches to learning. It is the teacher's responsibility to work with families so that they can encourage and support children's approaches to learning at home.

There are four preschool standards for approaches to learning:

Standard 9.1 Children demonstrate initiative, engagement, and persistence.

Standard 9.2 Children show creativity and imagination.

Standard 9.3 Children identify and solve problems.

Standard 9.4 Children apply what they have learned to new situations.

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 9.1: Children demonstrate initiative, engagement, and persistence.

Preschool Teaching Practices

Effective preschool teachers:

- Listen closely, respond to, and take pleasure in children's curiosity. Nurture children's curiosity by providing thought-provoking, hands-on experiences that motivates them to apply their developing skills and prior knowledge and that challenges them to think.

- Be fully present by identifying and minimizing distractions that detract from giving full attention to working intentionally with children. Help children learn to wait while you are working with another child, and help children listen respectfully to one another.

- Engage children in prior planning but be flexible enough to change plans if children are not actively engaged in an activity. Gradually lengthen the time children are expected to remain engaged in activities or experiences.

- Help children learn to self regulate (i.e., focusing attention on relevant information while ignoring or filtering out irrelevant information). Play games in which children must listen carefully and follow more than one direction (e.g., "Simon says, stand on one foot and touch your nose").

- Encourage children's initial attempts at a task by providing specific, positive verbal feedback (e.g., "you didn't give up until you mixed just the right color") rather than praising them for cleverness or giving them rewards like stickers or prizes.

- Provide physical, verbal, or emotional support to a child who is unfocused or discouraged (e.g., sitting close to a child struggling to accomplish a task,

acknowledging their frustration, and helping them figure out what to do). Honor the pace of every child, knowing that some children need more time to complete a task.

- Provide children with time, space, and opportunities to make choices from among interesting materials that are familiar and challenging. Rotate materials regularly to maintain children's interest. Provide extended periods of time to allow children to get deeply involved in learning experiences that they initiate or that build on class topics.

- Support children's efforts during challenging tasks by responding to questions, ideas, and requests for help. Children tend to show greater persistence on tasks that are challenging for them.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
9.1.1	Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)	
9.1.2	Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.	
9.1.3	Focus attention on tasks and experiences, despite interruptions or distractions.	
9.1.4	Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate.	
9.1.5	Bring a teacher-directed or self-initiated task, activity or project to completion.	

Standard 9.2: Children show creativity and imagination.

Preschool Teaching Practices

Effective preschool teachers:

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- Model open-mindedness and creativity. Demonstrate that there may be more than one way to do things or to solve problems and help children to generate alternatives and weigh the options (e.g., "It's raining and we can't go outside. What can we do instead?").

- Observe children closely in order to find ways to see, value, and extend children's ideas (e.g., The teacher notices that while Xander is painting at the easel, he is telling a story about his picture. She listens as Xander narrates his painting and writes in her observation notes that Xander is painting a picture of his new baby sister. Using rich vocabulary, she reflects Xander's language back to him and asks him clarifying questions.).

- Provide opportunities for imaginative play and creative storytelling. Read or write stories in which children change or make up their own endings. Take note when imaginative play is becoming more complex (e.g., children are taking on more diverse roles and are using a wider variety of props or creating their own) and support children in extending their abstract/symbolic thinking.

- Support multiple means of creative expression. The visual arts (e.g., drawing, collage, painting, sculpture), the performing arts (e.g., puppets, music, dramatic play, and creative movement) and technology (e.g., using software to create books and illustrate them) offer many opportunities for all children, regardless of their abilities, personal experiences, language and cultural background, to communicate what they feel, think, know, and understand.

- Emphasize process over product. Children who are directed to conform to expected outcomes lose the confidence and spontaneity essential for the development of creative thinking.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
9.2.1	Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).	
9.2.2	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).	
9.2.3	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).	

Standard 9.3: Children identify and solve problems.

Preschool Teaching Practices

Effective preschool teachers:

- Have conversations devoted to topics that are interesting to children and that offer challenging, relevant problems to solve. Stretch children's thinking and use interesting language and vocabulary in these conversations.
- Notice children's repeated explorations that build their understanding of abstract ideas (e.g., after observing children spending an entire outdoor period watching different objects roll down the slide, the teacher encourages children to create ramps indoors and provides a variety of objects for children to roll down the ramps).
- Help children to break down a problem into manageable pieces, consider what information is needed and apply strategies for solving problems (e.g., The children return from playing outside and report that one of the girls has found a dollar on the playground. Everyone has a different idea about what she should do with the dollar. At circle time, the teacher listens to the children's ideas and asks the children what they think they should do? Although many children think she should buy something for the classroom, one child says they should find out if anyone has lost a dollar. Children brainstorm ideas to identify the owner of the dollar. The teacher makes a list of their ideas and helps them decide on the next steps to take.).

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- Encourage children to learn from their mistakes (e.g., Amber forgets that it is library day. When she begins to cry and then to blame her mom for not reminding her to bring the book, the teacher first helps Amber think of what she can do to remember to bring her library book to school on library day. She then invites Amber to take a classroom book home and to try out one of the strategies for remembering to bring back the book on library day.).

- Help children see themselves as thinkers. Infuse the words think and thinking when talking with children. Give the child time to think before responding. Model thinking by using self-talk (e.g., "Adriana, Tamika, and Henry are not here today. Let's think about out how many places we need to set for snack.").

- Offer specific feedback (e.g., "You used every unit block to build a strong, tall tower." Avoid vague words, such as "nice work" and exaggerated praise, such as, "You are the best builder in the class.").

- Build on what children are learning by asking open-ended questions (e.g., "What do you think would happen if you…?" "What else could you do with…?" "Can you think of another way to…?").

- Engage children in the cycle of inquiry when exploring or experimenting with a science or math topic. Identify a problem, ask questions and probe for answers, conduct investigations, gather and analyze data, identify patterns and rules, test rules (predicting what will happen based on the rules), and document the process.

- Give children many opportunities for rehearsal and practice in learning new concepts or skills and give them strategies to recall information (e.g., "This spring we will draw a picture of the apple tree that we observed outside so that we can compare it to the one you drew in fall and winter.").

- Encourage effective teamwork. Create investigations or projects where children can problem-solve interdependently. Encourage conversations between children, guiding them in listening to one another, sharing ideas, and welcoming the input and perspective of others. Help them understand that because what they do and say affects others, they need to consider the impact of their words and choices.

- Help children think about their thinking (metacognition) by giving them many opportunities to become more aware of their own thoughts, feelings, intentions, and actions. Help children critically evaluate their own and other's ideas and decide which ones are worth exploring.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
9.3.1	Recognize a problem and describe or demonstrate ways to solve it alone or with others.	
9.3.2	Use strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).	
9.3.3	Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).	
9.3.4	Reflect on, evaluate, and communicate what was learned.	

Standard 9.4: Children apply what they have learned to new situations.

Preschool Teaching Practices

Effective preschool teachers:

- Provide time for children to revisit and reflect on their experiences and learning through a variety of methods (e.g., discussion, conversation, journaling, art activities, music) and apply what they learn to new experiences.
- Link the new to the familiar by helping children relate stories and activities with their own life experiences and prior knowledge (e.g., stories about babies after a sibling is born, stories about buildings and photos of construction from the neighborhood in the block area, and authentic music and food from India to celebrate a recent immigrant classmate's birthday).

- Give children opportunities to see connections in fun and playful ways. Tap into children's passion and enthusiasm and build on it (e.g., a child who is interested in spiders can read about them, play games about them, observe them, draw them, and write stories about them).
- Give children ample opportunities for socio-dramatic role play to develop empathy and perspective-taking (e.g., when taking on the role of a doctor wrapping a broken leg in the dramatic play area, child uses comforting words to console the patient with the broken leg).
- Give children feedback on their thinking to help them make new connections and applications (e.g., "Emily, you said that you saw the Olympics on TV and think you can jump as far as the gold medal winner in the long jump. When we go to the playground today, let's measure how far you can jump! What can we use to measure the distance?").

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
9.4.1	Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).	
9.4.2	Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).	
9.4.3	Demonstrate understanding of what others think and feel through words or actions.	

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ATTACHMENT 11

NEW JERSEY DEPARTMENT OF EDUCATION

PRESCHOOL PROGRAM IMPLEMENTATION GUIDELINES

2010

ATTACHMENT 11

ACKNOWLEDGMENTS

These guidelines were originally developed in February 2003 in conjunction with stakeholders chosen for their diversity and expertise in the field of early childhood education and their commitment to the children of the state of New Jersey. Many thanks go to all those who participated, including other state agencies, advocacy groups, researchers and professional education organizations. Special thanks to all of the individuals who participated in the focus group sessions and responded by letter or e-mail to provide input for the original document.

Based on new research and best practice, significant revisions have been made by the Division of Early Childhood Education over the past seven years to the original 2003 document in the areas of supporting dual language learners, master teachers, community, family involvement, and fiscal oversight.

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ATTACHMENT 12

New Jersey Department of Education

Division of Early Childhood Education

New Jersey Kindergarten Implementation Guidelines

Release Date
April 1, 2011

ATTACHMENT 12

Acknowledgements

New Jersey's *Kindergarten Implementation Guidelines* were conceived as an essential step in building continuity from preschool to grade three and in response to school districts' many questions about developmentally appropriate kindergarten practices in the twenty-first century. The *Kindergarten Implementation Guidelines* reflect the work of early childhood professionals across the state to bring current research and best practices together in one usable document for school administrators, teachers, teacher educators, and families.

The Department sincerely thanks the kindergarten focus groups, individuals from New Jersey's universities, school districts, and organizations across the State, and members of the Division of Early Childhood Education for their cumulative efforts in developing guidelines.

The *Kindergarten Implementation Guidelines* takes a close look at the major components of successful kindergarten programming. Applied systematically and comprehensively, these components can yield high-quality programming for New Jersey's twenty-first century kindergarten classrooms.

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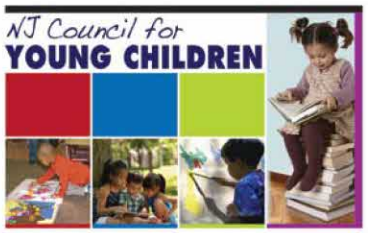
New Jersey Core Knowledge and Competencies Framework

For Early Childhood Professionals across Sectors

DRAFT Revised 2013

A Collaborative Project between:

professional IMPACT NJ
advocating growth for early childhood educators



PREFACE

Professional Impact NJ (formerly the New Jersey Professional Development Center for Early Care and Education) grew out of New Jersey Sows the Seeds for Growth. This statewide initiative, started by the New Jersey Child Care Advisory Council (CCAC) and the New Jersey Association of Child Care Resource and Referral Agencies (NJACCRRA), established the steps for implementing a system to enhance the preparation and continuing education for all professionals providing care and education to the State's most vulnerable population—our children. The New Jersey Department of Human Services (DHS) awarded a contract to Kean University, working with NJACCRRA as a grant partner, to create *Professional Impact NJ* and New Jersey unified professional development system for the state that includes a workforce registry, credentialing, quality initiatives, and financial assistance to early childhood professionals.

The New Jersey Council for Young Children was created in 2010 by an Executive Order to serve as the Governor's State Advisory Council for Early Childhood systems as authorized under the Improving Head Start for School Readiness Act of 2007. The mission of the Council is to align and improve the New Jersey's numerous and complex early childhood programs and initiatives into a coordinated system of early care and education program and services for infants, toddlers, and young children from birth to age eight. The 24-member Council is in, but not of the Department of Education, and represents all state agencies with oversight of programs for families and children from birth to eight, including the Departments of Education, Human Services, Health, Labor and Workforce Development, and Children and Families. Also, represented on the Council are Head Start agencies, advocacy group, child care organizations, school districts, universities, and foundations.

This document is recommended for all professionals working with children birth through age eight, including afterschool programs, as well as those professionals engaged in the teacher preparation, home visitors, and intervention professionals. These standards were developed by a collaborative effort between Professional Impact NJ and the Council's Workforce Development Committee.

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INTRODUCTION

Introduction to Core Competencies: This document outlines and demonstrates the behaviors and skills early childhood professionals who work with young children (lead teachers, assistant teachers, head teachers, supervisors, director and program administrators; those involved in with training organizations and teacher preparation programs (trainers, college professors and field supervisors); those involved with policy and advocacy initiatives that promote quality. These behaviors, skills, and practices offer a guide to naïve and seasoned professionals that build meaningful relationships with children, families, and colleagues so the learning and teaching environment promote outcome for children and outcomes for professionals charge with the care and development of young children. The overarching goal of this document is:

- XXXXXX
- XXXXXX
- XXXXXX
- XXXXXX

The Levels in this document are intended to help professionals assess their skill level and understanding of early childhood best practices. It can help to illustrate how different professionals can be at different levels in their growth and development. The examples can show how professionals use their competencies to promote quality and growth for both children and professionals. It can guide professionals to advance levels of competencies. These are only examples and are not meant to be exclusive or complete list of competencies needed to advance in the core knowledge needed to work with very young children. (still to do complete alignment with revised career lattice)

Level 1: A professional is emerging as an early childhood practitioners who understands that behaviors and skills needed for the field of early childhood develop each day over time.

Level 2: A professional is developing and has an understanding of child development and can promote growth in very young children while supporting positive parent engagement.

Level 3: A professional is applying their knowledge of early childhood development and teaching and learning in a way that children are being scaffold into areas that promote positive educational outcomes.

Level 4: A professional is extending their knowledge and application of the science of early childhood and are able to lead and mentor others.

Level 5: A professional is practicing innovation in their teaching and learning approaches that result in quality teaching and learning for children, families, and colleagues. They are able to direct and supervise early childhood programs in a manner that results in positive outcome for young children, families, and the community at large.

AREA: Family and Community Relationships

KNOWLEDGE BASE: Families are the primary context for children's development and learning. There is no development without relationships (Jack Shonoff). The human infant comes into the world with remarkable capacities for human relatedness and curiosity for the world around them. To ensure the healthy development of infants and young children, early childhood professionals work in partnership with families and the community to create effective and quality early childhood programming. Ideally, infant and early childhood professionals work as teams across disciplines with a shared consent, to bring the best services for children including, developing networks of community partners who offer on-site resources and interventions to the families.

The *Strengthening Families'* six protective factors will provide the foundation for the professional guidance. The protective factors include: 1.Parental resilience; 2. Social Connections; 3. Knowledge of Parenting and Child Development; 4. Concrete Support for Parents; 5.Nurturing and Attachment; and 6. Social and Emotional Competence of Children. This section will focus on how infant and early childhood professionals can contribute to healthy child development; encourage and acknowledge parental resilience; utilize evidence-based practices and reflective practices with staff and other professionals; and support vulnerable families through building strong referral networks and community partnerships,. Parents are more likely to participate in the learning environment and seek assistance when staff build trusted rapport and relationships with families. Creating a culturally inclusive environment is essential to developing rapport and encouraging parental engagement within a community setting. Culturally responsive learning environments and early childhood professionals have the power to nurture a child's self-concept and self-esteem, as well as provide the child with confidence to explore the world (Berdecia & Kosec, 2013).

Sub-Categories	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
Establishing Rapport and Building Family Relationships	☐ Build a rapport with the family during the intake and enrollment process. ☐ Recognizes that every family is unique ☐ Provide program's/center's hand book (policies, procedures, and protocols), schedule and other information to help parents adjust to the learning environment. ☐ Becoming familiar	☐ Inform parents of policies and procedures including the NJ child abuse laws. ☐ Develop skills and techniques (non-judgment, empathy, and active listening) for appropriate discussions with parents/ greater communication and disclosure of issues impacting the family. ☐ Be knowledgeable of and understand the	☐ Demonstrate respect for the cultures and languages represented in the learning environment and in your daily practices. ☐ Establish effective communication strategies inclusive of all families both verbally and in written materials. ☐ Share information with families on child's progress through scheduled	☐ Develop a work ethic that follows the NAEYC's code of ethics and the ethical code for family intervention services. ☐ Encourage and support research in family and community relationships ☐ Encourage staff to obtain the infant mental health endorsement.	☐ Utilize a range of strategies to incorporate the differing cultural contexts of children and their families in the daily program. ☐ Demonstrate leadership on ethical issues related to children and families. ☐ Create time for reflective practices and learning more about support families through multiple services and

	with cultural differences that may impact the child's adjustment to the program i.e. meals, observed holidays, child-rearing-practices, etc. □ Build trusted relationships that respect the values, attitudes, expectations, and culture of family. □ Create private and secure environments for disclosure, discussion, and intervention. □ Build partnership with family members in which each recognizes the valuable contribution of the other.	fundamental principles of family and community. □ Acknowledge that pregnancy, birth and early childhood can be powerful triggers for both parents and providers and the childhood experiences of both can interfere with quality services	and required conferences. □ Provide referrals to community services when necessary.		interventions. □ Initiate and conduct research in family and community relationships.
Nurturing and Attachment	□ Respect, appreciate and represent the family and culture of each child. □ Knowledge that families are constructed in many ways (a mom and dad, single mom/dad, grandparents as guardian, interracial, lesbian or gay parents, step families, blended	□ Be knowledgeable about infant and early childhood development (0-6) in all areas and the importance of secure early relationships as foundational to healthy brain development and infant mental health □ Value the language and cultural identity of each child and	□ Establish support groups and interventions to strengthen the relationships between parent-child. □ Help parents to understand the importance of their emotional relationships and affect in forming the child.	□ Establish relationships with early intervention, nutritionist, and nurse practitioners to provide services to parents on the center's premise □ Assist families to access specific infant mental health intervention and treatment	□ Provide specific therapeutic interventions with psychotherapist, and/or physical and occupational therapists. □ Develop a therapeutic plan for each family that has been referred.

	families, adoptive families and a host of other configurations. □ Encourage parents to spend quality time with child stimulating their emotional, social, cognitive, and physical development. □ Ensure that every child has a medical home. □ Promote the benefits of breastfeeding for infant-parent relation and healthy development □ Provide various ways parents can understand their infant and young child's cues and behaviors. □ Relate positively to all children and their families. □ Be aware of strategies that support unique needs of children and families as it related to family and cultural backgrounds	families, as well as the communities they represent. □ Promote continuity of care □ Model responsive caregiving □ Provide family support and education □ Identify early signs of problems that might impede the child-parent relationship. □ Identify emotional and attachment concerns □ Refer for further screening and assessment	□ Support parents knowledgeable of parenting with "the brain in mind" by understanding how the brain is formed through relationships. □ Create opportunities to demonstrate to parent's literacy and play models. □ Establish a home visitation program. □ Offer developmental screenings such as the ASQ and the ASQ-SE □ Integrate relationship-based practices into the child and families existing services. □ Emphasize and help support parental reflectively and self-care. □ Provide access to consultation to improve the child-parent relationship		

Parental Resilience	☐ Assure parents have access to a pediatrician that conduct wellness visit with the children. ☐ Knowledge that the parent well-being will impact the child's well and development ☐ Connect parents to local resources ☐ Awareness of and willingness to support each individual family's involvement and see their strengths while providing supports for healthy and strong families. ☐ Acknowledge young children's frustrating behaviors and recognize parent's efforts.	☐ Encourage parents to discuss discipline challenges they may be having at home. ☐ Ensure that parent-child activities are appropriate for families with special needs children. ☐ Utilize pre-post-tests when parent groups and seminars are offered. ☐ Develop a measure that shows how resilience a parent is before and after attending the early childhood program. ☐ Be knowledgeable about issues that can contribute to family crises: domestic violence, depression mental illness, chronic health, substance abuse, etc.	☐ Create a family record to keep information about the family 's progress (their strengths and the areas that need further supports) in one place and be able to share with cross-disciplinary teams via a shared-disclosure form). ☐ Encourage parents to advocate for their children's and families' needs by joining parent advisory groups.	☐ Communicate regularly with family members and colleagues, involving them in discussions and decision regarding their children, program, and philosophy. ☐ Obtain documentation that referrals and community resources have been access by families and file in the family record. ☐ Provide resources and support to families in making decision related to their parenting practices and their child's development and learning ☐ Provide opportunities for parent input via focus groups, surveys, and suggestion box.	☐ Families are involved in the planning and decision making of the program. ☐ Provide access to community partners to come into the center/program and provide direct services to families and children. ☐ Each parent is making a contribution to the school structure, operations, and procedures.
Knowledge of Parenting and Infant- Child Development	☐ Use arrival and departure times as teachable moments for both children and families emphasizing the importance of "proper good byes" and proper transition planning. ☐ Share strategies that	☐ Provide seminars, and parent nights to create opportunities to discuss and practice good parenting and typical and atypical child development. ☐ Offer parents volunteer and	☐ Share strategies one-on-one or in groups that support the unique needs and strengths of children and families such as positive re-direction, child-rearing practices, healthy nutrition, and	☐ Be knowledgeable of with major theories, current research and issues in early childhood linked with effective family involvement. ☐ Provide therapeutic groups on site for families	☐ Develop an annual leadership institute for parents and ECE professionals to learn about advocate and promote of strong families. ☐ Develop parent peer mentoring program so new parents can

	support unique needs and strengths of children and families such as re-direction, child-rearing practices, healthy nutrition, and predictable routines. □ Help parents understand that parenting is a "relationship" not just a skill.	educational opportunities.	predictable routines. □ Collaborate across disciplines to develop parent's knowledge of healthy growth and development. □ Be able to provide system's advocacy, parental/ development guidance to parents and other caregivers in a supportive manor. □ Provide educational resources to parents and caregivers.		have supports from other parents with older children.
Concrete Supports	□ Provide continuity of expectations and experiences between a child's family and the educational program. □ Whenever possible all written and verbal communication will be in the language preferred by the parent. □ Inform parents of the daily activities and routines the child will participate on a daily basis. □ Provide educational experiences that include each child's language and family and home culture.	□ Develop skills and techniques (non-judgment, empathy, and active listening) for appropriate discussions with parents/guardians to allow greater communication and disclosure of issues impacting the family. □ Assure that materials, practices, and strategies meet the needs of diverse populations i.e. language and cultural nuances. □ Establish community partnerships to assure all families can access appropriate	□ Create opportunities for greater parent participation i.e. workshop, health fairs, PTA, etc. □ Identify resources for families in crisis such as food pantry, transportation, shelter, etc.	□ Assure that the staff of the center, reflect the cultures and languages represented in the program. □ Provide culturally responsive interventions and screenings. □ Staff collaborates with families in the implementation and completion of their individual family plans.	□ Utilize evidence-based curriculum, home visiting models and best practices to assure authentic family engagement, healthy child outcomes, school readiness, and confident and competent parents. □ Maintain a solid referral base for multiple issues. □ Staff receives reflective supervision to improve service delivery. □ Parents receive home visits twice a year (at the beginning of the year and at the end

	☐ Promote the value of open, active, and inclusive environments where parents are involved in the decision making process, program planning, activities and evaluations in meaningful ways. ☐ Connect families to services and opportunities in the community ☐ Understand the legal requirements to recognize and report suspected cases of child abuse or neglect, pursuant to the Child Abuse and Neglect Law (see N.J.S.A. 9:6-8:9,8:10,8:13 and 8:14	services i.e. WIC, health care, mental health, dental care and/or enrichment activities. ☐ Parent receive an annual home visits			of the year.
Social Connections	☐ Provide opportunities for families to socialize and foster a sense of community i.e. field trip, meet and greet, graduation, etc. ☐ Notices for outside enrichment activities are shared with parents.	☐ Special support groups are developed for single parents, teen parents, and grandparents in kinship care. ☐ Plan a Father-friendly activities ☐ Provide special supports to infants and young children in	☐ Collaborate and connect parents with community resources across disciplines (teacher, home visitors, social worker, therapist etc.) to ensure the best services are provide to both children and families.	☐ Advocate for and promote accessible and affordable high quality programs and services for families and children on local, state, and national levels. ☐ Develop and implement a public relations plan that	☐ Develop and model partnerships with the broader community to support children and families. ☐ Utilize self-assessment that create improvement plans for the center/program such as the QRIS and

		child protective service care, and to both birth and resource families.	☐ Provide childbirth preparation and early parents-child supports to new parents and encourage parent – to- parent support and mentorship and the availability of doulas and lactation supports.	includes parent testimonies and speaking engagement in the community with public and decision makers.	national accreditation

REA: Child Growth and Development

KNOWLEDGE BASE: Professionals providing early childhood education, primary education, family child care, and afterschool care require knowledge of child growth and development to ensure developmentally appropriate practice for all children and support for each child as an individual. All children should participate in a range of high-quality experiences that foster growth and development – physically, cognitively, linguistically, socially, and emotionally.

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V:
		☐ Competencies in all previous levels plus:	☐ Competencies in all previous levels plus:	☐ Competencies in all previous levels plus:	☐ Competencies in all previous levels plus:
Theory	☐ Recognize that children grow and develop across social, emotional, physical, cognitive, and linguistic domains ☐ Recognize that interacting with people, environments, and materials through play is a an essential part of the growth and development process	☐ Recognize, respect, and be familiar with methods and strategies to support and address each child's needs and individual differences	☐ Implement lesson plans that address and integrate all domains of growth and development	☐ Understand and apply the fundamental principles of child growth and development to implement classroom curriculum that drives lesson planning	☐ Understand, encourage, and support child growth and development research, its application to curriculum, and its application to overall programming ☐ Initiate and conduct child growth and development research

Practice		☐ Implement developmentally appropriate activities for assigned groups and individuals	☐ Plan and implement developmentally appropriate activities for groups and individuals	☐ Apply the cycle of assessment, planning, implementation and evaluation to support children's healthy development	☐ Develop evidence based health and wellness materials/programming/ curriculum
Physical Development		☐ Use appropriate environments, toys, materials, and equipment to encourage a variety and range of motor skills	☐ Plan and implement opportunities for children to practice gross and fine motor skill development	☐ Within the program curriculum, identify and individualize gross and fine motor planning based on the needs of individual children	☐ Develop evidence based materials/programming/curriculum for motor skills
Social/Emotional Development		☐ Support the social emotional aspects of development through teaching social skills	☐ Support the social/emotional aspects of development through responsive interaction with each child and his/her family	☐ Within the program curriculum, identify and individualize planning based on the unique social/emotional needs of individual children	☐ Develop evidence based social/emotional materials/programming/ curriculum
Language/Literacy Development		☐ Understand the importance of a language and literacy rich environment	☐ Plan and implement experiences to enhance language and literacy development	☐ Promote language development by integrating diverse language and literacy experiences into all areas of the program curriculum	☐ Develop evidence based language and literacy materials/programming/ curriculum
Dual Language Learners		☐ Exhibit cultural sensitivity toward children and families whose home language is not English	☐ Implement activities that support each child and family's home language and second language development	☐ Integrate diverse language and cultural experiences for children and families into all areas of the program curriculum	☐ Develop evidence based materials/programming/curriculum for dual language learners

Children with Disabilities	☐ Know that there are legal requirements for children with special developmental, learning, and medical needs	☐ With support, exhibit appropriate inclusive practices for children with special needs	☐ Implement activities that support children with special needs within Early Intervention Plans and Individualized Instruction Plans	☐ Plan and implement activities that support children with special needs within Early Intervention Plans and Individualized Instruction Plans	☐ Develop evidence based special education materials/programming/ curriculum

AREA: TEACHING AND LEARNING

KNOWLEDGE BASE: Teaching and learning refers to the professional's ability to design, implement and evaluate meaningful learning experiences that promote positive outcomes for all children. Teaching and learning in early care and education settings have four essential components:

Early childhood of professionals understand the reciprocal nature of teaching and learning. They design supportive learning environments well equipped with developmentally appropriate materials. They observe and assess children's learning through daily activities and routines to plan and implement meaningful curriculum that facilitates development and learning in all domains and content areas. They understand the importance of positive relationships and high-quality interactions in supporting of academic skills, positive learning attitudes and healthy self-esteem in young children; In the context of these relationships they utilize play as primary mode of learning along with a variety of developmentally appropriate teaching-learning approaches to meet the needs, capabilities and interests of all children.

This knowledge is divided into **four sections**:

- ☐ Environment
- ☐ Child Assessment
- ☐ Curriculum
- ☐ Interactions and Approaches

Environment					
	LEVEL I	**LEVEL II**	**LEVEL III**	**LEVEL IV**	**LEVEL V**
Learning Environment	☐ Arranges indoor and outdoor environments that are well organized, aesthetically pleasing and reflective of the diverse cultures and languages of the children who occupy the space.	☐ Provides materials that are developmentally, culturally and linguistically appropriate throughout the environment. ☐ Provides materials that are easily accessible and rich in variety	☐ Utilizes a daily schedule and lesson plan that encourages and supports children to engage, explore and discover their environment.	☐ Provides materials, equipment and experiences that support curriculum implementation and child outcomes.	☐ Identifies, promotes, models and uses appropriate teacher disposition, policies and practices that support quality learning environments.
Physical Environment	☐ Ensures that materials and equipment are appropriate for the age group. ☐ Ensures that the environment is clean, orderly and void of inappropriate or broken toys.	☐ Presents an environment that encourages areas for solitary learning, small group learning and full group learning experiences. ☐ Provides materials and equipment that support	☐ Materials, equipment, room arrangement all support the lesson plan and are based on the developmental strengths and needs of the individual children in the environment.	☐ A formal tool is used to assess the quality of the environment. ☐ Results of the environmental tool are reviewed and discussed within the context of child outcomes. ☐ Periodically change toys, materials, etc., to continue the developmental support and interest of the children.	☐ Implements, evaluates and guides others in aggregating formal assessment findings for the purpose of developing meaningful room arrangement and materials selection.
Social Environment	☐ Designs an environment that is welcoming to all children and families	☐ Creates an emotional environment that is appropriately responsive to all children.	☐ Provide materials, equipment and opportunities that foster and support gender, race, culture and	☐ Intentionally create opportunities for child to child interactions and adult to child interactions.	☐ Coaches, mentors and guides others in exploring their feelings about race, gender and culture differences.

			linguistic identities. □ Arranges areas, space and opportunities in that support and encourage self-management and interactions.	□ Design opportunities for children to practice problem solving.	□ Provide research-based information about the effect of parent involvement on child outcomes. □ Provide varied and diverse professional development opportunities to teachers around behavior management, productivity and facilitation of learning.

AREA: Assessment and Evaluation

Knowledge Base: Assessment and evaluation of children, personnel, and programs are necessary to identify strengths and to determine areas needing improvement. Assessment is conducted over a period of time while maintaining confidentiality. Information is gathered through a variety of methods. Assessment and evaluation of data is used in an ethical manner when making decisions about future planning, intervention, referrals, and/or teaching strategies. All efforts are made to avoid labeling and stereotyping. Authentic assessment is conducted through objective observations of a child in a natural situation using a variety of techniques, such as: running records, anecdotal records, time samplings, event samplings, and observational checklist. Individual portfolios containing samples of the child's work and play, including drawings, paintings, constructions or other art work; journals, stories/dictation or other samples of writing; examples of projects related to the child's interests, play, or content areas; photos, video and audio tapes of the child engaged in activities

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
Assessment	□ Communicate information to lead teacher or supervisor for assessment process by sharing personal observations and interactions with children □ Participate in action plans for program improvement relative to job responsibilities and s requested by supervisor.	□ Demonstrate an understanding of the assessment process of children, personnel, and program goals and requirements. □ Assist with maintaining	□ Collaborate with colleagues on maintaining individual child portfolios and devising system for sharing contents with parents/guardians	□ Interpret child data and develop actions plans based on findings, seeking input and assistance when needed. □ Supervise and provide feedback regarding staff as	□ Review and interpret children's assessment/evaluation data with team to ensure that each developmental needs are met and to maintain informed practices. □ Encourage and support

	☐ Maintain confidentiality of children's information and other confidential records, such as assessment and evaluation records. ☐ Maintain daily classroom record/anecdotal notes as needed such as diapering, accidents, bites, sun blocks, lunches, attendance, and other documentation as needed.	individual child portfolio by filing work samples, and other materials/entries as appropriate. ☐ Demonstrate an awareness of the Individualized Family Service Plan, Individual Education Plan, or 504 Plans for children with disabilities. ☐ Gather samples of child's work and play for individual child portfolios as a part of the team	☐ Interpret assessment information on children, seeking input from others involved and assistance when needed. ☐ Adhere to the Individual Family Service Plan, Individual Education Plan or 504 Plans for children with disabilities. ☐ Consult regularly with professionals who provide services for children with special needs	appropriate. ☐ Demonstrate an awareness and understanding of assessment tools and process that may be used in educational programs and acquire knowledge o their appropriate use, administration, and effective interpretation (child assessment and program assessment). ☐ Assess and evaluate program and develop action plans for areas in need of quality improvement, based on data findings.	research in assessment and evaluation.
Child Evaluation (to be developed)	☐ Awareness of the purpose of children's screening and types of assessment.	☐ Knowledgeable of and understand the fundamentals of assessment and evaluations ☐ Familiar with various assessment tools such as ASQ, ASQ:SE, Brigance, etc.	☐ Understands various methods of assessment. ☐ Knows the characteristics of screening assessments ☐ Adheres to timely evaluation cycles as outlined in policy manual.	☐ Know what criteria to use when selecting a screening tool or recommending an assessment process for a child ☐	☐ Initiate and conduct research in assessment and evaluation. ☐ Define a clear assessment methodology and progress that includes screenings, prevention, intervention, and as needed treatment. ☐ Certified to administer various diagnostic instruments and tools.
Program Evaluation		☐	☐ Develop and implement a system for tracking	☐ Review program's assessment practices/procedure	

			program's success rate in achieving program mission and identified goals for children	and revise process as necessary □ Know how to select assessment tool that informs instructions and helps monitor progress □ Is familiar with various program evaluation tools such as the CLASS, ECERS-R, ELLCO, FCCERS-R, ITERS-R, etc.	
Staff Evaluation	□ Familiar with a self-evaluation process □ Provides input to annual professional growth plan □ Has opportunities for supervision and reflective practices	□ Receive a performance appraisal annually	□	□ Evaluate all staff annually □ Supervise and participate in evaluation of staff by mutually developing recommendations for a professional growth plan.	□
	□	□	□	□	□

<u>CURRICULUM</u>

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
Philosophy, Framework and Standards	□ Recognizes the need to match curriculum to the development level of a particular age	□ Uses developmentally appropriate curriculum and teaching strategies	□ Plans developmentally appropriate curriculum and teaching strategies	□ Critiques and adapts the appropriateness of prepared curriculum for specific classroom	□ Evaluates and revises curriculum models and teaching strategies based on knowledge of child development and learning,

	group. □ Understands the importance of planning daily activities for children. □ Is aware that individual children have differing curricular needs □ Assists in planning curriculum aligned to learning goals in the NJ State Standards	based on knowledge of child development and learning, strengths, interest and needs of Individual children and social and cultural context in which children live. □ Recognizes the need for planning, experience and adapting curriculum based on the individual development needs of children. □ Understands the learning goals as outlined in the NJ. Early Learning Standards (infants/toddlers), the NJ Preschool teaching and learning standards (Preschool)a and the NJCCCS and Common core standards (for ELS and Math)	based on knowledge of child development and learning, assessment of children's strengths, interests and needs and the social and cultural context in which they live. □ Articulates how philosophical ideas affect curriculum. □ Plans and implements intentional learning activities and experiences to support goals in all content areas as outlined in the NJ State Standards.	use. □ Has a written philosophical statement that guides curriculum development and helps others develop a philosophy statement. □ Utilizes in-depth knowledge of the scope and sequence of learning goals in all content areas to develop and implement a comprehensive, integrated curriculum aligned with NJ State Standards.	strengths, interests and needs of individual children and the social and cultural context in which children live. □ Provides leadership for curriculum philosophy, development and implementation, using research based best practices. □ Uses the NJ State Standards in planning and evaluating, curriculum, learning environments and materials for learners. □ Coaches others in curriculum development aligned to the NJ state standards.
Social – Emotional Development	□ Recognizes the young children experience a variety of emotional states beginning in infancy. □ Labels the basic	□ Identifies and accurately labels all the emotional states that young children experience. □ Identifies the various ways young	□ Demonstrates appropriate interactions when young children display emotions. □ Teaches and implements a wide	□ Critiques environmental design for developmental appropriateness in supporting the constructive	□ Produces and disseminates information to parents, staff and other community members to help them identify the wide range of children's emotional expressions.

	emotional states express by young children. □ Recognizes the need for appropriate expression of all emotions. □ Supports children in playing well with others. □ Accepts children's need for autonomy and reacts appropriately.	children express and communicate emotions, both verbally and nonverbally. □ Uses strategies such as listening, labeling, drawing pictures and role-playing with children, environment modification, for appropriate expression of emotions. □ Provides materials and activities to support children's participation in age and liability appropriate group activities. □ Offers guidelines for children to use that promote positive social interactions. □ Provide a child-centered environment that will encourage autonomy.	range of techniques for children to appropriately express and communicate their emotions. □ Recognizes behaviors that may indicate emotional disorder and require additional resources and/or referrals. □ Provides children with many opportunities to participate in age-appropriate cooperative play. □ Implements developmentally appropriate tasks that lead to children's development of autonomy. □ Models appropriate behavior for resolving conflict. □ Designs activities within the program that specifically teach responsibility.	expression of emotions. □ Communicates information to parents, staff and other community members related to interactions and strategies for working with young children to help them express their emotions appropriately. □ Applies theory and current research to create a community in the classroom that fosters social and emotional development. □ Use strategies to promote prosocial skills ad behaviors among children. □ Use current research about early childhood development to encourage children to practice responsibility, autonomy and positive social skills.	□ Advocates for appropriate and accessible services to support healthy emotional development of young children. □ Design a program that supports children's development of responsibility, autonomy and positive social skills. □ Advocates for local, state that support the development of responsibility, autonomy and positive social skills.
Language Arts and Literacy	□ Identifies basic language/ literacy experiences as essential in the daily routine.	□ Provides concrete experiences and play to facilitate language and literacy	□ Uses opportunities to acquire and extend skills in: oral language, vocabulary,	□ Skillfully integrates language, literacy, and writing activities across all aspects of the	□ Evaluates the effectiveness of language and literacy curriculum to facilitate continuous program improvement.

	☐ Talks with children, encourages them to ask questions, and stimulates conversations. ☐ Responds to children's communication in home language. ☐ Share books with children, re-reads favorite stories, and models reading behaviors. ☐ Follows directions for creating a print-rich environment.	development in the daily routine. ☐ Uses developmentally appropriate strategies: open-ended questions, rhymes, songs, and games, conversations, print and pictures, read-aloud and storytelling, expressive art, drawing and dictating, play with literacy tools etc. ☐ Respects other languages and supports English Language Learners. ☐ Selects appropriate, diverse materials (i.e. books, pictures, labels, posters) for the children's environment.	comprehension, phonological and phonemic, awareness, phonics, alphabetic knowledge, print awareness and concepts, and early writing. ☐ Uses integrated teaching units, lessons and activities experiences. ☐ Understands typical and atypical language acquisition skills of children who are learning two or more languages and implements curriculum supports. ☐ Uses resources and materials that support language and literacy. ☐ Immerses children in a print-rich environment including languages represented in the classroom.	curriculum. ☐ Knows and understand language and emergent literacy theories and strategies. ☐ Understands and communicates the relationship between spoken and written words and its impact on literacy. ☐ Plans, implements, and evaluates activities for English language learners. ☐ Collaborate with specialists, as needed, to address individual language and literacy needs.	☐ Coaches others in developing curriculum environments resources and materials for language and literacy development. ☐ Advocates for community support and resources that ensures literacy development based upon current theory and research.
Math and Science	☐ Identifies basic math and science experience as essential in the daily	☐ Encourages children to ask questions, problem solve and find answers	☐ Implements activities and opportunities that encourage curiosity,	☐ Implements activities and opportunities to support math and	☐ Coaches others in developing curriculum environments, resources and materials for math and

	routine. □ Provides opportunities to develop an understanding of concepts like number, shape and spatial sense, time and sequence. □ Discuss objects and events that have been observed indoors and outdoors.	through active exploration of materials in the environment. □ Facilities the development mathematical and scientific thinking through use of manipulative, tools, blocks, puzzles and sensory and sequencing activities. □ Provides opportunities for children to explore and play with activities related to important grade appropriate math and science concepts.	exploration, problem-solving, and reasoning appropriate to the developmental levels and learning styles of all children. □ Implements activities and opportunities for exploring math and science concepts using an integrated curriculum approach. □ Uses appropriate resources and materials to support math and scientific thinking.	science process skills: problem – solving, reasoning, connecting, observing, comparing, classifying, measuring, inferring, predicting and communicating. □ Demonstrates a wide range of skills for planning and facilitating math and science learning: integrating with other curriculum content areas, using play, natural informal, teacher-guided experiences, relevant resources and technology. □ Uses assessment of child's progress to plan curriculum experiences that are matched to individual needs, interests and ability levels.	science learning. □ Facilitates continuous improvements for mathematics curriculum goals and activities that are appropriate, culturally responsive, and adapted for children with special needs.
Social Studies, Family and Life Skills	□ Talks about jobs people do in the family and community □ Discusses program roles, jobs and rules	□ Provides meaningful and direct opportunities for children to learn basic concepts and skills about families, characteristics of	□ Has a wide range of skills for planning and facilitating play-based social studies activities that are appropriate to the child's age and	□ Skillfully integrates social studies learning across content areas by using appropriate resources including technology and	□ Facilitates continuous program improvement for planning and implementing families and communities (social studies) curriculum based on best practices derived from evidence

		self and others, community jobs etc.	stage, culturally responsive, adapted for children with special needs, and integrated with other curriculum content areas and domains.	media. □ Models and helps others develop a wide range of skills for planning and facilitating developmentally appropriate play-based social studies activities.	based research.
Visual and Performing Arts	□ Provides opportunities for children to use art materials every day. □ Uses music, movements and/or dance activities in the program in some way each day. □ Provides opportunities for children to engage daily in dramatic play	□ Provides opportunities for children to use art materials independently. □ Participates in singing. Instrument play, dance and movement, and dramatic play activities with children. □ Provides time, flexibility and choice to sustain engagement in the process of creating art. □ Plans for some art, music, dance and dramatic play experiences. □ Values children's creative art work and displays it. □ Shares children's creative activities with parents.	□ Provides an art center with a variety of art materials where children can actively engage in open ended art activities. □ Integrates creative expression throughout the curriculum. □ Provides frequent open-ended opportunities for children to express their creativity through language, music and dance, dramatic play and art media. □ Evaluates the effectiveness and appropriateness of creative development activities to meet the interests and needs of individual children and makes	□ Models the use of age appropriate creative activities that promote children's individual expression. □ Explains how children represent their thoughts, feelings and ideas through creative outlets. □ Coaches others in creating an environment that encourages creativity and individual expression. □ Understands and explains the value of creative development activities for children and how these activities affect children's development.	□ Evaluates, analyzes, articulates, and applies current theory and research on promoting creative experiencing in early care and youth programs. □ Teaches other professionals about how to support each child's creative development by adapting time, space, and materials to meet the needs and interests of children. □ Collaborates with other professionals to integrate best practice regarding creative development into early care and youth programs within the community. □ Advocates for the "arts" as a valuable aesthetic learning experience in a child's development.

			appropriate adaptations. □ Helps parents understand the importance of creative, expression in children's development, including process vs. product.		
Health, Nutrition and Physical Education	□ Provides opportunities to develop self-help and personal hygiene skills □ Provides opportunities for children to experience a variety of nutritious food choices. □ Offers activities daily to develop fine and gross motor skills.	□ Uses materials, resources and activities, to learn about nutritious food choices. □ Selects physical activities and equipment that promote children's individual cognitive, creative, and language growth as well as motor skills and sensory development. □ Plans a balance of active and quiet time. □ Plans opportunities to develop eye-hand coordination	□ Plans individual and small-group activities and materials that promote the development of gross-and fine motor skills. □ Adapts physical activities according to child assessments and children's special needs. □ Designs and implement outdoor activities to extend classroom to learning experiences	□ Skillfully integrates physical development activities across curriculum areas. □ Understands the importance of sensory integration, its impact on children's ability to learn, and identify sensory integration supports and resources.	□ Articulates, evaluates, and applies current theory and research on promoting physical development. □ Coaches others in developing curriculum environments, resources and materials for health, nutrition and physical development. □ Advocates for resources time space for physical motor and recreation activities.

INTERATIONS AND APPROACHES

	LEVEL I	**LEVEL II**	**LEVEL III**	**LEVEL IV**	**LEVEL V**
Positive and responsive	□ Uses children's names and interacts	□ Demonstrates warm, positive,	□ Uses a variety of strategies to build	□ Implements theories and	□ Identifies, promotes, models, and uses materials,

relationships	responsively with them at their eye level.	nurturing, and respectful interactions with children.	positive relationships such as one on one attention, talking about interests, active listening, responding consistently and smiling.	reflective practices that recognize the critical importance of positive and supportive relationships.	policies and practices that support positive and effective interactions among children, families and other professionals.
Positive Peer Interactions	☐ Monitors children's relationships and is aware of their involvement with each other.	☐ Provides opportunities for children to listen, interact, and communicate with others.	☐ Promotes positive children's interactions and adjusts the program to support all children in listening, interacting, and communicating freely with others.	☐ Monitors children's interactions and adjusts the program to support all children in listening, interacting, and communicating freely with others.	☐ Evaluates, applies and coaches others about theory and current research in peer social interactions in children's learning.
Play	☐ Provides uninterrupted playtime to encourage exploration. ☐ Describes in general terms that young children learn through play and exploration ☐ Identifies ways adults can facilitate play, active manipulation of concrete objects, child choice and decision-making, exploration of the environment and interaction with others.	☐ Explains the role of play and exploration in young children's growth, development and learning in terms of developmental domains, multiple intelligences and learning styles. ☐ Fosters young children's play and exploration by interacting with them in a positive and responsive manner. ☐ Facilitates children's knowledge construction by providing daily	☐ Integrates play in the curriculum at all levels of the early childhood programs/classroom ☐ Facilitates/ children's growth and development by interacting with them during play and exploration in a manner that enhances learning and validates the process and purpose of play. ☐ Uses observations of children's play and exploration as valid measures of	☐ Supervises the curriculum design to ensure emphasis on play, exploration and social interactions. ☐ Inform families, colleagues, administrators and community members of the importance of play in children's development focusing on process-oriented learning experiences to facilitate knowledge construction.	☐ Advocates for the use of play, exploration, and social interactions in learning, at the community state and national levels. ☐ Collaborate with other professionals at the community, state and national levels to effect policies and mandates related to developmentally appropriate teaching and learning practices.

		opportunities to interact with the environment and others.	ability and development to design curriculum.		
Teacher-child Interactions	☐ Responds to children's questions and requests, including the nonverbal cues of infants and toddlers. ☐ Shows interest in children's ideas and choices. ☐ Engages in conversations with children that are developmentally appropriate and understood by the children.	☐ Uses a variety of language strategies during adult –child interactions and facilitates dialogue between and among children. ☐ Asks open-ended questions and encouraging children to ask questions. ☐ Recognizes teachable moments and follows the child's interests. ☐ Communicates effectively using oral and written language. ☐ Demonstrates the use of active listening skills	☐ Utilizes engaging conversations and thought provoking questions with adults to facilitate children's learning. ☐ Expands and extends children's understanding and interests by elaborating on children's ideas and responses. ☐ Evaluates the learning environment to ensure that communication is age appropriate, on-going between the adults and children and is responsive to the children's strengths and needs as a group and as individuals.	☐ Reflects on situations in order to identify the nature of interactions to deepen the child's understanding ☐ Uses appropriate questioning for downward scaffolding to guide to a meaningful response; or upward scaffolding to pull for deeper understanding as needed. ☐ Designs enriched programming with daily opportunities to converse and communicate ideas in large and small groups and in a variety of informal activities. ☐ Incorporates opportunities to develop communication skills for problem solving and resolving conflicts.	☐ Evaluates, applies and coaches others about theory and current research in adult-child interactions in children's learning. ☐ Teaches families and professionals about age appropriate communication skills in young children.
Teaching, Learning	☐ Encourages children	☐ Engages children in	☐ Provides	☐ Evaluates	☐ Leads curriculum design

approaches and strategies	to try out new activities. • Demonstrates a beginner level repertoire of teaching behaviors. • Plans lessons to support children's development and learning. • Implements lessons and activities in available curriculum using corresponding strategies.	problem solving and decision making. • Demonstrates an emerging repertoire of teaching behaviors. • Providing engaging learning experiences that follow a logical sequence, with choices, selecting appropriate teaching – learning strategies including the use of appropriate technologies.	opportunities to encourage problem solving, persistence and planning skills. • Demonstrates a developed repertoire of teaching behaviors • Applies a variety of research-based strategies that are appropriately matched to the content and that engage children in meaningful ways including: conversations, using environments and routines, incidental and intentional teaching, children's characteristics, needs, and interests, linking children's language and culture to the program, teaching through social interactions, play, addressing children's challenging behaviors, using technology, and integrative approaches to curriculum. • Uses an appropriate	curriculum, environment and experiences to promote curiosity, persistence and creativity. • Analyzes own instructional approaches to support individual children's development and learning. • Analyzes and integrates sound theoretical perspective into teaching strategies. • Supports colleagues in integrating research based instructional strategies through modeling and coaching.	teams to develop coherent and comprehensive units and lessons that are responsive to the needs of diverse leaners, and support positive approaches to learning. • Initiates action research efforts with colleagues to identify, select, and modify instructional strategies and resources that ensure success for each learner. • Continuously researches and applies innovative approaches to expand own repertoire of instructional approaches.

			balance of child initiated and teacher directed activities, small-group and individual activities, along with large group.		
Guidance	☐ Defines the term "guidance". ☐ Observes and identifies developmentally appropriate and inappropriate guidance approaches with children from infancy through school age. ☐ Knows realistic expectation of behavior for children. ☐ Establishes and communicates limits for acceptable behavior. ☐ Uses redirection and positive reinforcement.	☐ Applies realistic expectations for each child. ☐ Discusses how guidance approaches affect the child's self-concept and ability to learn self-control. ☐ Explains and practices additional developmentally appropriate guidance approaches such as, effective praise, encouragement and problem solving. ☐ Addresses the problem behavior or situation, rather than labeling the child. ☐ Communicates with parents regarding areas of concern and develops cooperative strategies to manage the problem.	☐ Teaches children problem-solving techniques appropriate for their developmental stage, so they can resolve conflicts on their own. ☐ Involves the children's as appropriate, in decision making about facility/program rules and consequences of behavior. ☐ Models appropriate guidance approaches and mentors others in their practice. ☐ Ensure the use of positive guidance approaches by other staff in the early childhood program.	☐ Teaches staff, parents and community members about positive guidance approaches and the effective use of praise and encouragements. ☐ Applies theories of child development to improve positive guidance. ☐ Uses observations and assessments to individualize and improve child guidance. ☐ Ensures that children of all abilities are guided in positive ways.	☐ Designs written policies for effective child guidance to be used by others. ☐ Articulates, evaluates and applies current theory and research to create guidance strategies for individual children.

AREA: DIVERSITY

KNOWLEDGE BASE: Diversity refers to the growing populations of children and families that come from a variety of different countries and speak a home language other than English. Children and families have the right to use and develop their home language and feel that their culture is valued. A child's home language serves as the foundation for acquiring new knowledge and for learning a second language. The National Association for the Education of Young Children's (NAEYC) emphasizes that early childhood educators need to create a welcoming environment that respects diversity, supports children's ties to their families and community, and promotes both second language acquisition and preservation of children's home

languages and cultural identities (NAEYC, 2009). Culturally responsive classrooms and educators have the power to nurture a child's self-concept and self-esteem, as well as provide the child with confidence to explore the world while taking supportive risk in a new language. Research affirms that children who perceive their environment and instruction as affirming their cultural heritage are more likely to become engaged in learning (Ferdman, 1990).

CATAGORIES	LEVEL I	LEVEL II	LEVEL III	LEVEL IV:	LEVEL V
Knowledge of Cultural Diversity and Language Development	☐ Respects diversity in culture and language as differences rather than deficiencies. ☐ Create a learning environment that is inclusive of each child's culture and language. ☐ Invite parents to help create word walls and picture schedule.	☐ Help the children see that knowing more than one language is an asset not a deficit. ☐ Allow bilingual and multilingual children to observe without the pressure to respond.	☐ Provide opportunities for children to experience oral and written communication in the languages that their family uses and understands.	☐ Provides meaningful ways for children to feel competent with the English Language.	☐ Incorporate the children's culture and language into the daily curriculum and learning experiences.
Deposition and Temperament	☐ Uses an interpreter when necessary to ensure clear communication with families. ☐ Develop ways to about each culture and language represented in the classroom. ☐ Label objects and materials in English and the children's home languages (color-code) the different languages helps to reinforce them.	☐ Provide opportunities for the children to use/hear their home languages in the classroom (CDs and invited home language storyteller) ☐ Help all families understand knowing more than more language has cognitive advantages.	☐ Make books available in the cultures and languages represented in your classroom transition times. ☐ Scaffold the children in learning English so they take risks in the new language. Be aware that a silent period means children are taking in the language before they take a risk	☐ When speaking English add gestures, props, symbols and visuals to increase comprehension particularly during ☐ Assist children to construct long and detailed sentences in the English language.	☐ Create rich blocks of time for children to engage in conversations in their home language model by a native speaker. ☐ Use English and the home language for both directions and content.

			in using the new language.		
Classroom Design	☐ Create a print-rich environment in English and the children's home languages ☐ Develop a classroom design that reflects the culture and languages represented in the classroom (maps, flags, posters and family portraits. ☐ Develop essential concepts in the child's first language within cultural contexts that they understand. ☐ Label objects and materials in English and the children's home languages (color-code the different languages helps to reinforce them.	☐ Learn a few survival phrases in each child's language. ☐ Create authentic lesson plans that showcase the cultures and languages represented in the classroom. ☐ Link concepts from a read-aloud to the learning centers and activities that reinforces the main idea of the story. ☐ Create a bilingual or multilingual picture schedule using the children's photos.	☐ Provide information to parents in the language they prefer. ☐ Build vocabulary and conversation in English and in the children's home language. ☐ Use repetition, pauses, and short frequent comprehensive checks. ☐ Assists children to construct long and detailed sentences in the English language.	☐ Use bilingual and multilingual word walls.	☐ Use English and the home language for both directions and content.
Instructional Practices	☐ Allow bilingual and multilingual children to observe without the pressure to respond	☐ Conduct a child assessment in the language the child's primary language.	☐ Use small groups to encourage children to take a risk in using English and to reinforce home language. ☐		☐ Create authentic lesson plans that showcase the cultures and languages represented in the classrooms.
	☐ Label objects and materials in English and the children's home languages (color-code the different languages helps to reinforce them.	☐ Use repetition, pauses, short sentences and frequent comprehensive checks.	☐ Help develop essential concepts in the children's first language and within cultural contexts that	☐ Provide children many ways of showing what they know and can do	☐ Assist children to construct long and detailed sentences in the English language.

			they understand.		
	☐ Designate a peer to help bilingual and multicultural children find materials and resources.	☐ Make available books in the cultures and languages represented in your classroom (be careful to avoid stereotypes.	☐ Help all families know that knowing more than more language has cognitive advantages.	☐ Use the children's cultures and languages across the curriculum and domains.	☐ Help children to begin to think in the new language while referring to their mental home language dictionary.
	☐	☐ Add materials to each learning centers that reflect the cultures represented in the classroom.	☐ Know that children often understand the main idea without understanding each word.	☐ Understand the complexity of thinking in two cultures and languages.	☐ Conduct child assessment in the language the child's primary language
	☐ Develop a way to learn about each culture and language represented in the classroom. ☐ Create a bilingual or multilingual picture schedule using the children's photos. ☐ Create a bilingual or multilingual picture schedule using the children's photos. ☐ Study child-bearing practices for each family to enhance communication and model appropriate re-directing strategies.	☐ Use the children's home language for daily interactions and instructional time. ☐ Invite parents to help create word walls and picture schedule.	☐ Link concepts from a read-aloud to the learning centers and activities that reinforces the main idea of the story. ☐ Model good use of English and home language on a daily basis	☐ Make time to reflect on each child's proficiency level and make adjustments to the curriculum and learning activities. ☐ Extend and expand what the children already know from simple words to more complex words.	☐ Understand the English Language Learners children pronounced English word quicker than they may be able to understand them.

AREA: HEALTH, SAFETY, NUTRITION, and PHYSICAL ACTIVITIES

KNOWLEDGE BASE: Meeting health, safety, and nutritional needs of children is a very important component of early care and education programs. Consideration to health (physical, social-emotional, nutritional, oral, environmental, and spiritual) should be an integral component in partnering and supporting families so that their children grow healthy and ready to succeed. This can be accomplished when early care and education professionals .....(do we want to include all of page 45 here?)

Healthy Environment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	*LEVEL V*
☐ Identify health standards **for child care programs.**	☐ Regularly review health practices for compliance.	☐ Support and advocate for healthy early care and education programs.	☐ Assume responsibility for program's health practices and compliance with state and national standards.	☐ *Support and advocate for healthy early childhood programs.*
☐ Define and perform recommended sanitary practices that prevent and reduce the spread of disease.	☐ Implement health practices to reduce illness.	☐ Assess the environment for health hazards.	☐ Establish and monitor infectious disease control practices.	☐ Assess policies and procedures for continuous monitoring of environment for health hazards.
☐ Have knowledge of health considerations for each child.	☐ Determine what health notifications must be shared with families and staff.	☐ Evaluate current practices for conformity with local and national health performance standards for child care and institute corrective actions where needed.	☐ Ensure appropriate health information is recorded in children's records and shared with families and staff as appropriate.	☐ Oversee program-wide evaluation of current practices for effectiveness and conformity with national health performance standards and institute corrective actions where needed.
☐ Knowledgeable of issues related to excludable and reportable communicable diseases.	☐ Record appropriate health information regarding day-to-day issues (accident reports, bites) **and provides information to families verbally and in writing about any unusual incident or type of communicable disease to which their child was exposed. (NY 5.4a)**	☐ Design processes to ensure appropriate exchange of staff and child health information in compliance with confidentiality policies and procedures.	☐ Consult with pediatric health professionals on health practices and issues relevant to program operation.	☐ Design and monitor processes to ensure appropriate exchange of staff and child health information and for meeting health care needs of individual children.
☐ Support management of acute and chronic illness in children.	☐ Collect information on community resources to make available to families as needed.	☐ Document a plan for meeting health care needs of individual children.	☐ Documents illness and knows when to communicate with public health agencies about outbreaks of	☐ Analyze policies and support systems that minimize staff illness.

			communicable disease. (VT 45)	
☐ Foster emotional growth and health of children and their families.	☐ Incorporate health activities in the daily curriculum.	☐ Assess effectiveness of relationships with families regarding health issues.	☐	☐ Create policies and procedures embedding state and national recommendations for health practices.
☐ Encourage parents to utilize the State's Universal Health Form and Asthma Treatment Plan when appropriate	☐ **Has current, valid documentation of training in topics essential to children's health. (NY 5.1)**	☐ Evaluate and ensure consideration of health issues in planning the overall program.	☐	☐ Encourage staff and families to utilize community health resources as needed.
☐ Support developmentally appropriate essential daily health habits.	☐ **Maintain organized, accessible, and up-to-date records related to the health of the children in their care. (NY 5.2)**	☐ Provides information to families about the development of children's health needs (toileting, feeding, dental/doctor visits, immunizations, etc.) VT 29)	☐	☐ Engage families and staff in evaluating current practices for conformity with national health performance standards for child care.
☐ Recognize signs and symptoms of child abuse and neglect.	☐ **Applies practices that encourage positive health behaviors and support the physical and mental well-being of children and families. (NY 5.5)**	☐ Receives and shares information from health and mental health professionals about both healthy growth and development of children as well as current health risks. (VT 28)	☐	☐ Initiate and conduct research regarding health activities.
☐ Comply with center policies for mandatory reporting of child abuse and neglect.	☐ **Recognizes potentially unhealthy practices and acts to correct them. (VT 25)**	☐ **Recognizes children's interest in their bodies (healthy sexual development) and integrates this interest into the curriculum appropriately. (VT 47)**	☐	☐
☐ Be knowledgeable of issues related to child obesity prevention.	☐ Provides opportunities for children to brush teeth, comb hair, wash hands, and other	☐	☐	☐

	practices that promote personal health. (VT 48)			
☐ Maintain confidentiality for all children, families, and staff.	☐ Works with families to maintain accurate immunization records, health history, and emergency contact information. (VT 49)	☐	☐	☐
☐ Knows and follows proper health procedures as outlined by the applicable regulatory agencies. (NY 5.3)	☐	☐	☐	☐
☐ Encourages routine hygiene practices (brushing teeth, combing hair, and washing hands. (VT 26)	☐	☐	☐	☐
☐ Follows universal precautions to avoid the spread of infectious illnesses and blood-borne pathogens. (VT 2)	☐	☐	☐	☐
☐ Follows procedures that reduce contamination and the spread of infectious illnesses, such as in hand washing, diapering, toileting, washing tables, and cleaning toys. (VT 3)	☐	☐	☐	☐

Safe Environment

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V

☐ Identify standards.	☐ Regularly review safety practices for compliance.	☐ Support and advocate for safe early care and education programs.	☐ Assume responsibility for program's safety practices and compliance with state and national standards.	☐ Support and advocate for safe early childhood programs.
☐ Recognize and report potential hazards in program environment.	☐ Implement safety practices to reduce injury and illness.	☐ Assess the environment for safety hazards.	☐ Consult with pediatric health professionals and community safety experts on practices and issues relevant to program operation.	☐ Assess policies and procedures for continuous monitoring of environment for safety hazards.
☐ Understand and implement program emergency preparedness plan.	☐ Incorporate **child** safety activities in the daily curriculum.	☐ Evaluate current practices for conformity with local and national safety performance standards for child care and institute corrective actions where needed.	☐ **Reviews emergency evacuation policies and procedures and makes recommendations for changes according to program's needs or current standards. (VT 50)**	☐ Oversee program-wide evaluation of current practices for effectiveness and conformity with national safety performance standards and institute corrective actions where needed.
☐ Knows and follows proper safety procedures as outlined by the applicable regulatory agencies. (NY 5.3)	☐ **Has current, valid documentation of training in topics essential to children's safety. (NY 5.1)**	☐ Evaluate and ensure consideration of safety issues in planning the overall program.	☐ **Creates environments for children that are safe, yet support independence and accommodate the needs of the children. (VT 52)**	☐
☐ Takes appropriate precautions and follows applicable procedures to ensure a safe learning environment. (NY 5.6)	☐ Responds to injuries using appropriate first aid techniques. (VT 7)	☐ Works with families to minimize the risk of injury and provide safe environments for their children in and out of the program. (VT 53)	☐	☐ Analyze policies and support systems that minimize staff injury.
☐ Monitors indoor and outdoor toys, materials, and equipment and maintains them in safe condition. (VT 8)	☐ Incorporate **child** safety activities in the daily curriculum.	☐ Assesses safety and preparedness issues when planning field trips and uses appropriate practices on field trips.	☐	☐ Create policies and procedures embedding state and national recommendations for safety-**related** practices

		(VT 51)		
☐ Identifies environmental hazards and removes them, such as broken toys, choking hazards, poisonous plants, and secondhand smoke. (VT 10)	☐ **Adapts the indoor and outdoor environment to the developmental needs and abilities of the children, including children with special needs. (VT 30)**	☐	☐	☐ Engage families and staff in evaluating current practices for conformity with national safety performance standards for child care.
☐ Understands and follows emergency procedures as defined by the program. (VT 12)	☐ **Offers information to families about safety and injury prevention for children and adults (such as toy recalls, car seat usage, etc.) VT. 33**	☐	☐	☐ Initiate and conduct research regarding safety.

Nutrition

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V

☐ Identify nutrition standards.	☐ Regularly review **nutrition** practices for compliance.	☐ Evaluate current practices for conformity with local and national **nutrition** performance standards for child care and institute corrective actions where needed.	☐ Assume responsibility for program's nutrition practices and compliance with state and national standards.	☐ Oversee program-wide evaluation of current practices for effectiveness and conformity with **nutrition** performance standards and institute corrective actions where needed.
☐ Support developmentally appropriate essential daily **nutrition** habits.	☐ Incorporates nutrition activities in the daily curriculum, **teaches children about healthy food choices. (VT 39)**	☐ Evaluate and ensure consideration of nutrition issues in planning the overall program.	☐ Consult with pediatric health professionals on nutrition practices and issues relevant to program operation.	☐ Create policies and procedures embedding state and national recommendations for child nutrition practices.
☐ **Knows and follows proper nutrition procedures as outlined by the applicable regulatory agencies. (NY 5.3)**	☐ **Has current, valid documentation of training in topics essential to children's nutrition. (NY 5.1)**	☐ **Encourages children to adopt good nutritional habits. (NY 5.10)**		☐ Encourage staff and families to utilize community health resources as needed.
☐ **Recognizes and avoids health hazards in meals (choking, allergies, burns, etc.) (VT 14)**	☐ Maintains organized, accessible, and up-to-date records related to the nutrition of the children in their care. (NY 5.2)	☐ Provides space and options for breastfeeding in privacy or storage and preparation of pumped breast milk, as appropriate. (VT 34)		☐ Engage families and staff in evaluating current practices for conformity with national nutrition performance standards for child care.
☐ **Provides meals for children with special dietary needs as instructed. (VT 15)**	☐ Creates safe, healthy, and enjoyable feeding and mealtime experiences for children. (NY 5.9)	☐ **Provides meals and snacks that are appealing, nutritionally balanced, and developmentally appropriate. (VT 35)**		☐ Initiate and conduct research regarding nutrition activities.
☐ **Follows individualized schedules for eating and resting with infants. (VT 18)**	☐ Involves families in activities promoting good nutrition and oral hygiene routines and refers parents and staff	☐ Uses appropriate foods to encourage the development of eating skills and social/emotional		☐ Engage families and staff in evaluating current practices for conformity with national nutrition performance standards for child care.

	to community resources. (VT 58)	development. (VT 38)		
☐ **Provides structured meals times and family style meals with a pleasant social atmosphere for toddler and preschool children. (VT 20)**	☐ Identifies community programs and federal nutrition benefits to supplement family food resources. (VT 16)	☐ Involves children in menu planning and snack preparation. (VT 57)	Involves children in menu planning and snack preparation. (VT 57)	☐ Initiate and conduct research regarding nutrition activities.
☐ **Communicates with and provides support to families about children's nutrition and mealtime experiences. (NY 5.11)**	☐ Communicates with families about healthy food choices, while respecting cultural preferences. (VT 40)	☐ Partners with staff and parents to assist children in the progression of age-appropriate eating skills and the healthy social/emotional development that occurs during feeding. (VT 54)	Collaborates with parents in seeking the help of specialists in assessing, understanding, and addressing their children's delays in feeding skills. (VT 60	☐
☐	☐ Plans nutritionally balance meals and evaluate menus that fulfill Child and Adult Care Food Program guidelines. (VT 56)	☐ Collaborates with parents and specialists to create individualized feeding plans for children with special health needs. (VT 59)		☐

PHYSICAL ACTIVITY

LEVEL I	LEVEL II	LEVEL III	LEVEL IV:	LEVEL V

☐ Identify physical activity standards.	☐ Regularly review **physical activity** practices for compliance.	☐ Evaluate current practices for conformity with local and national **physical activity** performance standards for child care and institute corrective actions where needed.	☐ Assume responsibility for program's physical activity practices and compliance with state and national standards.	☐ Oversee program-wide evaluation of current practices for effectiveness and conformity with national **physical activities** performance standards and institute corrective actions where needed.
☐ Support developmentally appropriate essential **physical activity** habits.	☐ Incorporate physical activities in the daily curriculum.	☐ Evaluate and ensure consideration of physical activity issues in planning the overall program.	☐ Consult with pediatric health professionals and community safety experts on physical activity practices and issues relevant to program operation.	☐ Create policies and procedures embedding state and national recommendations for physical activity practices.
☐ **Knows and follows proper physical activity PRACTICES as outlined by the applicable regulatory agencies. (NY 5.3)**	☐ **Has current, valid documentation of training in topics essential to children's physical activity. (NY 5.1)**	☐ **Monitors physical activity of the children and provides a variety of materials and opportunity to engage all children in gross motor activity. (VT 61)**		☐ Engage families and staff in evaluating current practices for conformity with national **physical activity** performance standards for child care.
☐ **Recognizes the importance of, and provides time and space for, active play for all children. (VT 22)**	☐ Provides information for families about children's need for physical activity. (VT 42)	☐ **Shares resources with families about physical activities appropriate for their children and opportunities in the community. (VT 63)**		☐ Initiate and conduct research regarding physical activities
☐ **Recognizes the long-term health risks of extended period of screen media and other passive activities. (VT**	☐ Limits children's exposure to screen media and other passive activities. (VT 43)	☐		☐

24)				
□	□ Engages in physical activities with the children throughout the program day. (VT 62)	□		□

AREA: Developing as a Professional: Professionalism in early care and education, primary education, family child care, and afterschool programs focuses on integrating quality standards and practices in the development, implementation, and of educational programs. Professionalism reflects commitment to professional knowledge, continuing professional development, advocacy and leadership, and The NAEYC Ethical Code of Conduct and the Professional Impact NJ Core Knowledge and Competencies.

Standard	Behavior and Skills			
	Level I	**Level II**	**Level III**	**Level IV & V**
Professional requires knowledge and competency in all areas of child growth and development	□ Understands basic child development principles □ Familiar with the NAEYC's Code of Ethics	□ Knowledgeable about child development and how young children grow	□ Understand and apply knowledge of theories of child growth, development, and learning.	□ Integrate child development theory and practice using current knowledge of research and reflections
Professional requires knowledge and competency in all areas of educational strategies	□ Begin to develop a personal educational philosophy. □ Begin to match strategies with philosophy.	□ Ability to implement a variety of educational strategies	□ Able to execute various educational strategies across domains. □ Able to match strategies with standards.	□ Support other professionals in implementing best practices and quality Standards in the daily routines.
Professional displays commitment to ongoing professional development for self and others to enhance skills and the ability to explain	□ Show awareness of and compliance with program philosophy □ Develop an individual professional plan with supervisor to engage in ongoing professional development. □ Participate in staff	□ Intentionally develops a Professional Development plan with specific goals and action steps for achievement of goals. □ Attend one	□ Support professional growth of Entry and Credentialed staff through periodic staff meetings and other activities. □ Contribute to goal setting/professional development plans. □ Participate in ongoing professional growth activities on local, state and national levels. □ Assess one's own skills, knowledge and values as part of ongoing professional	□ Oversee professional growth plan for staff and self. □ Conduct supervision and mentoring for each staff member.

professional practice related to research, theory, professional guidelines, and standards	development, professional organizations, reading professional journals and publications and formal course work.	professional conference per year.	growth.	
Professionals promote effective communication, partnerships, and collaborative relationships with staff, families, and community	☐ Demonstrate effective communication and interpersonal skills with children, families, coworkers and community. ☐ Understand community resources that can assist children, families, coworkers and community. ☐ Participate in staff management.	☐ Advocate for children and families with colleagues and in the community. ☐ Develop various methods to communicate with parents and community via newsletter, family nights.	☐ Demonstrate collaborative behavior and teamwork in meetings and consultation with coworkers. ☐ Advocate for high quality programs and services for all families and children at local, state, and national levels. ☐ Build professional partnerships with program staff and community resources. ☐ Ensure a collegial work environment, tow-way communication, and team building and collaboration. ☐ Communicate effectively verbally and in writing regarding issues affecting early care and education programs. ☐ Maintains personal and professional boundaries with children, families, co-workers, and service providers.	☐ Collaborate with colleagues and others to improve programs and practices for young children and their families.
Professionals integrate reflective teaching practice into daily activities	☐ Begin to engage in reflective practices, create goals for self. ☐ Evaluate daily classroom experience through reflective conversation with supervisor.	☐ Model reflective practice. ☐ Articulate personal educational philosophy. ☐ Evaluate philosophy and	☐ Evaluate daily classroom experience based on reflective practice with the classroom teaching team. ☐ Use and model reflective practice for ongoing professional growth of self and staff. ☐ Collaborate with interdisciplinary teams to test effectiveness of teaching	☐ Practices self-assessment and consulting with others (e.g. mentors, other professionals, technical assistance) to refine skills, knowledge and values.

	☐ Begin a reflective Journal.	daily routines.	practices.	
Professionals demonstrate a commitment to The NAEYC Ethical Code of Conduct and PINJ Core Knowledge and Competencies.	☐ Knowledgeable of and agreeing to adhere to both. ☐ Understand the need for and maintain confidentiality at all times.	☐ Integrate code of ethics and core knowledge and competencies daily.	☐ Integrate knowledge of both into daily planning and practice. ☐ Align practices to code of ethics, core knowledge and competencies and state standards. Birth to three preschool, Kindergarten and Core curriculum.	☐ Promote standards, best practices, and code of ethics into every single activity that involves children, families and colleagues.

AREA: Leadership is the process in which we inspire early childhood professionals to provided quality early childhood education and services to children and families. It is also demonstrating skills as the pedagogical leader and administrator of best practices.

Standard	Behavior and Skills			
	Level I	**Level II**	**Level II**	**Level IV & V**
Program Organization and Management:				
Uses and follows all relevant ethical standards.	☐ Develop an understanding of and comply with all legal and regulatory mandates related to daily practice. ☐ Compile with all licensing requirements.	☐ Provide NAEYC, code of ethics brochure to all staff. ☐ Include code of ethics and DAP commitment in Agencies Personal Manual		☐ Provide annual in-service on ethics, DAP and best practices.
Uses and follows all relevant professional guidelines.	☐ Understand and implement policies, procedures and practices required by	☐ Review policies and procedures as needed.	☐ Develop action plans in accordance with all federal, state,	☐ Develop program practices and procedures responsive to federal, state, and local laws and regulations. ☐ Reinforce program practices and policies in all agency

	state laws and regulatory agencies that promote a safe and healthy learning environment for children and staff including emergency procedures. ☐ Learn to set up and maintain daily record keeping of relevant information.	☐ Use checklists (self-assessment) to assure policies and procedures are being followed.	and local regulatory agencies. ☐ Evaluate action plan annually.	communication. ☐ Reinforce program practices and policies during each staff meeting.
Builds effective community relationships	☐ Familiarize yourself with community groups and resource.		☐ Identify and use existing and new resources effectively.	
Understand and implement policies and procedures	☐ Knowledge of and agree to adhere to program policies and procedures. ☐ Follow established program policies for the handling of money, official documents, or vouchers. ☐ Sign an acknowledgement that you received and understand center's policies and procedures.	☐ Review policies and practices frequently. ☐ Align your practices with policies and procedures.	☐ Review personnel manual every two years and revise as needed.	
Displays leadership skills	☐ Communicate clearly and precise your vision for the center and program to family, colleagues and	☐ Develop a strategic plan. ☐ Evaluate strategic	☐ Assure each staff member receives supervision monthly, bimonthly or	☐ Serve as mentor, coach, and resource for less-experienced staff. ☐ Encourage and support research in program organization and management. ☐ Initiate and conduct research in program organization

	community.	plan annually. □ Develop a management team with key staff.	quarterly. □ Assure each staff member receive an annual performance review and new professional development plan. □ Has advance child development knowledge base. □ Has knowledge of adult learning principles and stages of adult development. □ Develop own and assist others in development of professional development plans. □ Provide ongoing observations and feedbacks for all classrooms. □ Provide Reflective supervision to all staff.	and management.
Program Administration and Management	□ Maintains materials, equipment and supplies in one's program or group and replaces according to program practices.	□ Presents program policies to parents and other adults. □ Identifies resources for grants	□ Establish an inclusive program environment that holistically supports each child and their families. □ Maintain effective	□ Develop recommendations regarding financial and legal resources in the community that affect families, children and program effectiveness. □ Advocate for public policy that promotes quality early care and education by analyzing internal and external programs and policies and making appropriate and timely recommendations for change.

		and other sources of funding. □ Shows awareness of quality assessment and improvement programs such as national accreditation and QRIS Grow NJ. □ Understand and use technology in classroom.	personnel policies and procedures and effective systems for staff recruitment, development, management and evaluation. □ Applies sound financial planning and management to program's operation. □ Develops marketing and recruitment plan for program operations. □ Reflects on program's practices and how they align with program's mission statement or goals. □ Describes and discusses reasonable accommodations for children with special needs. □ Monitors program for adherence to laws and regulations pertaining to early care and education, health, guidance, and	□ Be knowledgeable of and understand fundamentals of program organization and management principles and their applications

			addresses non-compliance. • Allocates resources (personnel, budget, grants, and community) that contribute to goal setting and professional development plans for staff. • Demonstrates effective administrative skills related to daily operation of an educational program. Evaluate program action plans and common goals. • Demonstrates ability to create program policies and tools (such as handbooks, contracts and forms). • Demonstrates ability to develop and manage annual budget within one's program or group. • Initiates quality assessment and improvement programs such as	

			national accreditation and NJ Grow. □ Participates in program evaluation and assessment. □ Participates in developing or revising program's mission statement, vision, or goals. □ Communicates effectively with advisory or governance boards as appropriate. □ Employs strategies to employ and maintain program contracts and policies. □ Understand and use technology in program management.	

Appendix

professional IMPACT NJ
advocating growth for early childhood educators

The NJ Registry for Childhood Professionals Serving Children Birth Through Age Thirteen

The importance of providing high-quality early childhood programs resulting in the best-possible outcomes for children has been demonstrated in research (Schweinwart, et. al., 1993; Masse & Barnett, 2002). "Skilled and effective" teachers and staff are essential to high-quality early childhood programs (Whitebook & Ryan, 2011).

There is a movement by education leaders, experts, and policy makers to collect information about those teachers, staff and others in the early childhood and school-age workforce in order to learn about them—their education, training, experience, and characteristics — and what they need in order to improve the education and care that they are providing to our youngest and most vulnerable children. One of the most efficient and accurate methods of collecting, storing, and analyzing this data is through a workforce registry.

The *NJ Registry for Childhood Professionals Serving Children Birth Through Age Eight* was launched in New Jersey in 2003 and was upgraded to an easy-to-use, online system in 2011. The *NJ Registry* has been designed to provide valuable information and tools for its users.

Who should apply to the *NJ Registry*? **Anyone** in the field of early childhood education or afterschool, who work with young children, their parents, or with the teachers/caregivers who serve them. By applying to the *NJ Registry for Childhood Professionals Serving Children Birth Through Age Thirteen*, the *NJ Registry* member is assigned a level on the *NJ Registry Career Lattice,* a tool that documents, recognizes, tracks and guides the professional's work experience, training, and education in Early Childhood Education and Afterschool.

Benefits to NJ Registry Members

By joining the *NJ Registry for Childhood Professionals* at www.pinjregistry.org, the *NJ Registry* member:

- shows **commitment to professionalism** by achieving a level on the *NJ Registry Career Lattice* which reflects your educational experiences

- gains access to his/her **Education and Training Report**, which is a summary of any degrees, certifications, or credentials completed, any other college credits earned, and trainings attended

- **stays up-to-date in the field** by participating in **twenty (20) hours of professional development annually** to renew *NJ Registry* membership, which also fulfill **NJ Office of Licensing annual requirements, Head Start teacher in-service requirements, NJ Department of Education teacher certification renewal requirements,** and **family child care approval and renewal requirements**

- becomes eligible to **apply for programs offered by Professional Impact NJ**, including the $325 CDA Assessment Fee Scholarship, the NJ Administrators' Credential, and the NJ Infant/Toddler Credential

- can **register in Professional Impact NJ's Leadership Institute** and other professional development offerings

- can apply for **NJ Office of Licensing Head Teacher, Group Teacher, or School-age Program Supervisor approvals**

Other Benefits

To Directors/Administrators/Public School Officials:

- ensures the director has a **permanent, accurate, secure staff summary** all in one place

- provides access to staff members' **Education and Training Reports** and a **review of the Core Knowledge Areas** of the trainings (which correspond to the NJ Department of Education's Preschool Teaching and Learning Standards, the Head Start teacher in-service requirements, and the CDA Content Areas) that staff members attend, **assisting in the planning of their upcoming professional development**

- provides use of these Education and Training Reports **approved** by the **National Association for the Education of Young Children (NAEYC)** to verify staff qualifications when applying for **NAEYC accreditation**

- enables directors/administrators to apply to **become a Professional Impact NJ Approved Instructor**, enabling the director/administrator to **go paperless** and **enter the trainings offered** to staff into the *NJ Registry* **and track staff members' attendance** at those trainings

- enables directors/administrators track own and staff members' participation in **twenty (20) hours of professional development annually**, which fulfill the **NJ Department of Education's teacher certification renewal requirements, Head Start teacher in-service requirements, NJ Office of Licensing annual requirements**, and **NJ Registry renewal requirements**

- **track information about their program(s)**, including the number of children and the staff-to-child ratios in each of the age groups served, curriculum(a) used, accreditation status, and the program's capacity to serve special needs children

- provides access to **Tables 3, 4 and 4a** required by the NJ Department of Education, which can be **autofilled** in the *NJ Registry* using the data on the teachers and paraprofessionals in the administrator's school district

To Family Child Care Providers:

- enables providers to use their Education and Training Report **approved** by the **National Association for Family Child Care (NAFCC)** to verify qualifications when applying for **NAFCC accreditation**

- apply to **become a Professional Impact NJ Approved Instructor**, enabling the provider to **go paperless** and **enter the trainings offered** into the *NJ Registry* **and track people's attendance** at those trainings

- **track information about the provider's program**, including the number of children served, curriculum(a) used, accreditation status, and the program's capacity to serve special needs children

To Instructors:

- **advertise course offerings** on the *NJ Registry* online database

- **go paperless** and **enter the trainings offered** into the *NJ Registry* **and track peoples' attendance** at those trainings

- allow professionals to **directly enroll in your trainings** by using the *NJ Registry's* Enhanced Training Enrollment Module

The *New Jersey Registry Career Lattice*

Introduced in New Jersey in 2004, the *NJ Registry Career Lattice* (the *Lattice*) is a tool that documents, recognizes, guides and tracks a professional's education in the field of early care and education. The professional receives his/her level on the *Lattice* by applying to the *NJ Registry for Childhood Professionals Serving Children Birth Through Age Thirteen.* In conjunction with the NJ Council on Young Children's Workforce Committee, the *NJ Registry Career Lattice* was revised in 2013 to a simpler, more easy-to-understand format that has an increased focus on the individual's formal education and training **specific to early care and education**.

ENCLOSE LATTICE HERE

What are the differences between the 2004 and the 2013 *NJ Registry Career Lattices?*

2004 *NJ Registry Career Lattice*	**2013 *NJ Registry Career Lattice***
• Has 10 levels with sub-levels	• Has 5 levels
• Includes experience in the field in calculating the member's level	• Does not include experience in the field in calculating the member's level
• Allows member to advance in level with increasing participation in training hours or college credit	• Allows member to advance in level based on attainment of an early childhood or related national credential, state-approved certificate, or college degree from a regionally accredited institution of higher learning
• All non-credit trainings may be used to calculate level on the *Lattice*, regardless of quality of training or repetitive training	• Focuses on formal education and national credentials and/or state-approved credentials, certificates or approvals in early childhood education or related fields to calculate level on the *Lattice*
• Difficult to read and navigate	• Easy to read and understand
• Complex calculations to assign member his/her level	• Easy placement of member on a level
• Requires "Notes" column for further explanation	• No "Notes" section required
• Annual 20-hour renewal requirement for all members regardless of job role/title	• Renewal requirement of 20-hours per year submitted every three years (total 60 hours) for instructional staff; and 10-hours per year submitted every three years (total 30 hours) for assistant teachers, family child care providers, and non-instructional staff
• Submit education and training documentation with initial application	• Submit education documentation with initial documentation, training documentation is optional

The updated *Lattice* is composed of five levels:
Level 1 — the **Entry Professional**. These professionals have a vocational or high school degree, **or** college credits or a college degree from a regionally accredited institution of higher learning that **are not related to early care and education**. These professionals may also have participated in non-credit training of any type, quality, or number of hours.
Level 2 – the **Credentialed Professional**. These individuals have taken the first step in pursuing formal training in early care and education by pursuing a national credential (such as the Child Development Associate Credential), or a state-approved credential, certificate or approval (such as the NJ Family Development Credential).

Level 3 – the **Degreed Professional**. These professionals have a college degree from a regionally accredited institution of higher learning at the Associate's or Bachelor's level, with a major in or related to early care and education, **or** they have a college degree **plus** an early childhood-related, state-approved credential, certificate, or approval, such as the NJ Office of Licensing Director or Head Teacher approval.
Level 4 – the **Bachelors-Degreed Professional *Plus* License/Endorsement related to Early Childhood**. These professionals have a Bachelor's degree from a regionally accredited institution of higher learning with a major in or related to early childhood, **plus** state Department of Education teacher certification that covers any of the early childhood years (birth through age eight), a Bachelor's degree in Social Work, **or** a Bachelor's degree **plus** the proposed NJ Infant Mental Health endorsement.
Level 5 – the **Advanced Degree Professional.** These professionals have pursued higher education degrees from a regionally accredited institution of higher learning in or related to early care and education at the Master's or Doctoral level.

What happens to current members of the *NJ Registry?*
There are approximately 2,300 individuals who have applied to the *NJ Registry for Childhood Professionals* prior to the 2013 revision of the *NJ Registry Career Lattice.* The educational documentation submitted by these NJ Registry members will be re-evaluated during the 2013-2014 fiscal year. Just a reminder, **experience in the field will no longer be considered in determining the *NJ Registry* member's level.**
Those NJ Registry members who have an early childhood or related national or state-approved credential or certificate or an early childhood or related college degree from a regionally accredited institution of higher learning will be re-assigned to a new level on the new *Lattice*. ***This new level should not be considered a "drop" in level, just a re-assignment to a new level on the new Lattice.***
The 2013 *NJ Registry Career Lattice* is described as **"A Career Lattice for members of the early childhood workforce."** Because the charge of the 2013 *NJ Registry Career Lattice* is to promote professional growth and commitment among **early childhood** professionals in **all sectors** of the early childhood workforce (including those working directly with young children ages birth through age eight, afterschool providers serving children through age thirteen, administrators/directors, and infrastructure personnel), it requires attainment of national or state-approved credentials, certificates, or approvals and/or formal education degrees from regionally accredited institutions of higher learning *earned specifically in the early childhood field or related fields* in order to advance in level.
Those current *NJ Registry* members with a vocational or high school diploma, non-credit training, and/or unrelated college credits, credentials, certificates or degrees will fall at Level 1 of the new *NJ Registry Career Lattice* as **Entry Professionals**. This means that these individuals have completed the entry-level, or basic, educational requirements for placement on the *NJ Registry Career Lattice.*
Entry Professionals at Level 1 will be able to advance to Level 2 by obtaining one of the national or state-recognized credentials, approvals, or certificates delineated on the *NJ Registry Career Lattice* Level Requirements for Level 2. **Or, as an alternative,**

these individuals will be given one year to complete insert grandfathering conditions here—will be discussed on 9/5 conference call.

The newly-updated and enhanced *NJ Registry Career Lattice* will help to professionalize **all** professionals in **all** sectors of New Jersey's **early childhood workforce,** by delineating clear and concise *Lattice* steps for the professional to climb. As New Jersey's need for increasingly educated and committed early childhood professionals grows with the inception of *Grow NJ Kids,* New Jersey's Quality Rating Improvement System, and other statewide quality initiatives, the 2013 *NJ Registry Career Lattice* will assist professionals, administrators/directors, and infrastructure personnel to plan for the professional growth of themselves and others, and it will provide a delineated, easy-to-follow pathway for advancement in the early childhood field in New Jersey.

Crosswalk of NJ Standards (charts to be inserted)

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Active Listening: Involves interactions with a child to provide him with proof that you understand what he is talking about (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Anecdotal record: A written summary of teacher observations as they work and play in the classroom or on the playground (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Antibias curriculum: An approach to integrating diversity throughout the curriculum that was developed by Louise Derman-Sparks. The program provides general principles that allow teachers and caregivers to create an appropriate curriculum for their classrooms (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Assessment: The process of collecting information about children's development, learning health, behavior, academic process, and need for special services in order to plan and implement curriculum and instruction (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006). The methods through which early childhood professionals gain understanding of children's development and learning through formal and informal observation, screenings, and diagnostic tools (NAEYC Advancing the Early Childhood Profession, 2012).

Attachment: An emotional bond that occurs between two people and is essential to healthy relationship building. The work of John Bowlby suggests that this bonding begins at birth and is well under way by about 6 months of age. Establishing at least one significant attachment bond during first 2 years of life is considered critical to healthy social and emotional development (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Authentic Assessment: Evaluation of the actual learning and instructional activities in which children are involved (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Behavior guidance: A process by which teachers help all children learn to control and direct their behavior and become independent and self-reliant (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Behavior modification: Based on the theoretical perspectives of behaviorism, the three basic techniques of positive reinforcement, punishment, and ignoring are used as guidance and discipline strategies with children (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Child-care centers: Programs located in buildings either designed for, or remodeled to be used with, young children. Large numbers of children are typically enrolled in these programs, with several teachers hired to work with different groups of children (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Cognitive Theory: Jean Piaget's proposition that children develop intelligence through direct experiences with the physical world. In this sense, learning is an internal (mental) process involving children's adapting new knowledge to what they already know (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Concrete Operations: The third stage of operationally or logical thought, often referred to as the "hands-on" period of cognitive development because the ability to reason is based on tangible objects and real experiences (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Constructive Process: The continuous mental organizing structuring to schemes and restructuring of experiences in relation to schemes of thought, or mental images, which result in cognitive growth (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Coaching: is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient (s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group (NAEYC and NACCRRA Training and Technical Assistance Glossary, 2011).

Consultation: is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program/organizational-, staff, or child-/family –related issue-or addresses a specific topic (NAEYC and NACCRRA Training and Technical Assistance Glossary, 2011).

Curriculum: All the experiences children have while in school (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Curriculum alignment: The process of matching curriculum to the standards and to tests that measure student achievement (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Developmentally appropriate practice: Teaching based on how children grown and develop (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Development screening: A short assessment administered by a trained adult to identify children who may have a disability or learning problem (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Early Childhood Professional: This is the preferred title for anyone who works with young children in any capacity. The designation reflects the growing belief of the early childhood profession that people who work with children at any level are professionals and are such are worthy of the respect, remuneration and responsibilities that go with being a professional (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).
Early intervention: Providing services to children and families as early in the child's life as possible to prevent or help with a special for child care (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Emergent literacy: The idea that learning to read and write has much in common with oral language development (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

English Language learners: Children whose first language is other than English and who are learning a second language, typically in the school setting (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Expressive Language: A preschooler's developing ability to talk fluently and particularly with teacher and peers the ability to express oneself in the language of the school, and ability to communicate needs and ideas (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Early Childhood Workforce: includes those working with young children (infants, toddlers, preschoolers, and school-age children in centers, homes, and schools) and their families or on their behalf (in agencies, organizations, institutions, of higher education, etc.) with a primary mission of supporting children's development and learning (NAEYC and NACCRRA Training and Technical Assistance Glossary, 2011).

Early Childhood Professional Development-is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, training, and technical assistance (NAEYC and NACCRRA Training and Technical Assistance Glossary, 2011).

Family home child care: Early childhood programs that operate out of the caretaker's home and enroll only a small number of children (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Head Start: A federally funded program begun in 1964 that provides quality comprehensive care to low-income children who are 3 to 5 years of age. In addition to the more traditional curriculum, Head start provides resources and assistance with medical, dental nutritional, and mental health needs (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Individualized education program (IEP): A plan created to specify instruction for children with disabilities (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Individualized family service plan (IFSP): A plan created for infants and toddlers with disabilities and their families, specifying what services they will receive to help them reach their goals (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Individual Professional Development Plans- are documents that provide a framework connecting various professional development experiences to each other and to the common core knowledge and professional standards for early education professionals. Individual professional plans are designed to create a holistic approach to building an early childhood professionals capacities and to ensure that individuals remain current regarding knowledge and practices in the field (NAEYC and NACCRRA Training and Technical Assistance Glossary, 2011).

Infancy: A child's first year of life (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Infant mental health: State of emotional and social competence of young children (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Integrated curriculum: A curriculum in which one subject area is used to teach another (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

In-service or Ongoing Training- is professional development in which early childhood professionals engage to enhance their skills and remain current regarding knowledge and practice in the field. In-servicing training may be required to continue serving in a role (NAEYC and NACCRRA Training and Technical Assistance Glossary, 2011).

Language: Either oral or hand-signed communication between humans (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Learning: Acquisition of knowledge, behaviors, skills and attitudes (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Learning Centers: Areas of the classroom specifically set up to promote student-centered, hands-on, active learning. Learning centers are built and organized around student interests, themes and academic subjects. Teachers plan for how children will use the centers, the materials the centers will contain, and the learning outcomes for each center (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Learning Style: The way a child is affected by his or her environment, emotions, sociological needs, physical characteristics, and psychological inclinations as he or she works to master new or difficult information or skills (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Mentoring-is a relationship-based process between colleagues in similar professional roles, with a more experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacities, resulting in greater professional effectiveness (NAEYC and NACCRRA Training and Technical Assistance Glossary, 2011).

Multicultural awareness: Appreciation for and understanding of people's socioeconomic status, and gender (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Multicultural infusion: Permeating the curriculum with multicultural education to influence the way young children and teachers think about diversity issues (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Multiple intelligences: Howard Gardner's concept that people are "smart" in many ways: those intelligences include linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic and existentialist (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

National Association for the Education of Young children (NAEYC): The largest professional association specifically organized to meet the needs of early childhood teachers and caregivers. Members receive the journal Young Children and are invited to participate in local, state, and national professional meetings to enhance their knowledge and skills as educators (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Parent/family involvement: Process of helping parents and family members use their abilities to benefit themselves, their children, and the early childhood program (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Performance standards: Specific examples of what students should know and do to demonstrate that they have mastered the knowledge and skills stated in the content standards (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Philosophy of education: Set of beliefs about how children develop and learn and what and how they should be taught (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Phonemic awareness: A developing awareness in children that oral language consists of sounds, syllables and words (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Play experience: Open-ended learning opportunities where children select interesting material and use them in their own unique ways. Play materials usually do not require demonstration by the teacher (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Portfolio: An important assessment tool used by teachers and caregivers to compile and organize information about individual children. It includes materials such as examples of children's work, assessments and observations made by teachers and caregivers (Teaching Young Children, MICHAEL L. HENNIGER, 2009). A purposeful compilation of children's work samples, products, and teacher observations collected over time (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Pre-Service Training-is professional development in which an individual engages prior to beginning a position. Pre-service training may be required for early childhood professionals to serve in a role. Professionals engaged in initial training should work alongside or under the supervision of a qualified coworker until such training is completed (NAEYC and NACCRRA Training and Technical Assistance Glossary, 2011).

Professional Development Advising- (sometimes referred to as career or professional development counseling) is a one-to-one process through which an advisor offers information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications (NAEYC and NACCRRA Training and Technical Assistance Glossary, 2011).

Progressive Movement: An education effort often attributed to John Dewey which began in the 1920s and questioned the traditional methods and content of American schooling. Progressive education emphasized active learning and the importance of social interactions and learning (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Prompt: Help given to assist a child in engaging in specific skills. Prompts can be verbal, gestural, modeled, or physical assistance (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Readiness: Being ready to learn; processing the knowledge, skills, and abilities necessary for learning and for success in school (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Respective language: skills that toddlers and preschoolers develop, such as listening to the teacher and following directions (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Reflective practice: Professional employ a reflective practice cycle to improve their work: they think about what and how they will teach before they teach, think about their teaching as they teach, and think about what they taught after they teach (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Scaffolding: Assistance or support of some kind from a teacher, parent, caregiver, or peer to help children complete tasks they cannot complete independently (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

School-based child care: Child care provided in the public and private school settings. These programs are housed primarily in elementary schools, but some high schools have a child-care option for teen parents (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Social constructive approach: A theory that says children construct or build their behavior as a result of learning from experience and from making decisions that lead to responsible behavior (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Standards: Statements of what pre K-12 students should know and be able to do (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Standardized tests: Carefully developed exams created by professional designers in an attempt to accurately measure a child's performance compared to other children or in relation to some standard or objective (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

Technical Assistance-is the provision of targeted and customized supports by a professional (s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients. A key component of technical assistance is a reflective practice that helps professionals to translate the theories and information learned through education and/or training into best practices. Technical assistance uses relationship-based methodology with a combination of information and resource dissemination, referrals, coaching, mentoring, consultation, and professional development advising, peer-to-peer, as well as other forms of supports (NAEYC and NACCRRA Training and Technical Assistance Glossary, 2011).

Theory: A statement of principles and ideas which tempt to explain events and how things happen (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Training-is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional (s) with subject matter and adult learning knowledge and skills. A planned sequence training sessions comprises a training program. This can occur one time or in a series through various delivery systems such as face-to-face, distance learning, technology-based, or hybrid method (NAEYC and NACCRRA Training and Technical Assistance Glossary, 2011).

Toddlerhood: The period of a child's life between one and three years of age (Fundamentals of Early Childhood Foundation, GEORGE S. MORRISON, 2006).

Zone of proximal development: A concept developed by Lev Vygotsky. It can be defined as the gap between the child's independent performance of a task and that which he can perform with the help of a more skilled peer or adult. Children who are functioning in their zone are being challenged and growing with the assistance of others at a maximum rate (Teaching Young Children, MICHAEL L. HENNIGER, 2009).

STATE OF NEW JERSEY
EXECUTIVE DEPARTMENT

EXECUTIVE ORDER NO. 77

WHEREAS, preparing all of New Jersey's students for college and career is a critical mission for this Administration; and

WHEREAS, meeting that mission requires all of New Jersey's children to enjoy access to high-quality early education and development programs to prepare them for the challenges of life and learning; and

WHEREAS, providing high-quality early learning and development programs requires exceptional educators, a comprehensive curriculum, meaningful standards for measuring child growth and development, and the support of strong community programs to assist families; and

WHEREAS, providing these critical resources requires the combined efforts and expertise of several State agencies, including the Departments of Education, Children and Families, Health and Senior Services, and Human Services; and

WHEREAS, coordination and collaboration across multiple State Departments, including the Departments of Education, Children and Families, Health and Senior Services, and Human Services are therefore required to provide high-quality early learning and development programs;

NOW, THEREFORE, I, CHRIS CHRISTIE, Governor of the State of New Jersey, by virtue of the authority vested in me by the Constitution and by the Statutes of this State, do hereby ORDER and DIRECT:

1. There is hereby created the New Jersey Commission for Early Learning and Development, hereinafter referred to as the "Early Learning Commission."

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2. The Early Learning Commission shall consist of five members as follows: the Commissioner of the Department of Education; the Commissioner of the Department of Children and Families or her designee; the Commissioner of the Department of Health and Senior Services or her designee; the Commissioner of the Department of Human Services or her designee; and the chairperson of the New Jersey Council for Young Children. The Commissioner of the Department of Education shall serve as the chairperson of the Early Learning Commission.

3. The Early Learning Commission shall organize as soon as practicable, but in no event shall it convene its first meeting later than one month following the effective date of this Order. Thereafter, the Early Learning Commission shall meet at least once each month, and more often if needed.

4. The Early Learning Commission is charged with recommending improvements to the quality of, and access to, early learning and development programs in the State of New Jersey in the most cost-effective manner possible.

5. In meeting that charge, the Early Learning Commission must, at a minimum:

a. Review existing programs and budgets across the Departments of Education, Children and Families, Health and Senior Services, and Human Services and determine the best way to coordinate those programs and budgets, as well as the delivery of services, to expand the number of high-quality early learning and development programs in New Jersey in the most cost-effective manner possible;

b. Identify ways to promote New Jersey's Quality Rating Improvement System, Grow NJ, in order to provide parents with

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meaningful information on the quality of early learning and development programs throughout the State;

c. Enhance curricular and other supports for early childhood educators by, among other things, developing best practices and training modules and disseminating those practices and modules to early learning and development programs;

d. Coordinate social, health, and family supports for children with high needs enrolled in early learning and development programs by, to the extent permitted by Federal and State law, integrating data systems maintained by the Departments of Education, Children and Families, Health and Senior Services, and Human Services connected to early childhood programs; and

e. Regularly consult with the New Jersey Council for Young Children and the Coordinating Council for Part C of IDEA in discharging the above-enumerated duties.

6. This Order shall take effect immediately.

GIVEN, under my hand and seal this 18th day of October, Two Thousand and Eleven, and of the Independence of the United States, the Two Hundred and Thirty-Sixth.

(b)(6)

Attest:

(b)(6)

Chief Counsel to the Governor

ATTACHMENT 15

TEST DATE: SPRING 2012
REPORT PRINTED: 8/31/2012

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 3

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	102,905	974	102	453	101,376	33,698	33.2	63,983	63.1	3,695	3.6	205.7
General Education [5]	80,930	0	59	90	80,781	20,812	25.8	56,447	69.9	3,522	4.4	209.7
Special Education	17,043	974	34	89	15,946	9,680	60.7	6,102	38.3	164	1.0	190.6
Limited English Proficient [6]	8,464	37	10	277	8,140	5,029	61.8	3,063	37.6	48	0.6	190.6
Current LEP	5,498	23	9	276	5,190	3,670	70.7	1,511	29.1	9	0.2	186.2
Former LEP	2,966	14	1	1	2,950	1,359	46.1	1,552	52.6	39	1.3	198.3
Gender [7]												
Female	50,098	297	45	163	49,593	14,006	28.2	33,056	66.7	2,531	5.1	209.2
Male	52,725	674	53	288	51,710	19,655	38.0	30,891	59.7	1,164	2.3	202.4
Ethnicity												
White	50,608	419	29	155	50,005	11,464	22.9	36,308	72.6	2,233	4.5	211.0
Black or African American	16,359	187	22	110	16,040	8,339	52.0	7,530	46.9	171	1.1	195.2
Asian	10,067	83	14	128	9,842	1,524	15.5	7,336	74.5	982	10.0	218.3
Pacific Islander	235	2	0	2	231	64	27.7	161	69.7	6	2.6	210.1
Hispanic or Latino [8]	23,967	254	24	43	23,646	11,744	49.7	11,660	49.3	242	1.0	196.4
Amer. Indian/AK Native	111	3	0	0	108	35	32.4	73	67.6	0	0.0	204.2
Other [9]	1,558	26	13	15	1,504	528	35.1	915	60.8	61	4.1	205.0
Economic Status												
Econ. Disadvantaged	39,379	415	50	214	38,700	20,091	51.9	18,296	47.3	313	0.8	195.2
Non-Econ. Disadvantaged	63,526	559	52	239	62,676	13,607	21.7	45,687	72.9	3,382	5.4	212.2
Migrant Status												
Migrant	33	0	2	0	31	12	38.7	18	58.1	1	3.2	198.1
Non-Migrant	102,872	974	100	453	101,345	33,686	33.2	63,965	63.1	3,694	3.6	205.7

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

TEST DATE: SPRING 2012
REPORT PRINTED: 8/31/2012

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Statewide - Grade 3

MATHEMATICS												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	102,905	947	86	127	101,745	21,944	21.6	42,033	41.3	37,768	37.1	230.0
General Education [5]	80,930	0	39	59	80,832	13,223	16.4	34,011	42.1	33,598	41.6	235.9
Special Education	17,043	947	43	61	15,992	6,174	38.6	6,304	39.4	3,514	22.0	210.3
Limited English Proficient [6]	8,464	34	5	8	8,417	3,669	43.6	3,260	38.7	1,488	17.7	205.2
Current LEP	5,498	21	5	8	5,464	2,887	52.8	1,877	34.4	700	12.8	196.6
Former LEP	2,966	13	0	0	2,953	782	26.5	1,383	46.8	788	26.7	221.2
Gender [7]												
Female	50,098	297	31	38	49,732	10,431	21.0	21,079	42.4	18,222	36.6	230.0
Male	52,725	647	54	88	51,936	11,483	22.1	20,923	40.3	19,530	37.6	230.1
Ethnicity												
White	50,608	402	34	43	50,129	6,125	12.2	21,249	42.4	22,755	45.4	240.3
Black or African American	16,359	186	22	48	16,103	6,703	41.6	6,634	41.2	2,766	17.2	205.7
Asian	10,067	78	10	6	9,973	624	6.3	2,683	26.9	6,666	66.8	259.2
Pacific Islander	235	2	0	1	232	33	14.2	92	39.7	107	46.1	239.1
Hispanic or Latino [8]	23,967	250	18	27	23,672	8,087	34.2	10,698	45.2	4,887	20.6	212.7
Amer. Indian/AK Native	111	3	0	0	108	23	21.3	46	42.6	39	36.1	229.3
Other [9]	1,558	26	2	2	1,528	349	22.8	631	41.3	548	35.9	228.0
Economic Status												
Econ. Disadvantaged	39,379	405	35	75	38,864	14,427	37.1	17,026	43.8	7,411	19.1	209.9
Non-Econ. Disadvantaged	63,526	542	51	52	62,881	7,517	12.0	25,007	39.8	30,357	48.3	242.5
Migrant Status												
Migrant	33	0	2	0	31	9	29.0	13	41.9	9	29.0	215.9
Non-Migrant	102,872	947	84	127	101,714	21,935	21.6	42,020	41.3	37,759	37.1	230.0

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

TEST DATE: SPRING 2012
REPORT PRINTED: 8/31/2012

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG A - Grade 3

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	18,306	194	29	110	17,973	10,264	57.1	7,585	42.2	124	0.7	192.4
General Education [5]	13,307	0	20	33	13,254	6,486	48.9	6,650	50.2	118	0.9	196.9
Special Education	2,556	194	6	30	2,326	2,029	87.2	292	12.6	5	0.2	174.1
Limited English Proficient [6]	4,003	24	3	47	3,929	2,647	67.4	1,273	32.4	9	0.2	187.7
Current LEP	2,697	15	3	47	2,632	1,971	74.9	660	25.1	1	0.0	183.9
Former LEP	1,306	9	0	0	1,297	676	52.1	613	47.3	8	0.6	195.4
Gender [7]												
Female	8,815	54	15	37	8,709	4,580	52.6	4,045	46.4	84	1.0	195.2
Male	9,470	140	13	73	9,244	5,667	61.3	3,537	38.3	40	0.4	189.8
Ethnicity												
White	1,494	19	5	13	1,457	592	40.6	841	57.7	24	1.6	200.8
Black or African American	6,177	59	13	69	6,036	3,770	62.5	2,240	37.1	26	0.4	189.4
Asian	339	3	1	12	323	124	38.4	195	60.4	4	1.2	201.1
Pacific Islander	22	1	0	0	21	12	57.1	9	42.9	0	0.0	189.7
Hispanic or Latino [8]	10,038	109	9	15	9,905	5,620	56.7	4,216	42.6	69	0.7	192.8
Amer. Indian/AK Native	18	0	0	0	18	10	55.6	8	44.4	0	0.0	194.7
Other [9]	218	3	1	1	213	136	63.8	76	35.7	1	0.5	188.8
Economic Status												
Econ. Disadvantaged	15,954	161	23	95	15,675	9,174	58.5	6,408	40.9	93	0.6	191.7
Non-Econ. Disadvantaged	2,352	33	6	15	2,298	1,090	47.4	1,177	51.2	31	1.3	197.4
Migrant Status												
Migrant	15	0	0	0	15	10	66.7	5	33.3	0	0.0	190.5
Non-Migrant	18,291	194	29	110	17,958	10,254	57.1	7,580	42.2	124	0.7	192.4

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

TEST DATE: SPRING 2012
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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG A - Grade 3

MATHEMATICS												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	18,306	192	18	49	18,047	7,612	42.2	7,203	39.9	3,232	17.9	205.6
General Education [5]	13,307	0	11	24	13,272	4,656	35.1	5,819	43.8	2,797	21.1	212.2
Special Education	2,556	192	6	21	2,337	1,572	67.3	594	25.4	171	7.3	180.7
Limited English Proficient [6]	4,003	24	1	4	3,974	1,950	49.1	1,468	36.9	556	14.0	199.6
Current LEP	2,697	15	1	4	2,677	1,547	57.8	852	31.8	278	10.4	191.9
Former LEP	1,306	9	0	0	1,297	403	31.1	616	47.5	278	21.4	215.4
Gender [7]												
Female	8,815	54	6	10	8,745	3,618	41.4	3,582	41.0	1,545	17.7	206.1
Male	9,470	138	12	39	9,281	3,979	42.9	3,616	39.0	1,686	18.2	205.1
Ethnicity												
White	1,494	18	1	4	1,471	361	24.5	626	42.6	484	32.9	224.8
Black or African American	6,177	59	10	30	6,078	3,154	51.9	2,152	35.4	772	12.7	195.8
Asian	339	3	0	0	336	75	22.3	131	39.0	130	38.7	229.5
Pacific Islander	22	1	0	0	21	9	42.9	5	23.8	7	33.3	213.8
Hispanic or Latino [8]	10,038	108	7	14	9,909	3,912	39.5	4,193	42.3	1,804	18.2	208.0
Amer. Indian/AK Native	18	0	0	0	18	5	27.8	5	27.8	8	44.4	224.8
Other [9]	218	3	0	1	214	96	44.9	91	42.5	27	12.6	200.1
Economic Status												
Econ. Disadvantaged	15,954	159	13	42	15,740	6,806	43.2	6,267	39.8	2,667	16.9	204.4
Non-Econ. Disadvantaged	2,352	33	5	7	2,307	806	34.9	936	40.6	565	24.5	213.5
Migrant Status												
Migrant	15	0	0	0	15	7	46.7	5	33.3	3	20.0	204.4
Non-Migrant	18,291	192	18	49	18,032	7,605	42.2	7,198	39.9	3,229	17.9	205.6

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

TEST DATE: SPRING 2012
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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG B - Grade 3

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	10,555	152	12	59	10,332	4,599	44.5	5,597	54.2	136	1.3	199.0
General Education [5]	8,053	0	8	6	8,039	2,917	36.3	4,986	62.0	136	1.7	203.1
Special Education	1,726	152	3	16	1,555	1,174	75.5	381	24.5	0	0.0	183.1
Limited English Proficient [6]	1,134	2	1	37	1,094	701	64.1	389	35.6	4	0.4	189.5
Current LEP	849	2	1	37	809	569	70.3	240	29.7	0	0.0	186.6
Former LEP	285	0	0	0	285	132	46.3	149	52.3	4	1.4	197.7
Gender [7]												
Female	5,173	52	4	22	5,095	1,971	38.7	3,026	59.4	98	1.9	202.1
Male	5,379	100	8	37	5,234	2,628	50.2	2,568	49.1	38	0.7	196.0
Ethnicity												
White	3,680	55	3	20	3,602	1,300	36.1	2,233	62.0	69	1.9	203.3
Black or African American	2,179	41	2	15	2,121	1,182	55.7	928	43.8	11	0.5	193.2
Asian	636	5	4	15	612	170	27.8	414	67.6	28	4.6	208.8
Pacific Islander	28	0	0	1	27	13	48.1	14	51.9	0	0.0	204.0
Hispanic or Latino [8]	3,900	48	2	7	3,843	1,876	48.8	1,939	50.5	28	0.7	196.7
Amer. Indian/AK Native	14	0	0	0	14	5	35.7	9	64.3	0	0.0	203.3
Other [9]	118	3	1	1	113	53	46.9	60	53.1	0	0.0	196.3
Economic Status												
Econ. Disadvantaged	6,811	92	5	43	6,671	3,373	50.6	3,245	48.6	53	0.8	196.0
Non-Econ. Disadvantaged	3,744	60	7	16	3,661	1,226	33.5	2,352	64.2	83	2.3	204.6
Migrant Status												
Migrant	5	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,550	152	12	59	10,327	4,598	44.5	5,593	54.2	136	1.3	199.0

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG B - Grade 3

MATHEMATICS												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	10,555	151	8	12	10,384	3,216	31.0	4,670	45.0	2,498	24.1	216.5
General Education [5]	8,053	0	6	4	8,043	1,968	24.5	3,840	47.7	2,235	27.8	222.7
Special Education	1,726	151	2	8	1,565	822	52.5	552	35.3	191	12.2	196.3
Limited English Proficient [6]	1,134	2	0	0	1,132	573	50.6	430	38.0	129	11.4	197.7
Current LEP	849	2	0	0	847	478	56.4	293	34.6	76	9.0	192.4
Former LEP	285	0	0	0	285	95	33.3	137	48.1	53	18.6	213.3
Gender [7]												
Female	5,173	52	1	5	5,115	1,549	30.3	2,335	45.7	1,231	24.1	216.9
Male	5,379	99	7	7	5,266	1,666	31.6	2,335	44.3	1,265	24.0	216.2
Ethnicity												
White	3,680	54	2	3	3,621	779	21.5	1,702	47.0	1,140	31.5	226.8
Black or African American	2,179	41	3	7	2,128	954	44.8	864	40.6	310	14.6	202.5
Asian	636	5	2	0	629	93	14.8	240	38.2	296	47.1	239.1
Pacific Islander	28	0	0	0	28	7	25.0	12	42.9	9	32.1	221.6
Hispanic or Latino [8]	3,900	48	1	2	3,849	1,344	34.9	1,798	46.7	707	18.4	211.0
Amer. Indian/AK Native	14	0	0	0	14	2	14.3	5	35.7	7	50.0	233.4
Other [9]	118	3	0	0	115	37	32.2	49	42.6	29	25.2	211.8
Economic Status												
Econ. Disadvantaged	6,811	91	3	8	6,709	2,454	36.6	3,021	45.0	1,234	18.4	210.1
Non-Econ. Disadvantaged	3,744	60	5	4	3,675	762	20.7	1,649	44.9	1,264	34.4	228.4
Migrant Status												
Migrant	5	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	10,550	151	8	12	10,379	3,215	31.0	4,667	45.0	2,497	24.1	216.5

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG CD - Grade 3

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	9,430	83	5	30	9,312	3,576	38.4	5,600	60.1	136	1.5	202.1
General Education [5]	7,527	0	3	9	7,515	2,320	30.9	5,066	67.4	129	1.7	205.8
Special Education	1,533	83	2	4	1,444	1,014	70.2	423	29.3	7	0.5	186.3
Limited English Proficient [6]	636	2	0	17	617	385	62.4	229	37.1	3	0.5	190.6
Current LEP	412	1	0	17	394	279	70.8	115	29.2	0	0.0	186.4
Former LEP	224	1	0	0	223	106	47.5	114	51.1	3	1.3	197.9
Gender [7]												
Female	4,583	28	1	10	4,544	1,473	32.4	2,985	65.7	86	1.9	205.3
Male	4,841	55	3	20	4,763	2,101	44.1	2,612	54.8	50	1.0	199.0
Ethnicity												
White	4,487	37	0	16	4,434	1,458	32.9	2,893	65.2	83	1.9	204.7
Black or African American	1,627	15	2	2	1,608	731	45.5	871	54.2	6	0.4	198.2
Asian	648	8	0	3	637	171	26.8	441	69.2	25	3.9	208.3
Pacific Islander	24	0	0	0	24	8	33.3	14	58.3	2	8.3	211.2
Hispanic or Latino [8]	2,491	23	3	7	2,458	1,134	46.1	1,307	53.2	17	0.7	198.3
Amer. Indian/AK Native	10	*	*	*	*	*	*	*	*	*	*	*
Other [9]	143	0	0	2	141	68	48.2	70	49.6	3	2.1	197.3
Economic Status												
Econ. Disadvantaged	4,545	35	3	15	4,492	2,122	47.2	2,347	52.2	23	0.5	197.4
Non-Econ. Disadvantaged	4,885	48	2	15	4,820	1,454	30.2	3,253	67.5	113	2.3	206.4
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	9,429	83	5	30	9,311	3,576	38.4	5,599	60.1	136	1.5	202.1

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG CD - Grade 3

MATHEMATICS												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	9,430	79	5	11	9,335	2,258	24.2	4,399	47.1	2,678	28.7	223.4
General Education [5]	7,527	0	3	5	7,519	1,429	19.0	3,668	48.8	2,422	32.2	228.7
Special Education	1,533	79	2	4	1,448	643	44.4	588	40.6	217	15.0	202.7
Limited English Proficient [6]	636	2	0	3	631	268	42.5	276	43.7	87	13.8	204.1
Current LEP	412	1	0	3	408	212	52.0	155	38.0	41	10.0	196.0
Former LEP	224	1	0	0	223	56	25.1	121	54.3	46	20.6	219.1
Gender [7]												
Female	4,583	28	2	4	4,549	1,057	23.2	2,211	48.6	1,281	28.2	223.7
Male	4,841	51	2	7	4,781	1,200	25.1	2,184	45.7	1,397	29.2	223.1
Ethnicity												
White	4,487	34	1	4	4,448	811	18.2	2,109	47.4	1,528	34.4	230.0
Black or African American	1,627	15	3	1	1,608	578	35.9	744	46.3	286	17.8	210.6
Asian	648	8	0	0	640	69	10.8	248	38.8	323	50.5	244.5
Pacific Islander	24	0	0	1	23	3	13.0	8	34.8	12	52.2	243.8
Hispanic or Latino [8]	2,491	22	1	5	2,463	745	30.2	1,219	49.5	499	20.3	215.0
Amer. Indian/AK Native	10	*	*	*	*	*	*	*	*	*	*	*
Other [9]	143	0	0	0	143	47	32.9	68	47.6	28	19.6	211.4
Economic Status												
Econ. Disadvantaged	4,545	32	3	6	4,504	1,403	31.2	2,196	48.8	905	20.1	214.1
Non-Econ. Disadvantaged	4,885	47	2	5	4,831	855	17.7	2,203	45.6	1,773	36.7	232.1
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	9,429	79	5	11	9,334	2,258	24.2	4,399	47.1	2,677	28.7	223.4

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG DE - Grade 3

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	12,478	135	13	42	12,288	3,747	30.5	8,200	66.7	341	2.8	206.5
General Education [5]	10,072	0	3	11	10,058	2,434	24.2	7,303	72.6	321	3.2	209.7
Special Education	2,125	135	8	3	1,979	1,177	59.5	783	39.6	19	1.0	192.2
Limited English Proficient [6]	523	2	2	28	491	241	49.1	246	50.1	4	0.8	195.2
Current LEP	312	0	2	28	282	160	56.7	121	42.9	1	0.4	191.6
Former LEP	211	2	0	0	209	81	38.8	125	59.8	3	1.4	200.1
Gender [7]												
Female	5,999	36	6	15	5,942	1,455	24.5	4,255	71.6	232	3.9	210.1
Male	6,466	98	7	27	6,334	2,285	36.1	3,940	62.2	109	1.7	203.1
Ethnicity												
White	7,546	65	6	18	7,457	2,022	27.1	5,217	70.0	218	2.9	208.1
Black or African American	1,688	24	3	6	1,655	686	41.5	951	57.5	18	1.1	200.9
Asian	1,000	11	1	16	972	161	16.6	735	75.6	76	7.8	216.7
Pacific Islander	43	0	0	0	43	10	23.3	33	76.7	0	0.0	209.6
Hispanic or Latino [8]	2,012	30	3	2	1,977	799	40.4	1,155	58.4	23	1.2	200.4
Amer. Indian/AK Native	10	*	*	*	*	*	*	*	*	*	*	*
Other [9]	179	5	0	0	174	66	37.9	102	58.6	6	3.4	204.5
Economic Status												
Econ. Disadvantaged	3,784	44	6	21	3,713	1,592	42.9	2,087	56.2	34	0.9	199.6
Non-Econ. Disadvantaged	8,694	91	7	21	8,575	2,155	25.1	6,113	71.3	307	3.6	209.5
Migrant Status												
Migrant	3	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	12,475	135	12	42	12,286	3,747	30.5	8,198	66.7	341	2.8	206.5

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG DE - Grade 3

MATHEMATICS												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	12,478	130	16	7	12,325	2,339	19.0	5,590	45.4	4,396	35.7	230.9
General Education [5]	10,072	0	6	4	10,062	1,515	15.1	4,659	46.3	3,888	38.6	235.0
Special Education	2,125	130	9	3	1,983	701	35.4	821	41.4	461	23.2	213.5
Limited English Proficient [6]	523	1	1	0	521	190	36.5	216	41.5	115	22.1	212.9
Current LEP	312	0	1	0	311	135	43.4	122	39.2	54	17.4	206.6
Former LEP	211	1	0	0	210	55	26.2	94	44.8	61	29.0	222.2
Gender [7]												
Female	5,999	35	9	3	5,952	1,088	18.3	2,734	45.9	2,130	35.8	231.1
Male	6,466	94	7	4	6,361	1,249	19.6	2,849	44.8	2,263	35.6	230.7
Ethnicity												
White	7,546	64	8	3	7,471	1,133	15.2	3,474	46.5	2,864	38.3	234.5
Black or African American	1,688	24	3	2	1,659	535	32.2	756	45.6	368	22.2	215.4
Asian	1,000	9	1	0	990	81	8.2	297	30.0	612	61.8	255.1
Pacific Islander	43	0	0	0	43	3	7.0	24	55.8	16	37.2	237.3
Hispanic or Latino [8]	2,012	29	4	2	1,977	542	27.4	949	48.0	486	24.6	219.0
Amer. Indian/AK Native	10	*	*	*	*	*	*	*	*	*	*	*
Other [9]	179	4	0	0	175	43	24.6	84	48.0	48	27.4	222.0
Economic Status												
Econ. Disadvantaged	3,784	42	7	6	3,729	1,122	30.1	1,759	47.2	848	22.7	217.1
Non-Econ. Disadvantaged	8,694	88	9	1	8,596	1,217	14.2	3,831	44.6	3,548	41.3	236.9
Migrant Status												
Migrant	3	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	12,475	130	15	7	12,323	2,339	19.0	5,589	45.4	4,395	35.7	230.9

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

TEST DATE: SPRING 2012
REPORT PRINTED: 8/31/2012

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG FG - Grade 3

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	12,352	107	15	48	12,182	3,205	26.3	8,527	70.0	450	3.7	208.9
General Education [5]	9,639	0	6	8	9,625	1,797	18.7	7,402	76.9	426	4.4	212.9
Special Education	2,444	107	8	8	2,321	1,251	53.9	1,046	45.1	24	1.0	194.2
Limited English Proficient [6]	565	0	2	32	531	292	55.0	236	44.4	3	0.6	194.5
Current LEP	319	0	1	32	286	191	66.8	95	33.2	0	0.0	188.9
Former LEP	246	0	1	0	245	101	41.2	141	57.6	3	1.2	201.0
Gender [7]												
Female	6,013	33	7	16	5,957	1,218	20.4	4,409	74.0	330	5.5	213.0
Male	6,330	74	8	32	6,216	1,985	31.9	4,111	66.1	120	1.9	204.9
Ethnicity												
White	8,247	67	5	20	8,155	1,882	23.1	5,972	73.2	301	3.7	210.4
Black or African American	992	14	1	8	969	408	42.1	546	56.3	15	1.5	199.7
Asian	1,296	11	4	15	1,266	197	15.6	971	76.7	98	7.7	217.4
Pacific Islander	50	1	0	0	49	10	20.4	39	79.6	0	0.0	210.0
Hispanic or Latino [8]	1,598	11	3	3	1,581	662	41.9	889	56.2	30	1.9	200.2
Amer. Indian/AK Native	20	1	0	0	19	6	31.6	13	68.4	0	0.0	205.0
Other [9]	149	2	2	2	143	40	28.0	97	67.8	6	4.2	205.6
Economic Status												
Econ. Disadvantaged	2,623	23	6	15	2,579	1,151	44.6	1,389	53.9	39	1.5	198.9
Non-Econ. Disadvantaged	9,729	84	9	33	9,603	2,054	21.4	7,138	74.3	411	4.3	211.5
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	12,350	107	15	48	12,180	3,204	26.3	8,526	70.0	450	3.7	208.9

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

TEST DATE: SPRING 2012
REPORT PRINTED: 8/31/2012

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG FG - Grade 3

MATHEMATICS												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	12,352	106	13	9	12,224	1,956	16.0	5,300	43.4	4,968	40.6	235.0
General Education [5]	9,639	0	2	3	9,634	1,085	11.3	4,180	43.4	4,369	45.3	240.6
Special Education	2,444	106	10	5	2,323	751	32.3	1,019	43.9	553	23.8	215.7
Limited English Proficient [6]	565	0	1	1	563	197	35.0	231	41.0	135	24.0	213.2
Current LEP	319	0	1	1	317	147	46.4	116	36.6	54	17.0	201.4
Former LEP	246	0	0	0	246	50	20.3	115	46.7	81	32.9	228.4
Gender [7]												
Female	6,013	32	5	3	5,973	912	15.3	2,614	43.8	2,447	41.0	235.5
Male	6,330	74	8	6	6,242	1,043	16.7	2,682	43.0	2,517	40.3	234.5
Ethnicity												
White	8,247	66	4	6	8,171	1,020	12.5	3,630	44.4	3,521	43.1	238.3
Black or African American	992	15	1	2	974	344	35.3	451	46.3	179	18.4	211.0
Asian	1,296	10	4	0	1,282	86	6.7	364	28.4	832	64.9	256.3
Pacific Islander	50	1	0	0	49	6	12.2	21	42.9	22	44.9	239.5
Hispanic or Latino [8]	1,598	10	4	1	1,583	473	29.9	743	46.9	367	23.2	216.2
Amer. Indian/AK Native	20	1	0	0	19	2	10.5	10	52.6	7	36.8	236.5
Other [9]	149	3	0	0	146	25	17.1	81	55.5	40	27.4	226.5
Economic Status												
Econ. Disadvantaged	2,623	23	4	3	2,593	833	32.1	1,208	46.6	552	21.3	214.8
Non-Econ. Disadvantaged	9,729	83	9	6	9,631	1,123	11.7	4,092	42.5	4,416	45.9	240.5
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	12,350	106	13	9	12,222	1,955	16.0	5,299	43.4	4,968	40.6	235.0

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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TEST DATE: SPRING 2012
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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG GH - Grade 3

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	13,987	122	9	69	13,787	3,200	23.2	9,868	71.6	719	5.2	211.4
General Education [5]	11,223	0	5	8	11,210	1,793	16.0	8,731	77.9	686	6.1	215.3
Special Education	2,404	122	2	17	2,263	1,198	52.9	1,034	45.7	31	1.4	195.0
Limited English Proficient [6]	726	2	2	45	677	374	55.2	294	43.4	9	1.3	194.6
Current LEP	418	1	2	45	370	256	69.2	112	30.3	2	0.5	187.8
Former LEP	308	1	0	0	307	118	38.4	182	59.3	7	2.3	202.8
Gender [7]												
Female	6,875	44	6	25	6,800	1,276	18.8	5,038	74.1	486	7.1	214.9
Male	7,104	78	2	42	6,982	1,922	27.5	4,827	69.1	233	3.3	207.9
Ethnicity												
White	8,397	60	1	24	8,312	1,605	19.3	6,308	75.9	399	4.8	212.7
Black or African American	1,289	17	0	5	1,267	516	40.7	716	56.5	35	2.8	201.8
Asian	2,393	24	3	32	2,334	315	13.5	1,772	75.9	247	10.6	219.8
Pacific Islander	25	0	0	1	24	5	20.8	16	66.7	3	12.5	219.0
Hispanic or Latino [8]	1,610	12	1	2	1,595	695	43.6	870	54.5	30	1.9	199.8
Amer. Indian/AK Native	18	1	0	0	17	3	17.6	14	82.4	0	0.0	208.2
Other [9]	255	8	4	5	238	61	25.6	172	72.3	5	2.1	210.0
Economic Status												
Econ. Disadvantaged	2,329	23	1	15	2,290	1,045	45.6	1,219	53.2	26	1.1	198.4
Non-Econ. Disadvantaged	11,658	99	8	54	11,497	2,155	18.7	8,649	75.2	693	6.0	213.9
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	13,985	122	9	69	13,785	3,200	23.2	9,867	71.6	718	5.2	211.4

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG GH - Grade 3

MATHEMATICS												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	13,987	116	10	17	13,844	1,767	12.8	5,483	39.6	6,594	47.6	242.0
General Education [5]	11,223	0	2	5	11,216	942	8.4	4,311	38.4	5,963	53.2	247.9
Special Education	2,404	116	7	12	2,269	659	29.0	1,032	45.5	578	25.5	219.0
Limited English Proficient [6]	726	2	1	0	723	257	35.5	287	39.7	179	24.8	214.2
Current LEP	418	1	1	0	416	200	48.1	162	38.9	54	13.0	200.0
Former LEP	308	1	0	0	307	57	18.6	125	40.7	125	40.7	233.4
Gender [7]												
Female	6,875	44	4	7	6,820	832	12.2	2,770	40.6	3,218	47.2	241.7
Male	7,104	72	6	9	7,017	933	13.3	2,708	38.6	3,376	48.1	242.3
Ethnicity												
White	8,397	56	5	10	8,326	810	9.7	3,453	41.5	4,063	48.8	244.0
Black or African American	1,289	15	1	1	1,272	364	28.6	580	45.6	328	25.8	219.3
Asian	2,393	24	2	5	2,362	103	4.4	585	24.8	1,674	70.9	263.1
Pacific Islander	25	0	0	0	25	2	8.0	12	48.0	11	44.0	243.6
Hispanic or Latino [8]	1,610	12	1	0	1,597	443	27.7	747	46.8	407	25.5	219.2
Amer. Indian/AK Native	18	1	0	0	17	3	17.6	9	52.9	5	29.4	230.5
Other [9]	255	8	1	1	245	42	17.1	97	39.6	106	43.3	236.9
Economic Status												
Econ. Disadvantaged	2,329	22	2	4	2,301	690	30.0	1,067	46.4	544	23.6	217.3
Non-Econ. Disadvantaged	11,658	94	8	13	11,543	1,077	9.3	4,416	38.3	6,050	52.4	246.9
Migrant Status												
Migrant	2	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	13,985	116	10	17	13,842	1,767	12.8	5,483	39.6	6,592	47.6	242.0

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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TEST DATE: SPRING 2012
REPORT PRINTED: 8/31/2012

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG I - Grade 3

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	18,434	141	13	74	18,206	3,233	17.8	13,658	75.0	1,315	7.2	215.4
General Education [5]	14,890	0	9	9	14,872	1,738	11.7	11,875	79.8	1,259	8.5	218.9
Special Education	3,253	141	4	10	3,098	1,385	44.7	1,662	53.6	51	1.6	199.6
Limited English Proficient [6]	622	4	0	56	562	232	41.3	315	56.0	15	2.7	201.7
Current LEP	338	4	0	55	279	141	50.5	133	47.7	5	1.8	197.7
Former LEP	284	0	0	1	283	91	32.2	182	64.3	10	3.5	205.8
Gender [7]												
Female	8,887	39	3	29	8,816	1,184	13.4	6,734	76.4	898	10.2	219.3
Male	9,533	101	9	45	9,378	2,046	21.8	6,915	73.7	417	4.4	211.6
Ethnicity												
White	13,310	99	8	36	13,167	2,185	16.6	10,109	76.8	873	6.6	215.5
Black or African American	893	13	0	2	878	333	37.9	527	60.0	18	2.1	203.4
Asian	2,687	18	0	25	2,644	281	10.6	1,993	75.4	370	14.0	223.0
Pacific Islander	34	0	0	0	34	4	11.8	29	85.3	1	2.9	220.8
Hispanic or Latino [8]	1,107	9	0	7	1,091	354	32.4	713	65.4	24	2.2	204.8
Amer. Indian/AK Native	14	0	0	0	14	1	7.1	13	92.9	0	0.0	216.6
Other [9]	389	2	5	4	378	75	19.8	274	72.5	29	7.7	214.4
Economic Status												
Econ. Disadvantaged	1,152	23	1	5	1,123	497	44.3	618	55.0	8	0.7	199.1
Non-Econ. Disadvantaged	17,282	118	12	69	17,083	2,736	16.0	13,040	76.3	1,307	7.7	216.4
Migrant Status												
Migrant	1	0	1	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	18,433	141	12	74	18,206	3,233	17.8	13,658	75.0	1,315	7.2	215.4

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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REPORT PRINTED: 8/31/2012

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG I - Grade 3

MATHEMATICS												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	18,434	132	12	18	18,272	1,629	8.9	6,814	37.3	9,829	53.8	247.9
General Education [5]	14,890	0	6	10	14,874	815	5.5	5,376	36.1	8,683	58.4	252.6
Special Education	3,253	132	6	8	3,107	736	23.7	1,336	43.0	1,035	33.3	227.1
Limited English Proficient [6]	622	2	0	0	620	137	22.1	247	39.8	236	38.1	230.7
Current LEP	338	2	0	0	336	99	29.5	119	35.4	118	35.1	224.7
Former LEP	284	0	0	0	284	38	13.4	128	45.1	118	41.5	237.8
Gender [7]												
Female	8,887	40	3	4	8,840	790	8.9	3,445	39.0	4,605	52.1	246.7
Male	9,533	91	9	14	9,419	837	8.9	3,364	35.7	5,218	55.4	249.0
Ethnicity												
White	13,310	93	11	12	13,194	1,019	7.7	5,116	38.8	7,059	53.5	247.8
Black or African American	893	13	0	3	877	237	27.0	421	48.0	219	25.0	219.9
Asian	2,687	16	0	1	2,670	90	3.4	606	22.7	1,974	73.9	266.3
Pacific Islander	34	0	0	0	34	2	5.9	7	20.6	25	73.5	264.7
Hispanic or Latino [8]	1,107	8	0	2	1,097	242	22.1	523	47.7	332	30.3	226.0
Amer. Indian/AK Native	14	0	0	0	14	4	28.6	5	35.7	5	35.7	225.1
Other [9]	389	2	1	0	386	35	9.1	136	35.2	215	55.7	248.9
Economic Status												
Econ. Disadvantaged	1,152	21	1	3	1,127	320	28.4	551	48.9	256	22.7	217.4
Non-Econ. Disadvantaged	17,282	111	11	15	17,145	1,309	7.6	6,263	36.5	9,573	55.8	249.9
Migrant Status												
Migrant	1	0	1	0	0	0	0.0	0	0.0	0	0.0	0.0
Non-Migrant	18,433	132	11	18	18,272	1,629	8.9	6,814	37.3	9,829	53.8	247.9

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG J - Grade 3

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	4,400	17	2	17	4,364	496	11.4	3,465	79.4	403	9.2	219.5
General Education [5]	3,648	0	2	2	3,644	257	7.1	3,009	82.6	378	10.4	222.4
Special Education	697	17	0	1	679	221	32.5	433	63.8	25	3.7	205.2
Limited English Proficient [6]	103	0	0	15	88	29	33.0	58	65.9	1	1.1	205.2
Current LEP	59	0	0	15	44	19	43.2	25	56.8	0	0.0	201.5
Former LEP	44	0	0	0	44	10	22.7	33	75.0	1	2.3	208.8
Gender [7]												
Female	2,208	6	1	7	2,194	184	8.4	1,736	79.1	274	12.5	223.3
Male	2,192	11	1	10	2,170	312	14.4	1,729	79.7	129	5.9	215.7
Ethnicity												
White	3,117	11	1	6	3,099	345	11.1	2,502	80.7	252	8.1	218.9
Black or African American	92	0	0	1	91	28	30.8	59	64.8	4	4.4	207.4
Asian	941	3	1	10	927	77	8.3	725	78.2	125	13.5	223.7
Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino [8]	181	1	0	0	180	39	21.7	129	71.7	12	6.7	213.0
Amer. Indian/AK Native	3	*	*	*	*	*	*	*	*	*	*	*
Other [9]	62	1	0	0	61	7	11.5	44	72.1	10	16.4	223.6
Economic Status												
Econ. Disadvantaged	118	0	1	3	114	48	42.1	65	57.0	1	0.9	200.1
Non-Econ. Disadvantaged	4,282	17	1	14	4,250	448	10.5	3,400	80.0	402	9.5	220.0
Migrant Status												
Migrant	3	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	4,397	17	2	17	4,361	496	11.4	3,462	79.4	403	9.2	219.5

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

TEST DATE: SPRING 2012
REPORT PRINTED: 8/31/2012

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG J - Grade 3

MATHEMATICS												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	4,400	17	2	0	4,381	231	5.3	1,319	30.1	2,831	64.6	257.4
General Education [5]	3,648	0	1	0	3,647	102	2.8	1,017	27.9	2,528	69.3	261.8
Special Education	697	17	1	0	679	123	18.1	276	40.6	280	41.2	235.5
Limited English Proficient [6]	103	0	1	0	102	10	9.8	45	44.1	47	46.1	240.4
Current LEP	59	0	1	0	58	7	12.1	27	46.6	24	41.4	235.4
Former LEP	44	0	0	0	44	3	6.8	18	40.9	23	52.3	247.0
Gender [7]												
Female	2,208	6	0	0	2,202	110	5.0	696	31.6	1,396	63.4	256.6
Male	2,192	11	2	0	2,179	121	5.6	623	28.6	1,435	65.9	258.2
Ethnicity												
White	3,117	11	1	0	3,105	161	5.2	1,017	32.8	1,927	62.1	255.0
Black or African American	92	0	0	0	92	24	26.1	39	42.4	29	31.5	222.8
Asian	941	3	1	0	937	19	2.0	178	19.0	740	79.0	271.3
Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino [8]	181	1	0	0	180	26	14.4	68	37.8	86	47.8	241.4
Amer. Indian/AK Native	3	*	*	*	*	*	*	*	*	*	*	*
Other [9]	62	1	0	0	61	1	1.6	15	24.6	45	73.8	265.6
Economic Status												
Econ. Disadvantaged	118	0	1	0	117	41	35.0	51	43.6	25	21.4	210.7
Non-Econ. Disadvantaged	4,282	17	1	0	4,264	190	4.5	1,268	29.7	2,806	65.8	258.7
Migrant Status												
Migrant	3	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	4,397	17	2	0	4,378	231	5.3	1,316	30.1	2,831	64.7	257.4

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

TEST DATE: SPRING 2012
REPORT PRINTED: 8/31/2012

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG R - Grade 3

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	2,457	0	1	3	2,453	1,043	42.5	1,339	54.6	71	2.9	201.2
General Education [5]	2,212	0	1	3	2,208	846	38.3	1,293	58.6	69	3.1	203.2
Special Education	220	0	0	0	220	177	80.5	41	18.6	2	0.9	183.0
Limited English Proficient [6]	33	0	0	0	33	28	84.8	5	15.2	0	0.0	183.3
Current LEP	30	0	0	0	30	25	83.3	5	16.7	0	0.0	183.8
Former LEP	3	*	*	*	*	*	*	*	*	*	*	*
Gender [7]												
Female	1,291	0	1	2	1,288	496	38.5	749	58.2	43	3.3	203.6
Male	1,161	0	0	1	1,160	544	46.9	588	50.7	28	2.4	198.6
Ethnicity												
White	294	0	0	1	293	64	21.8	215	73.4	14	4.8	211.5
Black or African American	1,346	0	1	2	1,343	647	48.2	658	49.0	38	2.8	198.2
Asian	124	0	0	0	124	25	20.2	90	72.6	9	7.3	216.2
Pacific Islander	5	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino [8]	647	0	0	0	647	287	44.4	351	54.3	9	1.4	199.8
Amer. Indian/AK Native	2	*	*	*	*	*	*	*	*	*	*	*
Other [9]	39	0	0	0	39	18	46.2	20	51.3	1	2.6	202.2
Economic Status												
Econ. Disadvantaged	1,625	0	1	2	1,622	788	48.6	798	49.2	36	2.2	197.8
Non-Econ. Disadvantaged	832	0	0	1	831	255	30.7	541	65.1	35	4.2	207.9
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	2,456	0	1	3	2,452	1,043	42.5	1,338	54.6	71	2.9	201.2

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

TEST DATE: SPRING 2012
REPORT PRINTED: 8/31/2012

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
DFG R - Grade 3

MATHEMATICS												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	2,457	0	1	3	2,453	730	29.8	1,042	42.5	681	27.8	219.5
General Education [5]	2,212	0	1	3	2,208	591	26.8	962	43.6	655	29.7	222.5
Special Education	220	0	0	0	220	126	57.3	68	30.9	26	11.8	192.6
Limited English Proficient [6]	33	0	0	0	33	19	57.6	14	42.4	0	0.0	192.4
Current LEP	30	0	0	0	30	16	53.3	14	46.7	0	0.0	194.5
Former LEP	3	*	*	*	*	*	*	*	*	*	*	*
Gender [7]												
Female	1,291	0	1	2	1,288	370	28.7	577	44.8	341	26.5	219.4
Male	1,161	0	0	1	1,160	355	30.6	465	40.1	340	29.3	219.8
Ethnicity												
White	294	0	0	1	293	28	9.6	105	35.8	160	54.6	246.3
Black or African American	1,346	0	1	2	1,343	489	36.4	593	44.2	261	19.4	210.0
Asian	124	0	0	0	124	8	6.5	33	26.6	83	66.9	261.6
Pacific Islander	5	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino [8]	647	0	0	0	647	185	28.6	299	46.2	163	25.2	219.1
Amer. Indian/AK Native	2	*	*	*	*	*	*	*	*	*	*	*
Other [9]	39	0	0	0	39	19	48.7	10	25.6	10	25.6	212.7
Economic Status												
Econ. Disadvantaged	1,625	0	1	2	1,622	575	35.5	717	44.2	330	20.3	211.7
Non-Econ. Disadvantaged	832	0	0	1	831	155	18.7	325	39.1	351	42.2	234.7
Migrant Status												
Migrant	1	*	*	*	*	*	*	*	*	*	*	*
Non-Migrant	2,456	0	1	3	2,452	730	29.8	1,042	42.5	680	27.7	219.5

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

TEST DATE: SPRING 2012
REPORT PRINTED: 8/31/2012

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Non-Special Needs - Grade 3

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	81,506	732	67	306	80,401	22,042	27.4	54,829	68.2	3,530	4.4	209.0
General Education [5]	65,363	0	34	56	65,273	13,476	20.6	48,434	74.2	3,363	5.2	212.6
Special Education	14,004	732	28	49	13,195	7,321	55.5	5,715	43.3	159	1.2	193.8
Limited English Proficient [6]	4,122	12	6	204	3,900	2,190	56.2	1,674	42.9	36	0.9	193.5
Current LEP	2,418	7	5	203	2,203	1,460	66.3	735	33.4	8	0.4	188.6
Former LEP	1,704	5	1	1	1,697	730	43.0	939	55.3	28	1.6	199.9
Gender [7]												
Female	39,812	227	27	112	39,446	8,844	22.4	28,181	71.4	2,421	6.1	212.6
Male	41,630	502	37	192	40,899	13,176	32.2	26,614	65.1	1,109	2.7	205.5
Ethnicity												
White	48,442	387	23	126	47,906	10,664	22.3	35,050	73.2	2,192	4.6	211.4
Black or African American	9,197	114	9	34	9,040	4,035	44.6	4,864	53.8	141	1.6	199.3
Asian	9,431	78	10	108	9,235	1,330	14.4	6,943	75.2	962	10.4	219.1
Pacific Islander	209	1	0	1	207	49	23.7	152	73.4	6	2.9	212.0
Hispanic or Latino [8]	12,808	127	15	24	12,642	5,539	43.8	6,933	54.8	170	1.3	199.3
Amer. Indian/AK Native	84	3	0	0	81	22	27.2	59	72.8	0	0.0	206.6
Other [9]	1,335	22	10	13	1,290	403	31.2	828	64.2	59	4.6	207.3
Economic Status												
Econ. Disadvantaged	21,173	220	24	90	20,839	9,796	47.0	10,844	52.0	199	1.0	197.7
Non-Econ. Disadvantaged	60,333	512	43	216	59,562	12,246	20.6	43,985	73.8	3,331	5.6	212.9
Migrant Status												
Migrant	20	0	2	0	18	2	11.1	15	83.3	1	5.6	205.5
Non-Migrant	81,486	732	65	306	80,383	22,040	27.4	54,814	68.2	3,529	4.4	209.0

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Non-Special Needs - Grade 3

MATHEMATICS												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	81,506	706	65	74	80,661	13,295	16.5	33,531	41.6	33,835	41.9	236.1
General Education [5]	65,363	0	26	35	65,302	7,953	12.2	27,164	41.6	30,185	46.2	241.2
Special Education	14,004	706	36	36	13,226	4,366	33.0	5,568	42.1	3,292	24.9	216.1
Limited English Proficient [6]	4,122	9	4	4	4,105	1,529	37.2	1,676	40.8	900	21.9	211.8
Current LEP	2,418	5	4	4	2,405	1,129	46.9	889	37.0	387	16.1	202.6
Former LEP	1,704	4	0	0	1,700	400	23.5	787	46.3	513	30.2	224.8
Gender [7]												
Female	39,812	227	25	25	39,535	6,347	16.1	16,857	42.6	16,331	41.3	235.8
Male	41,630	476	39	48	41,067	6,931	16.9	16,647	40.5	17,489	42.6	236.4
Ethnicity												
White	48,442	371	32	39	48,000	5,625	11.7	20,342	42.4	22,033	45.9	240.9
Black or African American	9,197	113	10	15	9,059	3,128	34.5	4,086	45.1	1,845	20.4	212.5
Asian	9,431	73	9	6	9,343	512	5.5	2,452	26.2	6,379	68.3	260.7
Pacific Islander	209	1	0	1	207	24	11.6	83	40.1	100	48.3	241.8
Hispanic or Latino [8]	12,808	123	12	12	12,661	3,727	29.4	5,992	47.3	2,942	23.2	217.2
Amer. Indian/AK Native	84	3	0	0	81	16	19.8	40	49.4	25	30.9	229.2
Other [9]	1,335	22	2	1	1,310	263	20.1	536	40.9	511	39.0	231.6
Economic Status												
Econ. Disadvantaged	21,173	211	19	30	20,913	6,767	32.4	9,810	46.9	4,336	20.7	214.1
Non-Econ. Disadvantaged	60,333	495	46	44	59,748	6,528	10.9	23,721	39.7	29,499	49.4	243.8
Migrant Status												
Migrant	20	0	2	0	18	2	11.1	10	55.6	6	33.3	225.0
Non-Migrant	81,486	706	63	74	80,643	13,293	16.5	33,521	41.6	33,829	41.9	236.1

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

TEST DATE: SPRING 2012
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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Special Needs - Grade 3

LANGUAGE ARTS LITERACY												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	21,399	242	35	147	20,975	11,656	55.6	9,154	43.6	165	0.8	193.3
General Education [5]	15,567	0	25	34	15,508	7,336	47.3	8,013	51.7	159	1.0	197.8
Special Education	3,039	242	6	40	2,751	2,359	85.8	387	14.1	5	0.2	175.2
Limited English Proficient [6]	4,342	25	4	73	4,240	2,839	67.0	1,389	32.8	12	0.3	188.0
Current LEP	3,080	16	4	73	2,987	2,210	74.0	776	26.0	1	0.0	184.5
Former LEP	1,262	9	0	0	1,253	629	50.2	613	48.9	11	0.9	196.3
Gender [7]												
Female	10,286	70	18	51	10,147	5,162	50.9	4,875	48.0	110	1.1	196.0
Male	11,095	172	16	96	10,811	6,479	59.9	4,277	39.6	55	0.5	190.7
Ethnicity												
White	2,166	32	6	29	2,099	800	38.1	1,258	59.9	41	2.0	202.2
Black or African American	7,162	73	13	76	7,000	4,304	61.5	2,666	38.1	30	0.4	190.0
Asian	636	5	4	20	607	194	32.0	393	64.7	20	3.3	206.0
Pacific Islander	26	1	0	1	24	15	62.5	9	37.5	0	0.0	193.8
Hispanic or Latino [8]	11,159	127	9	19	11,004	6,205	56.4	4,727	43.0	72	0.7	193.0
Amer. Indian/AK Native	27	0	0	0	27	13	48.1	14	51.9	0	0.0	196.9
Other [9]	223	4	3	2	214	125	58.4	87	40.7	2	0.9	191.4
Economic Status												
Econ. Disadvantaged	18,206	195	26	124	17,861	10,295	57.6	7,452	41.7	114	0.6	192.2
Non-Econ. Disadvantaged	3,193	47	9	23	3,114	1,361	43.7	1,702	54.7	51	1.6	199.5
Migrant Status												
Migrant	13	0	0	0	13	10	76.9	3	23.1	0	0.0	187.8
Non-Migrant	21,386	242	35	147	20,962	11,646	55.6	9,151	43.7	165	0.8	193.3

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded LEP Exempt (LAL only) and students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

ATTACHMENT 15

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New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
Special Needs - Grade 3

MATHEMATICS												
						Performance Data for Students with Valid Scale Scores [3]						
Demographic Group	Enrolled	APA Students [1]	Not Present	Voids [2]	Valid Scale Scores	Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Advanced Proficient Percent	Scale Score Mean
Total Students [4]	21,399	241	21	53	21,084	8,649	41.0	8,502	40.3	3,933	18.7	206.8
General Education [5]	15,567	0	13	24	15,530	5,270	33.9	6,847	44.1	3,413	22.0	213.6
Special Education	3,039	241	7	25	2,766	1,808	65.4	736	26.6	222	8.0	182.6
Limited English Proficient [6]	4,342	25	1	4	4,312	2,140	49.6	1,584	36.7	588	13.6	199.0
Current LEP	3,080	16	1	4	3,059	1,758	57.5	988	32.3	313	10.2	191.8
Former LEP	1,262	9	0	0	1,253	382	30.5	596	47.6	275	21.9	216.4
Gender [7]												
Female	10,286	70	6	13	10,197	4,084	40.1	4,222	41.4	1,891	18.5	207.5
Male	11,095	171	15	40	10,869	4,552	41.9	4,276	39.3	2,041	18.8	206.2
Ethnicity												
White	2,166	31	2	4	2,129	500	23.5	907	42.6	722	33.9	226.7
Black or African American	7,162	73	12	33	7,044	3,575	50.8	2,548	36.2	921	13.1	197.0
Asian	636	5	1	0	630	112	17.8	231	36.7	287	45.6	236.6
Pacific Islander	26	1	0	0	25	9	36.0	9	36.0	7	28.0	217.0
Hispanic or Latino [8]	11,159	127	6	15	11,011	4,360	39.6	4,706	42.7	1,945	17.7	207.5
Amer. Indian/AK Native	27	0	0	0	27	7	25.9	6	22.2	14	51.9	229.5
Other [9]	223	4	0	1	218	86	39.4	95	43.6	37	17.0	206.5
Economic Status												
Econ. Disadvantaged	18,206	194	16	45	17,951	7,660	42.7	7,216	40.2	3,075	17.1	204.9
Non-Econ. Disadvantaged	3,193	47	5	8	3,133	989	31.6	1,286	41.0	858	27.4	217.5
Migrant Status												
Migrant	13	0	0	0	13	7	53.8	3	23.1	3	23.1	203.3
Non-Migrant	21,386	241	21	53	21,071	8,642	41.0	8,499	40.3	3,930	18.7	206.8

[1] These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.
[2] Includes students coded Medical Emergency.
[3] Percentages may not total 100 due to rounding.
[4] Students are included in Total Students only once, but they appear in all other categories that apply.
[5] Includes students coded Former LEP who are not Special Education.
[6] Includes students coded Current and Former LEP.
[7] Excludes students who did not have Gender coded.
[8] Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.
[9] Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

New Jersey's Quality Rating and Improvement System (QRIS)

2013

Grow NJ Kids

Center and School-Based Standards

Grow NJ Kids

Helping New Jersey's Youngest Kids Thrive

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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.

In this section, the standards focus on quality components in a safe, healthy learning environment. Alignment with this section means:

- Program has a current NJ Child Care License.
- Program's indoor and outdoor environment is healthy, safe, and clean.
- Program utilizes a health expert to ensure that appropriate health and safety practices are being used.
- Program provides nutritious food and/or snacks or, at the very least, provides information to parents that promote healthy food choices.
- Program accommodates children with special diets and food preferences.
- Teaching/Caregiving staff, considered as part of the adult: child ratio, are certified in the Red Cross Infant/Child CPR and First Aid.
- Program provides and maintains current information on necessary child health screenings.

Grow NJ Kids — Safe, Healthy Learning Environments

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 1	Early Head Start, Head Start and Center-based sites have a Department of Children and Families (DCF) License for one year. School-based sites have appropriate Department of Education (DOE) plan approval.			License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs).	1304.53(a)(6)	NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations
Level 2	Early Head Start, Head Start and Center-based sites have a quality improvement plan based on findings from their Grow NJ Kids Self Assessment. Program demonstrates healthy, safe and clean indoor and outdoor learning environments.	ITERS-R and /or ECERS-R self assessed score average of 3 with no single item below 2. Grow NJ Kids Self Assessment using the results to develop a program improvement plan describing how the program plans to move to the next QRIS level.	CLASS self assessed score of 2 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or lower on the dimension of Negative Climate. Let's Move! Child Care Checklist Quiz.	Grow NJ Kids Self Assessment And Quality Improvement Plan Formal Professional Development as indicated by Registry		
Level 3	Must meet all Step 2 criteria. Program conducts daily health and safety checks on playgrounds and has a system to identify/address health and safety concerns in and around the building. Programs serving infants and toddlers must have a policy that supports breastfeeding friendly principles, including accepting and storing breast milk and providing a comfortable place for lactating mothers.	ITERS-R and/or ECERS-R reliable rater score average of 4 with no single item below 3. CLASS reliable rater score of 3 or higher across all domains: Emotional Support, Classroom Organization and Instructional Support. Note: In the dimension of Negative Climate, a score of 2 or less.		ITERS-R/ECERS-R Protocol And/Or CLASS Protocol Program health/safety checklist Breastfeeding Policy Formal professional development as indicated by Registry	1304.53(a)(10)(viii) 1304.40(C)(3) 1304.23(e)(2)	NECPA: School/Center Building, Supplies, Equipment & Transportation NECPA:Health Protection & Promotion NAEYC: Health

Grow NJ Kids

Safe, Healthy Learning Environments

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 3	Program has a written policy ensuring nutritious meals and snacks are promoted and/or provided as defined by United States Department of Agriculture (USDA) guidelines and is respectful of religious and dietary restrictions.			Written policy on food service. Including program adherence to religious and dietary restrictions. Sample Menus	1304.23(b)(1)	NAEYC: Health
	Staff are trained to work with children with special diets, allergies and specialized feeding issues.			List of trainings provided to staff on dietary preferences and requirements for children. Including training content and resume and/or credentials of trainer.	1304.23(a)(2) 1304.23(C)(6)	NAEYC: Health NECPA:Staff-Parent-Community Partnerships
	The program provides family health and safety workshops and/or resources annually in topics that include: preventive health care, mental/behavioral health issues, nutrition and obesity, medication administration policies and procedures, oral health practices, communicable disease prevention.			List of trainings provided to parents with sign in sheets. Information on training content. Resume or credentials of trainer.	1304.23(d) 1304.40(f)(2)(i),(ii) & (iii) Head Start Act Section: 648(3)(B)(xiv)	NECPA:Health Protection & Promotion
Level 4	Must meet all Step 3 criteria. The program utilizes a health consultant annually to conduct a file audit on children's immunizations, Well Baby Visits, etc. The program has a system for daily age-appropriate oral health care for all children.	ITERS-R and/or ECERS-R reliable rater score average of 5 with no single item below 4. CLASS reliable rater score of 4 or higher across all domains: Emotional Support, Classroom Organization and Instructional Support. Note: In the dimension		ITERS-R/ECERS-R Protocol CLASS Protocol Report/Communication to parents by program about health and wellness checks. Daily schedule and/or program plan Evidence that playgrounds and equipment are inspected annually.	1304(a)(1)(ii) 1304.20(a)(1)(ii)(A), (B) & (C) 1304.52(d)(2) 1304.23(b)(3) 1304.20(c)(3)(i) & (ii) 1304.53(a)(10)	NECPA:Health Protection & Promotion NAEYC 9.B.07

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Safe, Healthy Learning Environments

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 4	Program maintains one teacher or teacher assistant in each room has a pediatric First Aid & CPR Certificate. The program demonstrates that playgrounds are inspected annually by a qualified professional to assure that play equipment is safe and accommodates abilities, needs and interest of each age group served.	of Negative Climate, a score of 2 or less. Curriculum Implementation Check-list/ Fidelity Assessment.		Including appropriateness of equipment for age group.		NECPA:Health Protection & Promotion
Level 5	Must meet all Step 4 criteria. Program, with parental consent, provides (directly or through collaboration) vision, hearing and dental screenings, and shares results with families. All teaching staff, identified as part of the adult:child ratio, have a Certificate of Completion in Pediatric First Aid and Cardio-Pulmonary Resuscitation (CPR).	ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5.	CLASS reliable rater score of 5 or higher across all domains: Emotional Support, Classroom. Organization and Instructional Support. Note: In the dimension of Negative Climate, a score of 2 or less.	ITERS-R/ECERS-R Protocol CLASS Protocol Copy of Consent Form Evidence of health screenings provided to parents/program. Pediatric First Aid and CPR Certificates Head Start programs meet all Performance Standards without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received	1304.20(b)(1) 1304.22(d)(1) & (2)	NAEYC:Health NECPA:Health Protection & Promotion

Grow NJ Kids

Safe, Healthy Learning Environments

		Measures		Documentation	Accreditation	
Level	Standard	Required Observation Measure	Additonal Tools for Program Development	Required Documentation	Head Start Program Performace Standards & Act(2007)	Accrditation Standards NAEYC NECPA
Level 5				Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer. Signed document that the program uses outside consultants with expertise in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.		

Category 2

Curriculum & Learning Environment

A research-based curriculum, when used with fidelity, provides a road map for teachers/caregivers to use in their classrooms. Teachers/Caregivers need to be formally trained in the program's chosen curriculum to ensure that the components are effectively being used. 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.

In this section, the standards focus on quality components in curriculum implementation. Alignment with this section means:

- Teachers/Caregivers have been formally trained in the curriculum used by the program.
- Teachers/Caregivers use a science-based assessment tool that is aligned with the chosen curriculum.
- Teachers/Caregivers use a state approved and/or research-based developmental screening.
- Teachers/Caregivers use information from the environmental rating tool and developmental assessment tool to plan learning experiences, choose materials, and modify the environment in ways that are culturally, linguistically, and developmentally appropriate.
- Teachers/Caregivers use a formal observation tool.

Grow NJ Kids — Curriculum & Learning Environment

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 1	Early Head Start, Head Start and Center-based sites have a Department of Children and Families (DCF) License for one year. School-based sites have appropriate Department of Education (DOE) plan approval.			License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs).	1304.53(a)(6)	NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations
Level 2	Early Head Start, Head Start and Center-based sites have a quality improvement plan based on findings from their Grow NJ Kids Self Assessment. Directors/Managers/Teachers demonstrate completion of formal professional development in curricula, screening tools, and formative assessment.	ITERS-R and /or ECERS-R self assessed score average of 3 with no single item below 2.	CLASS self assessed score of 2 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or lower on the dimension of Negative Climate. Grow NJ Kids Self Assessment using the results to develop a program improvement plan describing how the program plans to move to the next QRIS level.	Grow NJ Kids Self Assessment And Quality Improvement Plan Formal Professional Development as indicated by Registry		
Level 3	Must meet all Step 2 criteria. Individual activity plans and/or lesson plans reflect the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards based on children's individual differences. Programs use structured observation tools to focus on curricular areas. The program uses a research-based assessment tool that	ITERS-R and/or ECERS-R reliable rater score average of 4 with no single item below 3. CLASS reliable rater score of 3 or higher across all domains: Emotional Support, Classroom Organization and Instructional Support. Note: In the dimension		Director submits a brief description of: a) how curriculum aligns with the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards; b)how curriculum is adapted to meet needs of children in the program. (1 – 3 pages, maximum). Program Lesson Plans Formal Program Training Plan Structured Observation tools	Head Start Act Section: 641A(g)(2)(A) Head Start Act Section: 641A(b)(2) 642(f)	

Grow NJ Kids

Curriculum & Learning Environment

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 3	addresses all developmental domains. NOTE: Developmental assessment must be aligned with program's curriculum. A state approved developmental screening is used to identify children who may need further evaluation or intervention strategies. Staff make appropriate modifications and /or accommodations based on findings from screening tools, research-based assessments, and information gathered through observation to address children's specific needs when necessary. Research-based assessment results are shared with parents/families and used by staff to plan and individualize learning opportunities.	of Negative Climate, a score of 2 or less.		Formative Assessment Protocol The ESI-R/Brigance/ASQ is used in preschool programs. ASQ or BDI is used in infant and toddler programs. Description of the type of progress report used and how program and/or teacher share progress reports with parents, at least, 2 times in a 10 month period. And Description of screening tools, formative assessments, and observation data. Description of how these are used to address children's needs. And Formal professional development as indicated by Registry	1304.21(c)(2) ACF-PI-HS-11-04 1304.21(a)(2)(ii) 1304.20(e)(2) Head Start Act Section: 642(f)	NAEYC: Assessment of Child Progress NAEYC: Assessment of Child Progress (Does not specify research-based tool) NECPA:Curriculum (Does not specify research-based tool)
Level 4	Must meet all Step 3 criteria. A state approved and/or research-based, developmentally appropriate curriculum is fully implemented. Early learning programs use an additional State approved and/or standardized program observation	ITERS-R and/or ECERS-R reliable rater score average of 5 with no single item below 4. CLASS reliable rater score of 4 or higher across all domains:		ITERS-R/ECERS-R Protocol CLASS Protocol Program Plans, formal training plans or other evidence of program's use of child data	Head Start Act Section: 642(f) ACF-PI-HS-11-04 1304.21(a)(2)(ii)	

Grow NJ Kids

Curriculum & Learning Environment

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 4	instrument to focus on specific instructional supports and interactions and further inform the improvement plan. Data from developmental screenings, developmental assessments and environmental measures are used to inform program practices, student progress, and professional developmental plans. Staff use research-based assessment data to inform instruction and determine overall trends in children's development and learning. The program has documentation of a transition plan for all children. For children who exhibit particular challenges or changes, these are addressed in their individual plans. This information should be shared with the child's next placement. Program staff demonstrate partnerships and professional relationships with parents/families, agencies, consultants and organizations in the community that further the program's capacity to meet the needs and interests of the children and parents/families that they serve (i.e., advisory council).	Emotional Support, Classroom Organization and Instructional Support. Note: In the dimension of Negative Climate, a score of 2 or less. Curriculum Implementation Check-list/ Fidelity Assessment.		And Formal professional development as indicated by Registry. Transition Plan CSEFEL Assessment Protocol Memorandum of Understanding (MOU) Partnership Agreements	ACF-PI-HS-11-041307.3(b)(2)(i) & (i) 1304.21(c)(2) Head Start Act Section: 642(f) 1307.3(b)(2)(i) & (i) 1308.4(g) Head Start Act Section: 642A 1304.41(C)(1) 1304(a)(4) 1304.40(a)(2) 1304.41(c)(1)(ii)	NAEYC: Assessment of Child Progress NECPA:Curriculum (assessment only) NAEYC: Assessment of Child Progress NECPA:Curriculum (No research-based tool) NAEYC:Community Relationship NECPA: Staff –Parent-Community Partnerships NAEYC:Community Relations Standard NECPA:Staff-Parent-Community Partnerships

Grow NJ Kids

Curriculum & Learning Environment

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 5	Must meet all Step 4 criteria. Program provides high quality service delivery. Early Head Start, Head Start and Center-based sites have received federal, national, or state endorsement as a quality early learning and development program. All staff received orientation and ongoing formal professional development and supervision in how to support positive relationships and interactions through warm and nurturing interactions. Staff engage children in meaningful conversations, use open-ended questions and provided opportunities throughout the day to scaffold their language to support the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions. Staff utilize teaching strategies that ensure a positive classroom environment, engage children in learning and promote critical thinking skills.	ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5. CLASS reliable rater score of 5 or higher across all domains: Emotional Support, Classroom Organization and Instructional Support. Note: In the dimension of Negative Climate, a score of 2 or less.		ITERS-R/ECERS-R Protocol CLASS Protocol Head Start programs meet all Performance Standards without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer. Program utilizes staff and/or consultants and/or access to community resources with expertise in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.	Head Start Act Section: 642(f) Head Start Child Development & Early Learning Framework Head Start Act Section: 657B 1304.52(k)(1)-(3) Head Start Act Section: 641A(a)(1)(B)(i) 7 (ii) CLASS: Instructional Support 1304.21(b)(2)(ii) 1304.21(a)(4)(iii) 1304.21(a)(1)(ii) 1304.21(a)(3)(i)(D) 1304.21(b)(2)(i) 1304.21(c)(1)(iv)	NAEYC Accreditation NECPA Accreditation NAEYC: Leadership & Management Standard NECPA: Program Administration & Staff Relations NAEYC: Teaching Standard NECPA: Developmental Program NAEYC: Teaching Standard NECPA: Developmental Program

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 a much smaller group. 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 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 supports that families rely upon must be considered as a vital piece in the effort to provide quality experiences to young children.

In this section, the standards focus on family and community engagement. Alignment with this section means:

- Program utilizes parents/families to provide feedback on recruitment strategies, enrollment practices, curriculum selection, cultural and linguistic practices, etc.
- Program allows parents/families to ascertain topics for parent meetings, trainings, events, etc.
- Program provides opportunities for parents to have input in meaningful decision making of the program.
- Program provides leadership and advocacy training to parents.
- Program provides an environment that is warm and inviting to parents.

Grow NJ Kids

Family and Community Engagement

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 1	Early Head Start, Head Start and Center-based sites have a Department of Children and Families (DCF) License for one year. School-based sites have appropriate Department of Education (DOE) plan approval.			License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs).	1304.53(a)(6)	NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations
Level 2	Early Head Start, Head Start and Center-based sites use the Strengthening Families Self-Assessment to inform their improvement plan in the area of family and community engagement.	Strengthening Families Self Assessment tool.		Quality Improvement Plan Formal Professional Development as indicated by Registry		
Level 3	Must meet all Step 2 criteria. Program asks all newly enrolled families to complete the Strengthening Families Protective Factor Survey--survey results are tallied, summarized, and aggregated to inform program policies and procedures regarding parents/families. Program establishes a parent/family group to engage enrolled families and support their participation in the education of their children. The group meets at least two times per year, and provides input and advise on the center's SF Improvement Plan; reviews center policies, procedures and practices; strengthens parent-staff communication, and the like.			Strengthening Families Protective Factor Survey Strengthening Families Improvement Plan Parent/Family Group Rooster and/or Group Sign –in sheet	1304.50(b)(1) – (b)(7) 1304.50(e)(1),(2) & (3)	

Grow NJ Kids — Family and Community Engagement

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 3	Program promotes multicultural learning opportunities by requesting that participating parents/family members share examples of their cultural practices (books, food, music, clothing, etc.) in parent meetings, as well as in their child's classroom.			Parent Handbook, fliers, pictures, lesson plans	Head Start Multicultural Prinicples 1304.40(a)(5)	NECPA: Staff-Parent-Community Partnerships
	Program holds at least two family education workshops per year on topics such as: early literacy, positive parent-child interactions, cultural awareness, developmental issues, and/or other topics that address the needs and interests of families. Whenever possible, sessions are delivered in the languages of the participants or translators/interpreters are available.			Parent Handbook, Fliers, Attendance sign-in sheet, Pictures, Video	1304.40(d)(1) 1304.40(e)(3)	
	The program encourages parents/families to visit and participate in center activities during the school day and/or for special after hours meetings and events.			Parent Handbook	1304.40(d)(2)	NAEYC: Families Standard NECPA: Staff-Parent-Community Partnerships
	Program offers a home visit to all enrolled families and completes visits for at least 25% of families. Home visits are conducted using standard guidelines and provide an opportunity to observe the child in his/her natural environment; and provide follow-up about parent-child interaction, child development, play and learning activities, early literacy, etc.			Parent Handbook Home Visit Report Letter to parent explaining/scheduling home visit Parent Handbook Membership List	1304.40(e)(5) 1306.32(b)(8)	

Grow NJ Kids

Family and Community Engagement

		Measures		Documentation	Accreditation	
Level	Standard	Required Observation Measure	Additonal Tools for Program Development	Required Documentation	Head Start Program Performace Standards & Act(2007)	Accrditation Standards NAEYC NECPA
Level 3	Program identifies at least one parent to participate in and represent the center on a local or regional community advisory council (i.e. this could be the County Council for Young Children).				1304.50(a)(1)	
Level 4	Must meet all Step 3 criteria. Program reviews and updates the SF Self-Assessment and SF Improvement Plan annually, and continues to demonstrate success in integrating the seven core strategies into the work of the center. Program has an active parent/family group that meets at least three times per year, and provides input and advise on the center's SF Improvment Plan; reviews center policies, procedures and practices; strengthens parent-staff communication, and the like. Through this council, parents/families have opportunities to participate in leadership development, decision making and are supported to become advocates for their children's early learning and development. Program staff use a variety of methods to communicate with parents/families about the curriculum objectives, including			Director submits a brief description of continuous improvement process with Strengthening Families documents. Parent Handbook Meeting Minutes List of members Parent Handbook Program Plans Parent Handbook Other evidence of communications: fliers, letters, etc.	1304.51(i)(1) 1304.50(a)(1) 1304.50(a)(1) Head Start National Parent, Family & Community Engagement Framework	NAEYC: Families Standard NECPA: Staff-Parent-Community Partnerships

Grow NJ Kids

Family and Community Engagement

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 4	educational goals and effective strategies that can be used by parents/families to promote their children's learning. FES, EDLS Comment: Communication between teacher and family will help develop school readiness goals. Individual children should have school readiness goals developed by parents and teachers. Program offers at least two home visits to all enrolled families and completes two visits for at least 60% of families. Similar to Level 3, home visits follow standard guidelines and provide an opportunity to observe the child in his/her natural environment; and provide follow-up about parent-child interaction, child development, play and learning activities, early literacy, etc. Program identifies at least two parents to participate in and represent the center on a local or regional community advisory council (i.e. this could be the County Council for Young Children).			Parent Handbook Membership List	1304.21(a)(2)(ii) 1306.32(b)(8) 1304.50(a)(1)	
Level 5	Must meet all Step 4 criteria. Programs are fully integrating the SF principles and seven core strategies into the work of the center.			Programs have several options for meeting the standards for this level: a) Head Start programs meet all Performance Indicators without any deficiencies. b) State-based preschool programs meet the Elements of High Quality Preschool Programs–NJ.		

Grow NJ Kids

Family and Community Engagement

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 5	Program staff, families and leadership are fully collaborating with community partners to create a supportive system that responds to parent/family needs, culture, and goals.			Administrative Code NJAC 6A:13A. c) Center-based programs have achieved accreditation from the NAEYC (National Accreditation of Programs for Young Children or NECPA (National Early Childhood Programs Accreditation National Accreditation or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer.	1304.50(a)(1)	

Category 4

Workforce/ Professional Development

In order to provide quality learning experiences to young children, a knowledgeable and skillful workforce is essential. Teachers/Caregivers must thoroughly understand child development and developmentally appropriate practices with young children, including culturally and linguistically appropriate practices. For example, teachers/caregivers must know how to use findings from an assessment tool to create lesson plans that directly support developmental needs and build upon developmental strengths of the children. Teachers/Caregivers must be able to take an individualistic approach to instruction to fully support children's learning experiences.

Effective professional development must provide staff with quality learning opportunities, similar to the quality learning that is provided for children. Training plans and In-Service opportunities should be created using the identified needs and strengths of the staff coupled with the goals of the program/agency. Typically, staff who participate in designing their own training plans are more effective. A competent and prepared workforce is critical to quality programs.

In this section, the standards focus on the early childhood workforce and professional development including supervision, training and technical assistance. Alignment with this section means:

- Employees are members of NJ's Workforce registry for early childhood professionals.
- Employees receive training in the program's curriculum of choice.
- Employees receive training in the aligned developmental assessment and screening tool.
- Teachers/Caregivers plan using information from child observations, developmental assessment findings, and parent input.
- Supervisors of teachers/caregivers, including Mentor Teachers and Coaches, receive training to build on the skills needed to provide quality teaching and learning experiences.
- Teachers/Caregivers receive annual performance evaluations that require input from the staff.
- Teachers/Caregivers, especially those teaching/providing care for the same age group, have the opportunity to plan together.

Grow NJ Kids — Workforce/Professional Development

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 1	Early Head Start, Head Start and Center-based sites have a Department of Children and Families (DCF) License for one year. School-based sites have appropriate Department of Education (DOE) plan approval.			License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs).	1304.53(a)(6)	NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations
Level 2	Must meet all Step 1 criteria. Early Head Start, Head Start and Center-based sites have a quality improvement plan based on findings from their Grow NJ Kids Self Assessment.	ITERS-R and /or ECERS-R self assessed score average of 3 with no single item below 3. Grow NJ Kids Self Assessment using the results to develop a program improvement plan describing how the program plans to move to the next QRIS level.	CLASS self assessed score of 2 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or lower on the dimension of Negative Climate.	Grow NJ Kids Self Assessment And Quality Improvement Plan Formal Professional Development as indicated by Registry		
Level 3	Must meet all Step 2 criteria. All Early Head Start, Head Start, Center and School-based program staff are enrolled in the Workforce Registry. All teaching staff and administrators/directors have received training from the curriculum developer/trainer in the selected curriculum. Teaching staff have received professional development in the selected formative assessment, including child observation skills, developmental benchmarks and recording information.	ITERS-R and/or ECERS-R reliable rater score average of 4 with no single item below 3. CLASS reliable rater score of 3 or higher across all domains: Emotional Support, Classroom Organization and Instructional Support. Note: In the dimension of Negative Climate, a score of 2 or less.		Registry membership certificate. Formal professional development as indicated by Registry And/or Program Professional Development Plan	 1304.52(k)(2)-(3) 1304.52(k)(2)-(3)	

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Workforce/Professional Development

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 3	Directors/Supervisors have received training in evaluating and observing teachers both formally and informally. All teaching staff receive an annual written performance evaluation, conducted by their supervisor, which includes a self-assessment and an individualized professional improvement plan.			List of program trainings including training content and trainer resume/professional background. Letter from director explaining process for developing the professional development plan. Formal professional development as indicated by Registry Or Letter from Director identifying training date, content and trainer. Including, trainer resume/formal professional background, if not in the Registry. Sample performance evaluation and individual professional improvement plan.	1304.52(i)	NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations
Level 4	Must meet all Step 3 criteria. Programs provide and/or make the following trainings available to staff: supporting children with special needs, supporting English language learners, cultural competence and transitions. Differentiated training is provided based on the experience and needs of the educational staff (i.e., new teachers and assistants are provided with initial curriculum training).	ITERS-R and/or ECERS-R reliable rater score average of 5 with no single item below 4. CLASS reliable rater score of 4 or higher across all domains: Emotional Support, Classroom Organization and Instructional Support. Note: In the dimension		ITERS-R/ECERS-R Protocol Certificate of Completion from The Pyramid Model (CSEFEL) and the Strengthening Families Protective Factors training. CLASS Protocol Formal professional development as indicated by Registry Individual Professional Development Plan	Head Start Act Section 648	NAEYC: Leadership & Management

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		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 4	The professional development plan includes the use of a curriculum implementation or fidelity checklist/instrument to ensure implementation of the curriculum.	of Negative Climate, a score of 2 or less.		Copy of curriculum implementation/fidelity checklist/instrument.		
	Teachers have planned opportunities to share collected child anecdotes and work samples with each other to improve and maintain their reliable use of the adaptive formative assessment.	Curriculum Implementation Check-list/ Fidelity Assessment.		Schedule of structured planning times.		NAEYC: Leadership & Management
	Administrator/Director analyze data generated from staff's professional development needs surveys, and child and classroom data to inform the professional development plan.			Program Professional Development Plan.	Head Start Act Section: 642(f)	NAEYC: Leadership & Management NECPA: Leadership & Management
	The program has an advisory group that includes community stakeholders who provide input and feedback for the purpose of continuous program improvement.			Agenda from curriculum planning meetings. Administrator/Director meeting agendas. List of advisory group members and their community association.	1304.41(b) 1304.52(i)	
	Administrators/directors participate in professional development activities based on identified areas of professional growth.			Program Plan Administrator/Director Individual Professional Development Plan		
	The administrator/director demonstrates membership in, at least, one early childhood professional organization.			Membership card or certificate	Head Start School Readiness Plan	
	Directors/Supervisors provide aggregated classroom and child data to teachers to collaboratively					

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Workforce/Professional Development

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
	develop a plan to improve program quality in specific areas. Based on trends reflected in child and classroom data (i.e., missing or low performance areas), the professional development plan is adjusted to strengthen teaching practices in those areas. Non-instructional staff, such as lunch assistants, bus drivers, and specialists, receive information about developmentally appropriate practices, diversity and receive an overview of the age-appropriate standards, and adult-child interactions.			Letter from director explaining their process for developing the program professional development plan. Training Agenda with content and trainer resume/formal professional background.	1304.23(b)(4) Head Start Transportation Regulations	
Level 5	Must meet all Step 4 criteria. The administrator/director is an active participant in, at least, one professional early childhood association (e.g., attends conferences, conducts presentations, or participates in advocacy activities within the past two years).	ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5. CLASS reliable rater score of 5 or higher across all domains: Emotional Support, Classroom Organization and Instructional Support. Note: In the dimension of Negative Climate, a score of 1.		ITERS-R/ECERS-R Protocol CLASS Protocol Professional organization membership card/certificate Early Head Start and Head Start programs meet all Performance Standards without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/ trainer.		

Category

5

Administration and Management

Quality administrators and managers are needed to provide the necessary structure for a program to be effective. A purposeful program design will allow the staff and children to reach their full potential. 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.

In this section, the standards focus on the administration and management of quality programs. Alignment with this section means:

- Program utilizes the input of community stakeholders to make decisions about program operations.
- Program has a governance body/bodies that is reflective of the community, both inside the program and outside.
- Program has effective business systems that are fully implemented.
- Program has a written program operations plan.
- Program provides some form of benefit plan to staff.
- Program provides an annual report to its constituency and funders.

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Administration and Management

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 1	Early Head Start, Head Start and Center-based sites have a Department of Children and Families (DCF) License for one year. School-based sites have appropriate Department of Education (DOE) plan approval.			License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs).		NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations
Level 2	Must meet all Step 1 criteria. Early Head Start, Head Start and Center-based sites have a quality improvement plan based on findings from their Grow NJ Kids Self Assessment.	ITERS-R and /or ECERS-R self assessed score average of 3 with no single item below 3. Grow NJ Kids Self Assessment using the results to develop a program improvement plan describing how the program plans to move to the next QRIS level. Written business plan that includes an annual operating budget that is used to guide planning, set goals, and make decisions. Copy of admissions policy that clearly states the program's non-discrimination policy (e.g., a statement that the program recruits and encourages the enrollment of children and families who: represent diverse backgrounds, Multi-lingual children and families and children with special needs and their families.)	Program Administration Scale (PAS) minimum self-assessed score of 3. Document signed by program administrator that program updates are provided at least quarterly to staff and families in their primary, or preferred, language to the extent appropriate and possible. Description of program policies that support teacher retention.	Grow NJ Kids Self Assessment And Quality Improvement Plan Formal Professional Development as indicated by Registry.	1304.51(a)(1)(i)-(iii) 1304.52(h)(1) 1304.52(h)(1)	NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations

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Administration and Management

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 3	Must meet all Step 2 criteria. <u>Governance</u> Programs led or governed by a board of directors, board of education, advisory council or other similar group, have written policies defining their roles and responsibilities. <u>Fiscal Operations</u> Financial policies procedures are established based on professional accounting standards. <u>Program Operations</u> The program has a marketing plan to maximize full enrollment. The program has a projected one-year operating budget, including a statement of income and expenditures. The program analyzes and uses the data from the feedback surveys to continuously inform the program improvement plan and annual budget. The program tracks and monitors absences of individual children and contacts families when children are absent more than 20% in a month. The program has a quarterly review conducted of the accounting records by an independent party who has accounting or bookkeeping expertise.		Program Administration Scale (PAS) minimum self-assessed score of 4 or higher.	Bylaws Standard Operating Procedures (SOPs) Program Plans SOPs Document that states program's financial operations procedures. Marketing Plan Budget and statement Document signed by Director indicating continuous improvement process. Program Plans Parent Handbook or Description of how program addresses absences.	1304.50(a)(1) 1304.52(d)(8) 1301.12 1301.13 1304.51(h)(1) 1304.51(h)(2) 1304.50 Governance and Management Responsibilities Chart Head Start Act Section: 647 Records & Audits Head Start School Readiness Process 1304.51(i)(2) 1304.51(h)(1)-(2) 1304.51(g) 1304.51(d)	NAEYC: Leadership & Management NAEYC: Leadership & Management NAEYC: Leadership & Management (Program Improvement) NECPA: Program Evaluation (Program Improvement)

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Administration and Management

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 3	The program director, staff and family input is solicited on an annual basis to evaluate the program. Results from annual staff and family input are used to develop/inform a comprehensive written program improvement plan. The program tracks and monitors teacher turn over and has a plan for addressing turn over. <u>Supervision</u> Program uses at least 3 types of internal communication to inform staff of program activities, policies, etc. Staff receive at least one benefit (paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option). Staff are given feedback that provide examples of best practice at least monthly. The program has a system to support the career development of staff through a career ladder (e.g., regularly scheduled time to meet with a supervisor or mentor to monitor progress towards career goals). Staff salary scales reflect the educational levels, experience			Document signed by program administrator indicating that provider consults with an independent third party who has expertise in accounting or bookkeeping expertise. Results from tallied input and Program Plan Description of system for tracking teacher turn-over and plan for addressing teacher turnover. Notices Newsletters Emails Employee Handbook Minutes Supervisor Notes Individual Professional Development Plan Minutes	1304.51(i)(1) 1304.50(d)(1)(viii) 1304.51(a)(1)(i)-(iii) 1304.50(d)(1)(iii) 1304.51(e) 1304.52(a)(2)(i)	NAEYC: Leadership & Management NECPA: Program Evaluation NECPA: Program Administration & Staff Relations NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations

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Administration and Management

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 3	and performance levels, as determined by the annual evaluation of the staff members, and is comparable with the current wage level of others in the community with the same levels of education. The program has established an advisory council which includes appropriate and diverse community representatives who meet regularly to assist with program improvement, quality, and fiscal soundness.			Salary Survey Minutes Roster of Advisory Members with associations	Head Start Act Section: 653 Comparability of Wages 1304.50(c)&(d) 1304.50(d)(1)(ii)	
Level 4	Must meet all Step 3 criteria. <u>Governance</u> The program has established an advisory council which includes appropriate and diverse community representatives who meet regularly to assist with program improvement, quality, and fiscal soundness. The program has a strategic or business plan that is reviewed and updated, at a minimum, every 3 years. <u>Program Operations</u> The program staff and governing board are involved in the development of the business plan. Program has a system of technology that allows for data	ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5.	Program Administration Scale (PAS) score self-assessed of 5.	Bylaws Standard Operating Procedures (SOPs) Roster of members with affiliations Generated report Business Plan	1304.50(b)(1)-(b)(7) 1304.50(g)(1)&(2) 1304.51(a)(1)(i)-(ii) 1304.51(a)(2) 1304.51(d) 1304.51(h)(1)	NAEYC: Leadership & Management (No timeframe) NAEYC: Leadership & Management

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Administration and Management

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 4	collection and tracking program information. Program shares the results of the program quality rating with the families, staff, governing board and funders. <u>Fiscal Operations</u> The program's financial system includes an annual budget and an annual report that is disseminated to parents/families, community partners, and funders. The program's fiscal specialist or designee analyzes financial statements and creates quarterly reports to ensure fiscal integrity and inform the business plan. The program has an internal and external annual audit. An outside audit is conducted annually by a certified public accountant. <u>Supervision</u> The program offers a benefit package that includes vacation, sick time, and health insurance. The program provides staff with ongoing mentoring that includes demonstration of best practices			Automated reports on: children's Well Baby Check ups/Annual Physicals absenteeism, results from developmental screenings, results from health screenings, staff qualifications, professional development and financial record keeping. Annual Report Quarterly reports Audit Report Annual Report Signed contract with outside CPA Employee Handbook Employee Handbook Mentor's Report Program Plan	1304.51(h)(1) 1304.51(h)(2) 1304.51(h)(1) 1301.12 1304.51(h)(2) 1301.12	NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations NAEYC: Leadership & Management NAEYC: Leadership & Management NECPA: Program Administration & Staff Relations

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Administration and Management

		Measures		Documentation	Accreditation	
Level	**Standard**	**Required Observation Measure**	**Additonal Tools for Program Development**	**Required Documentation**	**Head Start Program Performace Standards & Act(2007)**	**Accrditation Standards NAEYC NECPA**
Level 4	on a monthly basis. The program demonstrates systematic opportunities for teachers to engage in reflective teaching practices through the use of peer groups, coaches and/or mentors. The program has an incentive program that rewards each educator that achieves the next step on the NJ Registry Career Ladder.			Description of opportunities for teaching staff to engage in reflective teaching practices, peer group coaching and mentoring and Minutes. Employee Handbook		NECPA: Program Administration & Staff Relations
Level 5	Must meet all Step 4 criteria. Early Head Start and Head Start programs meet all Performance Standards without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer.	ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5.	Program Administration Scale (PAS) score self-assessed of 6.			

New Jersey Department of Children & Families
New Jersey Department of Human Services
New Jersey Department of Education
New Jersey Department of Health
New Jersey Head Start Collaboration Office

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The State of Infant-Toddler Care and Education in New Jersey

New Jersey Council for Young Children (NJCYC)

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June 2013

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Introduction

Substantial attention has been given to the education of the three and four year olds in New Jersey. Less attention has been devoted to understanding and supporting programs serving infants and toddlers in the state. Yet, recent learning about brain development has established its importance in the first three years of life, as well as the need for positive early experiences and relationships with caregivers to foster healthy development laying the foundation for later school achievement, social and emotional development, and even adult physical health. For example, the National Institute for Child Health and Development Study of Early Child Care found that "Higher quality care predicted higher cognitive–academic achievement at age 15, with escalating positive effects at higher levels of quality (Vandell et al., 2010)." Other research supports this finding and points to the importance of the quality of early care for disadvantaged children and the potential for high-quality infant/toddler care to buffer children against "toxic stress" and, conversely, for low quality care to harm cognitive and socio-emotional development (Shonkoff, 2011).

There are more than 11 million infants and toddlers under three years old in the United States and 325,656 of them live in New Jersey. 65% of New Jersey mothers with infants are in the labor force and 11,758 New Jersey infants and toddlers receive the Child Care Development Fund (CCDF) support each month (http://www.census.gov). The goal of this study is to determine the state of infant toddler care in New Jersey and to establish a baseline in which the data contributes to the State's effort to build a coordinated early childhood data system as recommended by the New Jersey Council on Young Children (NJCYC).

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This report is organized as follows: First, a methodology section that briefly describes the sample selected, with basic demographic information on classrooms and caregivers observed. After, the study result with several tables and graphs that illustrate our findings on the quality of the infant toddler programs in the State. Finally, an analysis of the findings and of the relationships amongst several demographical variables followed by some recommendations based on common trends observed.

Research Methods

Methodology

Between Fall 2011 and Spring 2013 over 511 classrooms across the 21 counties of NJ were randomly chosen to participate in the study. A letter explaining the project and notifying directors that they were part of the random sample selected was sent from NJDOE to all these centers. NIEER staff contacted the centers to follow up on the NJDOE letter and schedule the classroom observation. Each classroom was observed for three to four hours by a trained observer. The data was then checked for inconsistency, cleaned and entered into SPSS database for analysis.

Classroom Observation Instrumentation

The instruments described below were used:

a. For the quality evaluation, we employed a widely used observational measure of quality with demonstrated validity and reliability, the Infant-Toddler Environment Rating Scale--Revised (ITERS-R) (Harms, Cryer & Clifford, 2006). The ITERS is a widely used scale and its reliability and validity are well established. High scores on these measures of quality are predictive of improvements in child development (e.g., Layzer & Goodson,

2006; Mashburn et al., 2008; Peisner-Feinburg et al., 2001). Of particular importance is the nature and quality of interactions between teachers and children as these have proven to be particularly predictive of child outcomes in recent research. Individual item scores (averages) as follow: 1=inadequate; 3=minimal; 5=good; 7=excellent.

b. The NIEER Lead Teacher Survey that provided us with basic demographical information adding to our interpretation of the findings.

Observer Training Procedures

NIEERs' Project Coordinator hired and trained all observers for this project. The observers hired had specific expertise and or experience in early childhood education or a closely related field. Initial training in administering the observation protocols is described below.

- A mandatory full day training at Rutgers University in New Brunswick where the observers learned about the project, the instruments, the protocol and the nuts and bolts of data collection.
- The successful completion of an online Human Subject course in which the observer acquired 80% passing score in order to receive the Human Subject Certificate.
- An onsite and guided data collection training focused on the ITERS-R, lead teacher interview and on the practical aspect of data collection. In the first classroom, with an experienced and reliable observer by their side, the observer mostly learned about scoring.
- Three separate observations of infant/toddler classrooms alongside a trained observer to establish reliability. The scores of the observer and the reliable observer are then compared, item by item. The true score for each item is determined through discussion

but is generally that of the trained observer. A reliability score for the trainee is computed by determining how many exact matches by item she/he has with the true score and how many are only one point above or below the true score. For the ITERS-R, all three times, the trainee must show 80 percent reliability or above and no less than 65 percent exact agreement.

Observation Protocol

The following protocol was developed for all observations conducted. Observations should last no less than three hours and include greeting, at least one meal or snack, several diapering sessions and nap time.

Observers determine if it is likely to be a typical day to do an observation by asking the center if there will be field trips, assemblies or planned absences when scheduling. They do not reveal which classroom will be observed. Observations are conducted only when the regular classroom teacher is present. Only the lead teacher completes the NIEER Lead Teacher Survey form; assistant teachers are not noted in the (demographic) data but are included in analyses through our observation of their interactions with the children, the parents and the lead teacher. Note some programs have co-teachers and no assistant teacher; in those cases only one teacher completes the NIEER Lead Teacher Survey form. The observers introduce themselves to the classroom staff and briefly explain that they will try their best not to disturb the routines of the classroom in order to observe what a typical day is like. They try to be as unobtrusive as possible, and limit conversations with teachers and children to minimize the impact of their presence.

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The Sample

511 classrooms across the State of NJ were observed, 483 teachers surveyed and 4,875 infants/toddlers are being cared for in those classrooms. The descriptive data represents the baseline data collection on the quality of center based education and care of infants/toddlers in NJ.

Demographics

In this study, the lead teachers' average age is 41 years old within a range of 18-76. This is an ethnically diverse group of: 232 Caucasian, 136 Blacks, 101 Hispanics, 21 Asians and 21 others. 167 (32.7%) lead teachers have a high school diploma or less; 105 (20%) have some college credits; 80 (15.7%) have a CDA, 159 (31.1%) have a bachelor's degrees and beyond. They have worked in the early childhood field as caregivers for an average of 5.88 years with a range from 1 year to 35 years (note: the minimum is 0). The annual salaries vary between under $10,000 to over $30,000 with 10.9% of the teachers making under 10K and 8.6% over 30K a year.

Table 1. Demographics

		N	Column %
ITERS level	XITERS<3.00	56	11.00%
	3.00<XITERS<3.99	149	29.20%
	4.00<XITERS<4.99	192	37.60%
	5.00<XITERS<5.99	104	20.40%
	XITERS>6.00	10	2.00%
Child Class Type	Infant	51	10.00%
	Toddler	298	58.30%
	Mixed	162	31.70%
Lead Teacher Education Level	High school or Below	167	32.7%
	Some College/No Degree	105	20.5%
	CDA	80	15.7%
	College Degree	159	31.1%

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Lead Teacher's Ethnicity	Black	136	26.6%
	Asian	21	4.1%
	White	232	45.4%
	Hispanic/Latino	101	19.8%
	Other	21	4.1%
Income Level	< $10,000	43	10.9%
	$10,001 to $20,000	186	47.0%
	$20,000 to $30,000	133	33.6%
	">$30,001"	34	8.6%
Lead Teacher Age Group	18~31	150	29.4%
	32~45	162	31.7%
	46~59	149	29.2%
	60+	50	9.8%
Language	English	380	74.4%
	Any Spanish	91	17.8%
	Other Language	40	7.8%

Results

The total ITERS-R score is the average of the scores on the 39 items rated. A rating of "1" indicates inadequate quality, "3" indicates minimal quality, "5" indicates good quality, and "7" indicates excellent quality. Based on the 511 classrooms for which the ITERS-R was completed, the aggregate average ITERS score is 4.24. Overall, the ITER-R scores indicate that the classrooms in NJCYC are operating at the *minimal* to *good* level on the ITERS subscales. Scores for both the 7 subscales as well as the 39 individual item level scores are presented in Tables 2 and 3 below.

Table 2. Overall Sub-scale Level Scores Statewide

	N	Mean	SD
Space and Furnishings This subscale addresses the areas of indoor and outdoor space, room arrangement, organization, display, furnishings and equipment.	511	4.17	1.08
Personal Care Routines This subscale addresses practices around daily routines like greeting and departure, meals, naptime, and toileting as well as health and safety practices.	511	3.48	1.18
Listening and Talking This area addresses the classroom's formal and informal communication, language and reasoning opportunities.	511	4.3	1.43

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Activities This subscale looks at the learning opportunities in each of the areas of the classroom including fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, use of video/computer, and diversity.	511	3.56	1.15
Interactions This area addresses supervision of children, discipline, staff child interactions, and interactions among children.	511	5.3	1.47
Program Structure This area addresses classroom operations and schedule, including groupings, transitions and flexibility.	511	4.45	1.71
Parents and Staff This area addresses the program's supports for both parents and staff, including opportunities to evaluate and communicate child-related information, family involvement and professional development opportunities.	510	4.95	1.1
Total Overall Average Score by subscale	511	4.24	0.96

Highest and lowest overall subscale Score by County

Interaction displayed the highest overall subscale score of 5.20 for this study and the only subscale that was scored at a *good* level. On the other hand, Personal Care Routines displayed the lowest score of 3.48. A closer look at the data shows that in fact, 76% of the counties scored at the *good* level and only 24% of the counties scored at the *minimal* level for interaction. However, no county scored at a *good* level for Personal Care Routines.

Figure 1. NJCYC Highest overall subscale score
Interaction Routines Scores by County

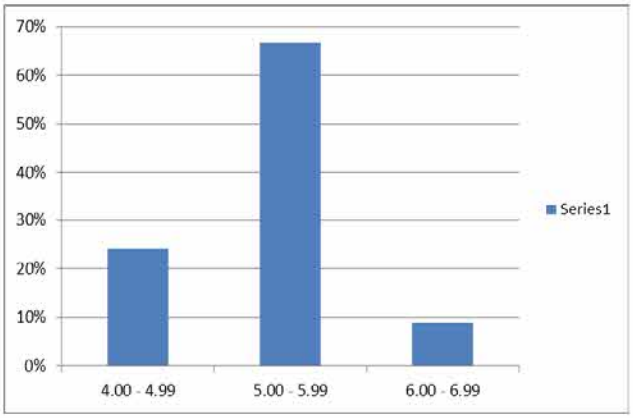
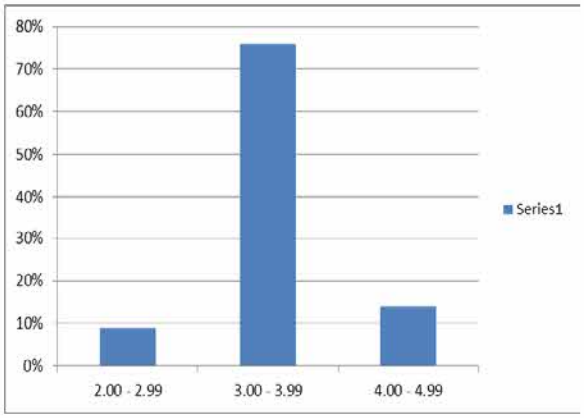


Figure 2. NJCYC Lowest overall subscale score
Personal Care Routines Scores by County



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The overall average scores by item revealed that 20.4% of the infant/toddler classrooms were rated with a score of 5.00 and up, meaning the level of care for those items was *good* to *excellent*. 66.7% were rated with a score between 3.00 and 4.99, meaning the level of care was *minimal* to almost *good*. 11% were rated with a score below 3.00, thus revealing an *inadequate* to under *minimal* level of care.

Table 3. Overall average by item

New Jersey Council for Young Children **(NJCYC)**		**NJCYC**		
		N	**Mean**	**SD**
1	Indoor space	511	4.75	1.93
2	Furniture for routine care and play	511	4.42	1.75
3	Furnishings for relaxation and comfort	511	3.66	1.64
4	Room arrangement	511	4.45	1.76
5	Display for children	511	3.59	1.18
6	Greeting/departing	510	5.75	1.91
7	Meals/snacks	510	2.45	2.06
8	Nap	505	2.63	2.32
9	Diapering/toileting	508	1.92	1.73
10	Health practices	511	2.23	1.63
11	Safety practices	511	4.35	1.91
12	Helping children understand language	511	4.81	1.86
13	Helping children use language	511	5.05	1.84
14	Using books	511	3.05	1.89
15	Fine motor	511	4.51	1.83
16	Active physical play	511	3.88	1.78
17	Art	468	4.15	2.42
18	Music and movement	511	3.54	1.81
19	Blocks	470	3.44	1.94
20	Dramatic play	511	3.65	1.78
21	Sand and water play	355	3.68	2.21
22	Nature/science	511	2.77	1.66
23	Use of TV, video, and/or computer	141	2.52	1.92
24	Promoting acceptance of diversity	510	2.92	1.41
25	Supervision of play and learning	511	5.46	1.94
26	Peer interaction	511	5.00	1.62
27	Staff-child interaction	511	5.75	1.91
28	Discipline	511	5.00	1.67
29	Schedule	511	4.85	1.97

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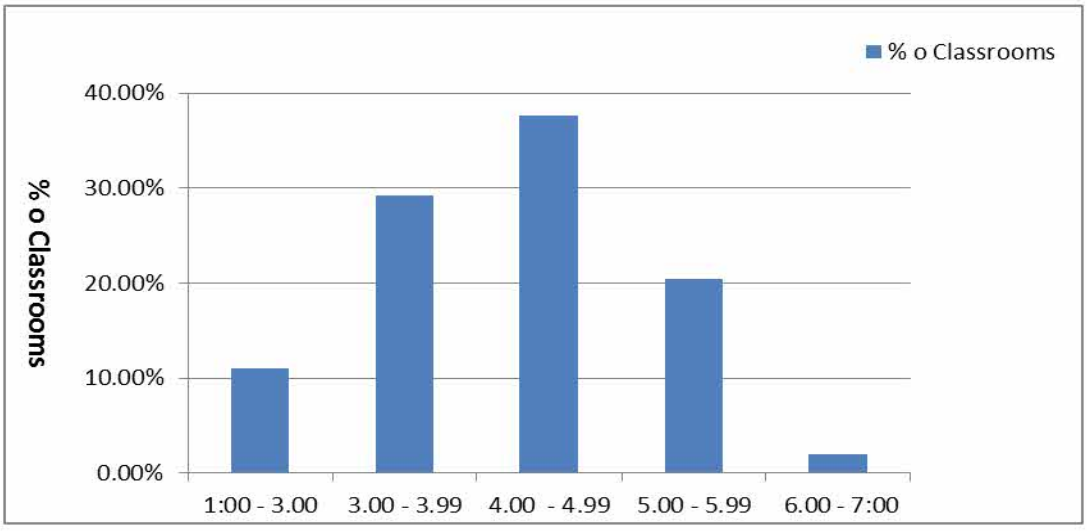
30	Free play	511	4.33	2.11
31	Group play activities	368	3.98	2.36
32	Provisions for children with disabilities	63	4.60	2.25
33	Provisions for parents	510	5.14	1.30
34	Provisions for personal needs of staff	510	3.74	1.49
35	Provisions for professional needs of staff	510	5.00	2.14
36	Staff interaction and cooperation	444	5.81	1.39
37	Staff continuity	510	5.50	1.77
38	Supervision and evaluation of staff	509	5.21	1.71
39	Opportunities for professional growth	510	4.42	1.69

NJCYC Distribution of ITERS-R Scores

Figure 3.



On a scale from 1 to 7, 11% of the classrooms rated 3.00 and under. 29.2% of the classrooms rated between 3.00 and 3.99 and 37.60% of the classrooms rated between 4.00 and 4.99. Therefore, 20.4% of the classroom in NJCYC rated over 5.00 and 11% rated below 3.00 compared to 24% and 3% in Massachusetts (Ibid 2008).

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Figure 4.

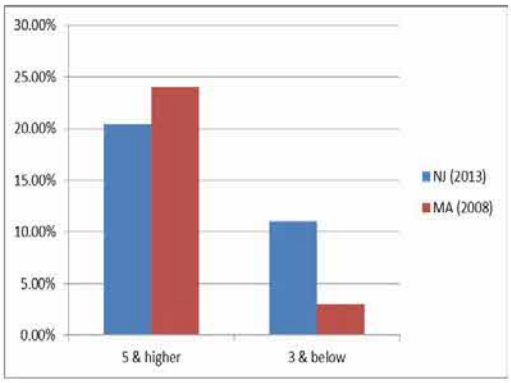

Table 4. ITERS-R Subscale Scores Across Counties

COUNTIES	Space Furnishings	Personal Care Routines	Listening Talking	Activities	Interaction	Program Structure	Parents Staff	XITERS
	MEAN	**MEAN**	**MEAN**	**MEAN**	**MEAN**	**MEAN**	**MEAN**	**MEAN**
Atlantic	4.65	3.4	5.28	4.33	5.71	5.6	5.16	4.73
Bergen	4.11	3.12	4.11	3.31	5.35	4.77	4.55	4.07
Burlington	4.62	3.27	5.05	3.69	5.78	5.24	5.12	4.51
Camden	4.5	3.63	4.52	3.69	5.53	4.17	5.46	4.47
Cape May	4.53	4.13	5.3	4.27	6.47	5.49	5.53	4.96
Cumberland	4.91	3.97	4.62	4.07	5.45	4.49	5.59	4.71
Essex	3.9	3.43	4.13	3.44	5.25	4.09	4.97	4.12
Gloucester	4.78	4.16	5.16	3.81	5.72	4.79	5.16	4.65
Hudson	3.67	3.11	3.85	3.29	4.91	3.86	4.74	3.87
Hunterdon	3.68	3.55	4.42	3.27	5.41	4.4	4.75	4.08
Mercer	4.13	3.37	4.11	3.95	5.11	4.82	5.02	4.31
Middlesex	4.09	3.45	4.19	3.65	5.17	4.27	4.75	4.16
Monmouth	4.37	3.3	4.19	3.44	4.66	4.45	4.61	4.07
Morris	4.27	3.52	3.91	3.66	4.96	4.54	4.89	4.21
Ocean	4	3.45	3.98	3.33	5.39	4.52	4.51	4.05
Passaic	4.07	3.75	4.27	3.24	5.22	4.49	4.98	4.17
Salem	3.57	3.91	4.52	3.18	5.39	3.46	4.79	4.03
Somerset	4.03	2.49	4.1	3.36	4.77	3.74	4.53	3.82
Sussex	3.68	2.96	3.67	2.93	5.15	5.4	4.43	3.84
Union	4.62	4.31	4.88	4.53	6.23	5.21	5.55	5
Warren	3.88	3.28	3.53	2.78	4.65	4.35	5.18	3.85
Total	**4.17**	**3.48**	**4.3**	**3.56**	**5.3**	**4.45**	**4.95**	**4.24**

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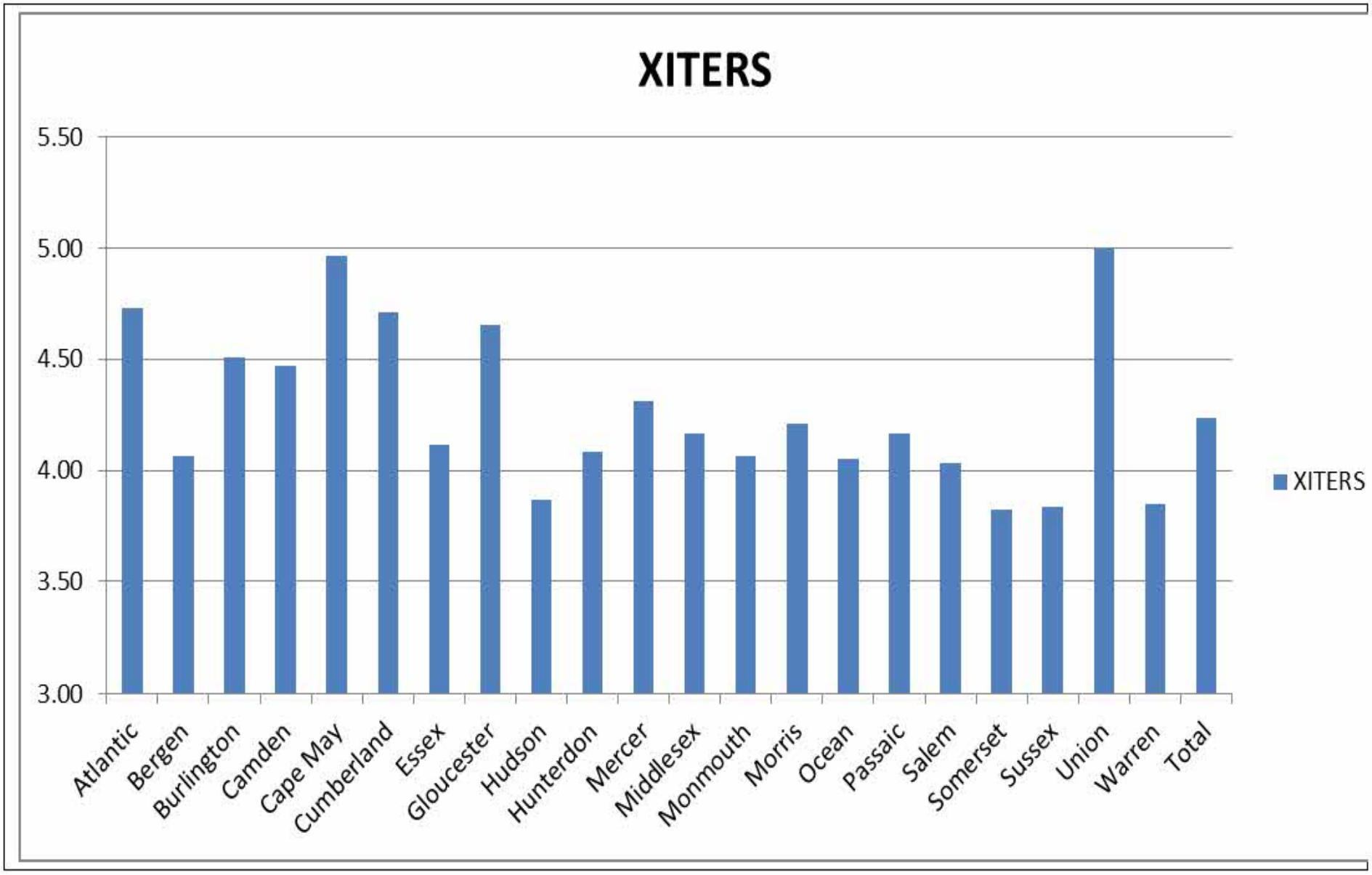
Results by County

Figure 5. TERS-R Subscale Scores Across Counties



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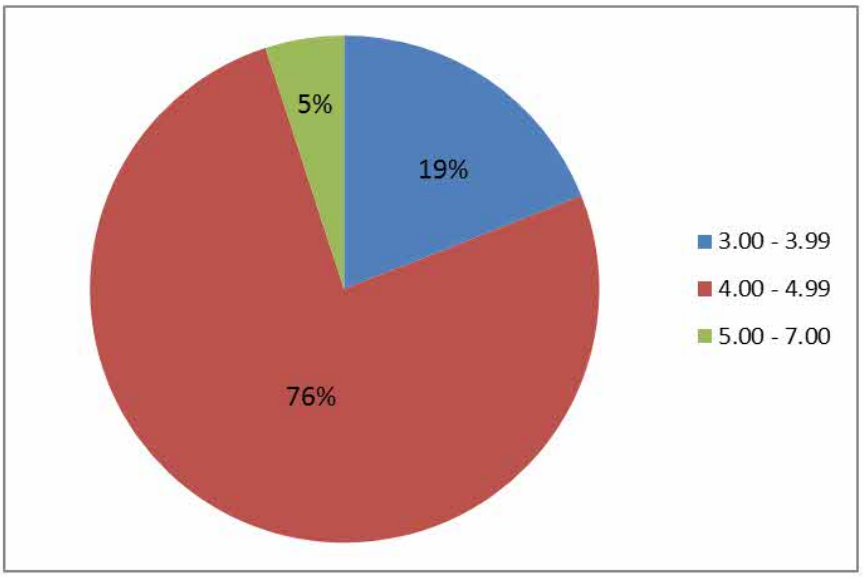
Looking at the scores by county helps to identify counties that systematically scored higher or lower among the subscales. Here is how the scores were distributed by county. Three counties with the highest scores are: Union (5.00), Cape May (4.96), and Atlantic (4.73). The three counties with the lowest scores are: Somerset (3.82), Sussex (3.84), and Warren (3.85). 19% of the counties scored under 4.00; 76% of them scored between 4.00 and 4.99; only 5% of them scored a 5.00 (just one county).

Figure 6.



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Explanation of Findings and Subscale Trends from ITERS-R

Subscale and Individual Item

1. The Space and Furnishings (Table 5)

The *Space and Furnishings* subscales take into account the size and the arrangement of the physical space where the care is provided. For the most part, the indoor space size was adequate enough for the number of children in care and so was the furnishing. Display for children and provision for relaxation and comfort were two specific items that contributed to lower this score.

Table 5. ITERS-R Subscale and Individual Item Level Scores for Space and Furnishings.

ITERS Item	**N**	**NJCYC** Mean	**SD**
1. Indoor space	511	4.75	1.93
2 Furniture for routine care & play	511	4.42	1.75
3. Provision for relaxation & comfort	511	3.66	1.64
4. Room arrangement	511	4.45	1.76
5. Display for children	511	3.59	1.18
Space and Furnishings	***511***	***4.17***	***1.08***

2. The Personal Care Routines (Figure 7 and Table 6)

The *Personal Care Routines* subscale is heavily weighted by aspects of hygiene practices by both the children and the staff. The minimum score was 2.39 and the maximum was 4.31 for an average of 3.48 for the 511 classrooms observed for this study. This is the lowest scored subscale in this entire study. This is consistent with other studies (Maine 2009 = 3.53, Baby Faces (EHS) 2009 = 3.1) We cannot stress enough the importance of hand washing to this subscale. In fact, three items in this subscale can be scored a 1.00 if proper hand washing of both caregiver and child is not observed. Other basic sanitary procedures such as: sanitizing eating surfaces, infection control and some safety practices such as during nap and meals have also contributed to lower this score.

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Figure 7.

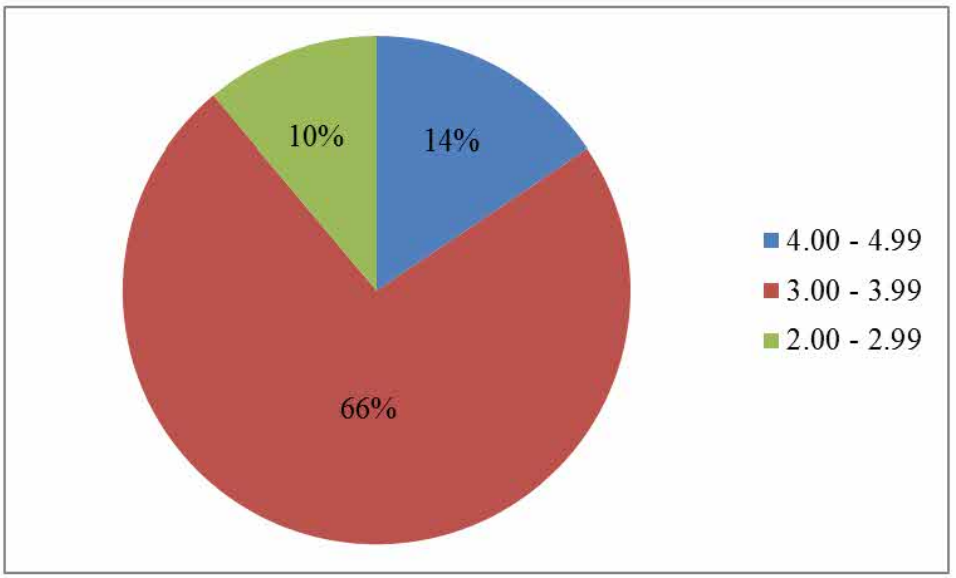

Table 6. ITERS-R Subscale and Individual Item Level Scores for Personal Care Routines.

ITERS Item	N	NJCYC Mean	SD
6. Greetings/departing	510	5.75	1.91
7. Meals/snacks	510	2.45	2.06
8. Nap	505	2.63	2.32
9. Diapering/toileting	508	1.92	1.73
10. Health practices	511	2.23	1.63
11. Safety practices	511	4.35	1.91
Personal Care Routines	***511***	***3.48***	***1.18***

3. <u>The Listening and Talking (Table 7)</u>

The *Listening and Talking* subscale suffered from the lack of appropriate reading materials. Lack of children's books in the classrooms observed played a big role in lowering this score. The reading materials were either not accessible, not appropriate or varied or simply missing.

Table 7. ITERS-R Subscale and Individual Item Level Scores for Listening and Talking.

ITERS Item	N	NJCYC Mean	SD
12. Helping children understand language	511	4.81	1.86
13. Helping children use language	511	5.05	1.84
14. Using books	511	3.05	1.89
Listening and Talking	***511***	***4.30***	***1.43***

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4. Activities (Table 8)

The *Activities* subscale also obtained one of the lowest scores. Several factors contributed to this low score: the lack of sensorimotor materials, opportunity for active play, sand and water play, nature/science, inappropriate use of television, and the lack of cultural awareness observed. Most programs didn't have a space for outdoor play and among those that have a space some mostly didn't use it.

Improper use of music and movement: it's either too loud and interferes with language or other class activities or it is not meaningfully used as a teaching tool.

Table 8. ITERS-R Subscale and Individual Item Level Scores for Activities.

ITERS Item	**N**	**NJCYC** Mean	**SD**
15. Fine motor	511	4.51	1.83
16. Active physical play	511	3.88	1.78
17. Art	468	4.15	2.42
18. Music/movement	511	3.54	1.81
19. Blocks	470	3.44	1.94
20. Dramatic play	511	3.65	1.78
21. Sand and water play	355	3.68	2.21
22. Nature/science	511	2.77	1.66
23. Use of TV, video, and/or computer	141	2.52	1.92
24. Promoting acceptance of diversity	510	2.92	1.41
Activities	***511***	***3.56***	***1.15***

5. Interactions (Table 9)

For interactions, only five (24%) out of the 21 counties scored under 5.00. The highest score for this item was 6.47 (Cape May) and the lowest 4.65 (Warren). This is consistent with other studies (Maine 2009). The high score in the *Interaction* subscale meant the care provided for those items were at a *good* level. As a matter of fact, *Supervision of play and learning*, *Peer interactions*, *Staff-child interactions* and *Discipline* were all scored 5.00 and above out of 7.00 (*Table 9.)*. Caregiver-child relationships being among the strongest quality predictors of academic readiness (Marshall, Nancy; Roberts, Joanne; Wagner Robeson, Wendy 2008) makes *Interactions* a real strength of the sample observed.

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Table 9. ITERS-R Subscale and Individual Item Level Scores for Interactions.

ITERS Item	N	NJCYC Mean	SD
25. Supervision of play and learning	511	5.46	1.94
26. Peer interaction	511	5.00	1.62
27. Staff-child interaction	511	5.75	1.91
28. Discipline	511	5.00	1.67
Interactions	***511***	***5.30***	***1.47***

6. Program Structure (Table 10)

The most significant trends observed in *Program Structure* were: the lack of individual care, the lengthy wait time between routines such as toddlers waiting too long for lunch or snack; sleepy children being over stimulated so everyone can take their nap together. Lack of individualization of care, everyone is changed at the same time everyone has to participate in group activities. Overall, most programs were too structured for infants and toddlers.

Table 10 .ITERS-R Subscale and Individual Item Level Scores for Program Structure.

ITERS Item	N	NJCYC Mean	SD
29. Schedule	511	4.85	1.97
30. Free play	511	4.33	2.11
31. Group activities	368	3.98	2.36
32. Provisions for children with disabilities	63	4.60	2.25
Program Structure	***511***	***4.45***	***1.71***

7. Parents and Staff (Table 11)

This subscale scored the second highest in the overall study. It's important to note that this item mostly relies on teacher's report. A closer look at the score speaks volumes about the teachers' satisfaction in the field. Are the teachers reporting discontentment with how their job meets their personal needs and the kind of opportunities they have for growth?

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Table 11. ITERS-R Subscale and Individual Item Level Scores for Parents and Staff.

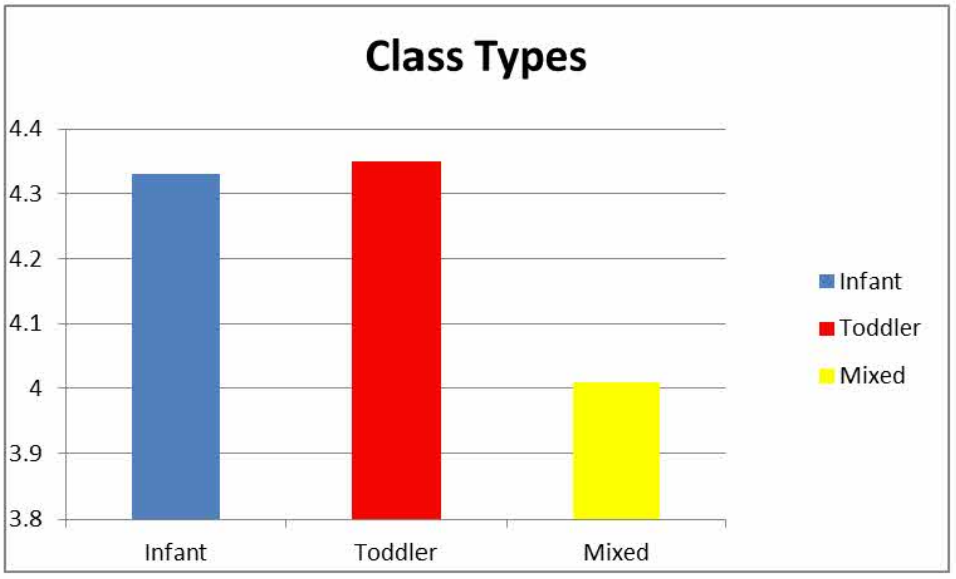
ITERS Item	N	NJCYC Mean	SD
33. Provisions for parents	510	5.14	1.30
34. Provisions for personal needs of staff	510	3.74	1.49
35. Provisions of professional needs of staff	510	5.00	2.14
36. Staff interaction and cooperation	444	5.81	1.39
37. Staff continuity	510	5.50	1.77
38. Supervision and evaluation of staff	509	5.21	1.71
39. Opportunities for professional growth	510	4.42	1.69
Parents and Staff	***511***	***4.95***	***1.10***

Results by Class Types

Table 12.

	Child Class Type								
	Infant			Toddler			Mixed		
	N	**Mean**	SD	N	**Mean**	SD	N	**Mean**	SD
Space_Furnishings	51	**4.36**	1.09	298	**4.22**	1.01	162	**4.03**	1.19
Personal_Care_Routines	51	**3.55**	1.11	298	**3.61**	1.18	162	**3.22**	1.17
Listening_Talking	51	**4.42**	1.27	298	**4.39**	1.42	162	**4.10**	1.49
Activities	51	**3.34**	1.06	298	**3.85**	1.15	162	**3.11**	1.02
Interaction	51	**5.63**	1.10	298	**5.27**	1.54	162	**5.26**	1.43
Program_Structure	51	**4.73**	1.56	298	**4.59**	1.70	162	**4.11**	1.75
Parents_Staff	51	**5.00**	.99	298	**5.00**	1.08	162	**4.84**	1.16
XITERS	51	**4.33**	.86	298	**4.35**	.95	162	**4.01**	.99

Figure 8.



It appears that the quality of care is higher when infants/toddlers are in separate classrooms. 31.7% of the classrooms observed for NJCYC were mixed.

Process Characteristics

Several other studies have shown that staff characteristics are associated to program quality (Maine 2009, Hayes et al. 1990; Howes, Smith, and Galinsky 1995). To better understand quality in the classroom we looked at the following teacher (lead teacher) attributes to see if there is also an association between them and quality in New Jersey and how that played out. The attributes considered in this study were: education level, teaching experience, income, language, ethnicity, and age.

There were a number of refusals and missing responses for variables such as: education level, income, and age related questions more than in other interview variables. However, the missing information wasn't significant enough to affect the overall result.

Results by Lead Teachers' Characteristics

It's been demonstrated that teacher's characteristics have an influence on the quality of care they provide.

Table 13. By teachers' age groups

	Teacher Age Group											
	18-31			32-45			46-59			60+		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Space Furnishings	150	4.19	1.14	162	4.17	1.06	149	4.14	1.10	50	4.19	.97
Personal Care Routines	150	3.55	1.19	162	3.42	1.18	149	3.51	1.22	50	3.38	1.06
Listening Talking	150	4.28	1.40	162	4.35	1.45	149	4.27	1.50	50	4.28	1.26
Activities	150	3.66	1.20	162	3.47	1.09	149	3.65	1.17	50	3.30	1.11
Interaction	150	5.37	1.46	162	5.29	1.55	149	5.28	1.44	50	5.23	1.38
Program Structure	150	4.56	1.76	162	4.36	1.77	149	4.48	1.62	50	4.35	1.69
Parents Staff	150	5.00	1.08	162	4.83	1.16	149	5.06	1.07	50	4.82	.98
XITERS	150	4.30	.98	162	4.18	.98	149	4.28	.95	50	4.12	.87

The 18~31 and the 46~59 age group scored higher.

Table 14. By teachers' education levels

	Teachers' Education Levels											
	High School or Below			Some College/No Degree			CDA			College Degree		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Space Furnishings	167	3.91	1.06	105	4.12	1.16	80	4.44	1.07	159	4.35	1.00
Personal Care Routines	167	3.28	1.12	105	3.38	1.33	80	3.46	1.18	159	3.77	1.09
Listening Talking	167	3.97	1.30	105	4.34	1.65	80	4.40	1.42	159	4.58	1.35
Activities	167	3.15	1.01	105	3.62	1.26	80	3.79	1.02	159	3.85	1.17
Interaction	167	5.10	1.48	105	5.20	1.60	80	5.32	1.46	159	5.58	1.34
Program Structure	167	4.00	1.69	105	4.41	1.75	80	4.90	1.48	159	4.73	1.73
Parents Staff	167	4.69	1.05	105	4.83	1.24	80	5.10	1.05	159	5.22	1.00
XITERS	167	3.93	.86	105	4.19	1.10	80	4.40	.92	159	4.50	.89

Teachers with a college degree (or CDA) scored higher. The more educated the higher the score is.

Table 15. Teachers' Education Levels by Ethnicity

	Teachers' Education Levels by Ethnicity							
	High School or Below		Some College/No Degree		CDA		College Degree	
	N	Row %	N	Row %	N	Row %	N	Row %
Black	49	36.0%	40	29.4%	25	18.4%	22	16.2%
Asian	1	4.8%	7	33.3%	4	19.0%	9	42.9%
White	83	35.8%	36	15.5%	22	9.5%	91	39.2%
Hispanic/Latino	27	26.7%	18	17.8%	26	25.7%	30	29.7%
Other	7	33.3%	4	19.0%	3	14.3%	7	33.3%

Table 16. By teachers' ethnicity

	Ethnicity														
	Black			Asian			White			Hispanic/Latino			Other		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Space Furnishings	136	4.02	1.08	21	4.36	1.03	232	4.25	1.11	101	4.17	1.04	21	4.10	1.06
Personal Care Routines	136	3.28	1.25	21	3.33	1.36	232	3.57	1.11	101	3.52	1.17	21	3.70	1.23
Listening Talking	136	4.01	1.31	21	4.05	1.80	232	4.59	1.39	101	4.11	1.49	21	4.14	1.44
Activities	136	3.41	1.21	21	3.63	1.32	232	3.60	1.08	101	3.62	1.21	21	3.84	1.02
Interaction	136	5.02	1.53	21	4.95	1.62	232	5.54	1.37	101	5.23	1.49	21	5.25	1.59

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Program Structure	136	4.14	1.55	21	4.18	2.08	232	4.74	1.74	101	4.28	1.72	21	4.37	1.67
Parents Staff	136	4.95	1.23	21	4.64	1.34	232	4.98	.99	101	4.90	1.04	21	5.09	1.35
XITERS	136	4.07	1.00	21	4.12	1.21	232	4.35	.89	101	4.21	.98	21	4.33	1.00

Blacks/African Americans scored the lowest:
On Table 15 above: 39.2 among Whites teachers have a college degree; 42.9% among Asian teachers have a college degree; 29.7% among Hispanics/Latinos, have a college degree. However, only 16.2% among Blacks/African Americans teachers have a college degree. College degree being a predictor of higher score then we can understand why Blacks tend to score lower than the other ethnicities. However, we are recommending further studies on that aspect.

Table 17. By teaching experience

	Years of Teaching Experiences														
	5 Years and Under			5~10 Years			10~15 Years			15~20 Years			Above 20 Years		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Space Furnishings	295	4.12	1.08	119	4.22	1.10	61	4.21	1.05	24	4.32	1.03	12	4.42	1.32
Personal Care Routines	295	3.39	1.11	119	3.66	1.32	61	3.58	1.21	24	3.49	1.07	12	3.50	1.43
Listening Talking	295	4.17	1.49	119	4.36	1.40	61	4.45	1.27	24	5.08	.95	12	4.67	1.22
Activities	295	3.53	1.13	119	3.55	1.18	61	3.59	1.12	24	4.03	1.16	12	3.42	1.45
Interaction	295	5.23	1.53	119	5.42	1.35	61	5.37	1.40	24	5.25	1.50	12	5.65	1.48
Program Structure	295	4.35	1.75	119	4.53	1.67	61	4.53	1.62	24	5.09	1.45	12	4.51	2.07
Parents Staff	295	4.82	1.12	119	5.04	1.10	61	5.26	1.01	24	5.15	.88	12	5.27	.71
XITERS	295	4.15	.97	119	4.31	.99	61	4.36	.89	24	4.52	.76	12	4.39	1.08

Teachers working in the field with 15 plus years scored higher.

Table 18. By teachers' language

	Language														
	English Only			Spanish Only			English and Other			Other Language Only			Missing		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Space Furnishings	367	4.17	1.10	6	3.80	.94	108	4.25	1.06	2	3.50	.14	28	4.07	.93
Personal Care Routines	367	3.48	1.16	6	3.50	1.40	108	3.64	1.24	2	3.70	.14	28	2.90	1.16
Listening Talking	367	4.40	1.38	6	3.78	1.87	108	4.15	1.53	2	3.83	.24	28	3.79	1.48
Activities	367	3.57	1.15	6	3.12	.70	108	3.65	1.15	2	2.94	.09	28	3.33	1.22
Interaction	367	5.38	1.45	6	5.08	1.56	108	5.18	1.55	2	6.13	.18	28	4.79	1.44
Program Structure	367	4.54	1.71	6	4.39	1.56	108	4.26	1.79	2	4.75	.35	28	4.05	1.54
Parents Staff	367	4.98	1.08	6	4.23	.47	108	5.01	1.14	2	5.21	.51	28	4.39	1.12
XITERS	367	4.27	.94	6	3.85	.85	108	4.26	1.02	2	4.17	.12	28	3.85	1.02

Teachers who do not speak English at all score lower than those who do.

Table 19. By teacher income levels

	Income											
	< $10,000			$10,001 to $20,000			$20,000 to $30,000			">$30,001"		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Space Furnishings	43	3.99	1.06	186	4.06	1.07	133	4.35	1.08	34	4.62	1.09
Personal Care Routines	43	3.19	.98	186	3.47	1.23	133	3.73	1.17	34	3.99	1.13
Listening Talking	43	3.99	1.31	186	4.18	1.50	133	4.50	1.38	34	4.78	1.36
Activities	43	3.34	1.00	186	3.36	1.15	133	3.88	1.05	34	4.12	1.24
Interaction	43	5.20	1.45	186	5.30	1.54	133	5.50	1.47	34	5.64	1.09
Program Structure	43	4.15	1.56	186	4.19	1.78	133	4.95	1.55	34	5.01	1.48
Parents Staff	43	4.64	1.06	186	4.86	1.11	133	5.35	.98	34	5.52	.70
XITERS	43	3.99	.83	186	4.12	.99	133	4.53	.91	34	4.75	.78

The higher the income level, the higher is the score. It's possible that could also be related to the level of education and other factors. There is room for more study to understand this finding better.

NJCYC and Other Studies

Table 20.

	EQUIP	**NJCYC**	**Baby Faces**	**Bisceglia et al.**	**Hestenes et al.**
Year	**2013**	**2013**	**2009**	**2008**	**2004**
Area	**East Orange, Irvington, Newark, Orange, NJ**	**New Jersey**	**National EHS**	**Colorado**	**North Carolina**
Age Range	**Under 36 months**	**Under 36 months**	**10 to 15 months**	**Under 30 months**	
XITERS-R Score	**4.09**	**4.2**	**3.9**	**4.9**	**4.9**

(Vogel et al, 2009)

Figure 9. New Jersey Council for Young Children (NJCYC) and Essex Quality Improvement Project (EQUIP)

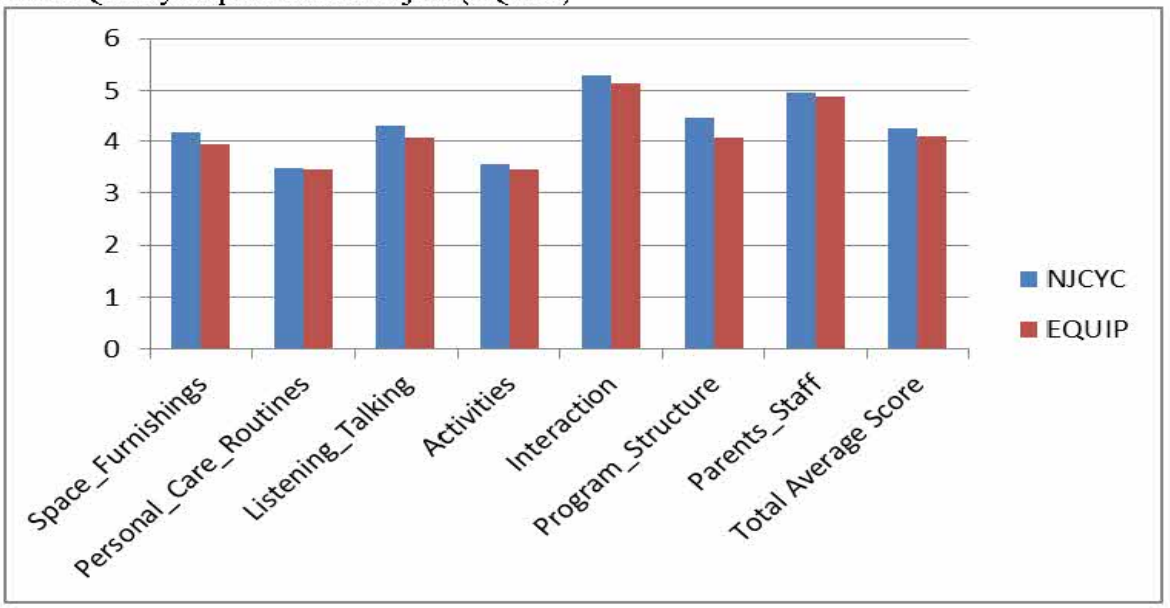

Figure 10. Essex County, NJCYC and EQUIP

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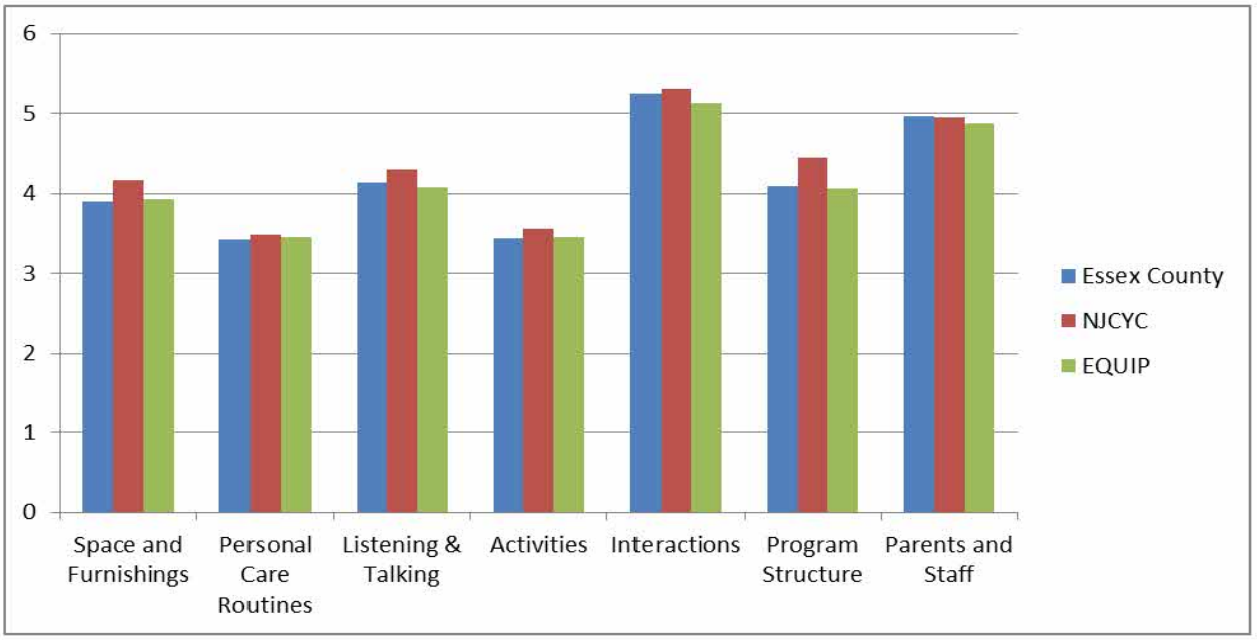

Figure 11. NJCYC and Baby Faces

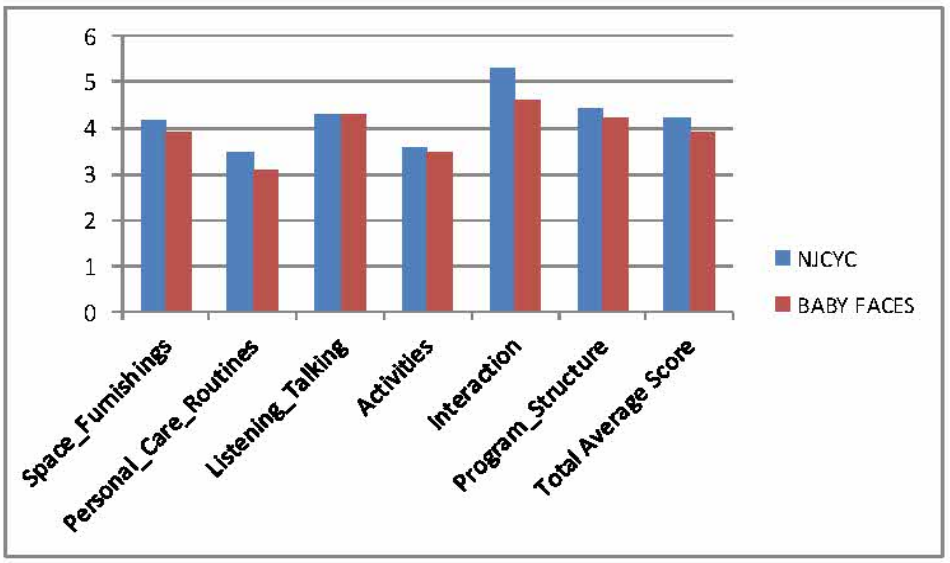

Figure 12. Five Studies Using ITERS-R

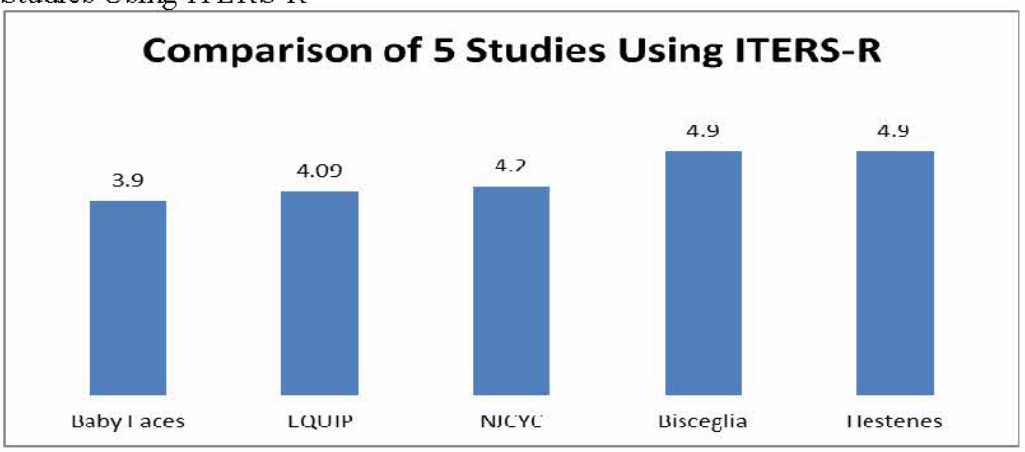

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Table 14. **Regression models for ITERS-R NJCYC**

	-1	-2	-3	-4	-5	-6	-7	-8
VARIABLES	Space Furnishings	Personal Care Routines	Listening Talking	Activities	Interaction	Program Structure	Parents Staff	XITERS
Years of Teaching	0.013	0.018*	0.044***	0.008	0.013	0.022	0.031***	0.019**
	-0.01	-0.011	-0.013	-0.01	-0.013	-0.015	-0.01	-0.009
Language Spanish	0.057	0.048	-0.339	-0.137	-0.488*	-0.303	-0.076	-0.144
	-0.197	-0.213	-0.254	-0.199	-0.267	-0.307	-0.197	-0.17
Other Language	-0.162	0.09	-0.105	-0.058	-0.08	-0.37	-0.119	-0.091
	-0.203	-0.22	-0.261	-0.205	-0.275	-0.316	-0.203	-0.175
Teachers' Education	0.152***	0.142***	0.187***	0.199***	0.161***	0.251***	0.197***	0.184***
	-0.039	-0.043	-0.051	-0.04	-0.054	-0.062	-0.04	-0.034
Income Level	0.037	-0.003	0.023	0.025	-0.046	0.019	-0.007	0.007
	-0.036	-0.039	-0.046	-0.036	-0.048	-0.056	-0.036	-0.031
Teachers' Age	-0.003	-0.005	-0.008	-0.002	-0.003	-0.005	-0.004	-0.004
	-0.004	-0.005	-0.006	-0.004	-0.006	-0.007	-0.004	-0.004
Black	-0.138	-0.243*	-0.468***	-0.152	-0.427***	-0.476**	0.079	-0.198*
	-0.118	-0.128	-0.153	-0.119	-0.161	-0.184	-0.118	-0.102
Asian	0.127	-0.32	-0.573	-0.026	-0.558	-0.436	-0.348	-0.249
	-0.275	-0.299	-0.355	-0.278	-0.374	-0.43	-0.276	-0.238
Hispanic	-0.126	-0.084	-0.252	0.105	0.055	-0.241	-0.033	-0.036
	-0.191	-0.207	-0.246	-0.193	-0.259	-0.298	-0.191	-0.165
Other Race	-0.141	0.14	-0.354	0.152	-0.147	-0.342	0.175	0.008
	-0.248	-0.269	-0.32	-0.25	-0.337	-0.387	-0.248	-0.214
Class(Infant)	0.335*	0.305	0.236	0.271	0.371	0.599**	0.152	0.318**
	-0.174	-0.188	-0.224	-0.175	-0.236	-0.271	-0.174	-0.15
Class(Toddler)	0.158	0.349***	0.249*	0.696***	-0.006	0.432***	0.098	0.300***
	-0.106	-0.115	-0.136	-0.107	-0.143	-0.165	-0.106	-0.091
Observations	511	511	511	511	511	511	511	511
R-squared	0.054	0.064	0.096	0.145	0.054	0.082	0.074	0.106

**** p<0.01, ** p<0.05, * p<0.1*

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Recommendations

- Special attention should be paid to programs serving infants and programs serving mixed (infant & toddlers) group of children as the quality of care for infant is lower in this study.

- Higher level of education and higher salary are predictors of higher score therefore, increasing teachers, level of education and salary is strongly recommended.

- African American teachers more than any other ethnic group can benefit from opportunities to get increase their education level.

- Since experience and education matter so much, it would be a win-win situation to have a mentoring system where more experienced or more educated teachers could mentor new teachers and be compensated for that.

- It seems that teachers don't have a clear definition of quality with steps by steps information or well defined benchmarks on what quality programs look like and the expectations on teachers to achieve these benchmarks.

- Across both studies teacher's ethnicity seem to have an effect on quality; further study needs to be done to understand this finding better.

- In general all scores rated between 4:00 and 4:99 (66.7% of the items in this study) could be easily increase to a 5 and up with hands on training and supervision. Our recommendation is that mandated training and supervision be established to make sure there is compliance to several licensing and other regulations.

- This study focused mainly on the process characteristics of the programs. We strongly suggest that we complement this study by looking at the structural characteristics of programs despite the fact that most of them are pre regulated since even within the regulations there are rooms for variations. Studying the programs structures will help to understand how different structures affect quality.

- The following follow up studies are recommended:
    - Cost
    - Ratio
    - Reimbursement Rate
    - Teachers' Compensation
    - Teachers' Retention
    - Parent Engagement
    - Teachers' use of commercial curriculum
    - Type of center (Head Start, publically funded, private etc.)
    - Program Directors' level of competence in management & fundraising

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Appendix B

New Jersey Council for Young Children Committee Members

Coordinated Data Systems	Improved Outreach/ Communication	Learning and Development Standards	Workforce Preparation	Program Improvement/ QRIS (Grow NJ)	Infancy and Early Childhood Mental Health
*Karin Garver	*Tina Foley	*Laura Morana	*Ana Berdecia	* Suzanne Burnette	*Gerard Costa
*Janet Parrotta	*Lisa von Pier	Kathleen Priestley	*Sharon Ryan	*Cecilia Zalkind	*Amanda Blagman
Lakota Kruse	Ted Gooding	Elmoria Thomas	Susan Bruder	Ellen Wolock	Suzanne Burnette
Kim Boller	Tonia Davis	Terri Buccarelli	Terri Buccarelli	Gerard Costa	Ana Berdecia
Tina Foley	Renee Cogan	Stacey Salley-Proctor	Ramata Choma	Bonnie Eggenburg	Barbara Kiley
Ellen Wolock	Denise Bouyer	Barbara Kiley	Patricia Hall	Shonda Laurel	Shonda Laurel
Nicole Hellriegel	Sunday Gustin	Nezzie De Frank	Anita Kumar	Beth Gardiner	Ellen Wolock
Mary Jane Di Paolo	Lansing Davis	Lisa Lockwood	Barbara Kiley	Daniel Hart	Keri Giordano
Mary Manning-Falzarano	Brenda O'Shea	Beverly Lynn	Arlene Martin	Theresa Caputo	Kaitlin Mulchahy
Margaret Milliner	Toni Callas	*Arlene Martin	Holly Seplocha	Gary Sefchik	Kathy Mulrooney
Michele Safrin	Monica Townsend	Elaine Bogoloff	Nancy Thomson	Lorraine Cooke	Diane Restaino
Sunday Gustin	Lorraine Johnson	Cathy Joseph	Sue Williamson	Amanda Blagman	Patricia Taliaferro
Barbara Tkach	Shonda Laurel	Alice Rose	Regina Adesanya	Lalita Boykin	Edna Pomrink
Dawn Deluca	Nancy Parello	Jennifer Santana	Lisa Lockwood	Eileen Howell-Lee	Rasel Palmer
	*Barbara Reisman	Shonda Laurel	Dana Berry	Veronica Ray	Diane Squadron
		Pat Mennuti	Cynthia Rice	Alice Rose	Lorri Sullivan
		Linda Gillespie	Gerard Costa	Ellen Frede	Sunday Gustin
		Kathleen Mulrooney	Mary Manning-Falzarano		
		Dianne Stetson			
		Michelle Keenan			
		Barbara Pittman			
		Karen Melzer			
		Meg Saunders			

Coordinated Data Systems	Improved Outreach/ Communication	Learning and Development Standards	Workforce Preparation	Program Improvement/ QRIS (Grow NJ)	Infancy and Early Childhood Mental Health
		Sue Williamson			
		Joann Vesay			
		Sonja De Groot Kim			
		Diana Autin			
		Amanda Blagman			
		Lynn Troianelli			
		Gail Roberts			
*Chair or Co-Chair					

ATTACHMENT 19

Race to the Top – Early Learning Challenge (RTT-ELC)
Job Description for
RTT-ELC Administrator

Under the direction of the DOE, the Administrator will lead implementation of the Race to the Top – Early Learning Challenge grant and New Jersey Early Learning Plan (NJ Plan). Specific responsibilities are as follows:

- Supervise all grant operations, including:
  - All necessary contracts and Memoranda of Understanding (MOUs)
  - All required financial and other reporting to the US Department of Education and/or US Department of Health and Human Services
  - All required financial and other reporting to the NJ Department of Education
- Supervise the following grant-funded staff:
  - 2 Fiscal managers
  - 1 Administrative support person
- Ensure interagency coordination and collaboration in implementation of the NJ Plan (via Indepartmental Planning Group, NJ Council for Young Children, Grow NJ Kids Advisory Committee, etc.)
- Ensure stakeholder investment and participation in implementation of the NJ Plan (via NJ Council for Young Children, County Councils for Young Children, etc.)
- Work with Academy Leader to ensure continuity among three regions of Academy
- Review and assess the progress of NJ Plan goals, performance targets, and benchmarks
- Review and analyze the data from Grow NJ Kids, in collaboration with the Grow NJ Kids Coordinator
- Work with the Chair and Executive Director of the NJ Council for Young Children to support the work of the Council

Qualifications

Education:
Graduation from an accredited college or university with a Master's degree in Education, Early Childhood Education or a related field

Experience:
Experience in the role of a Executive Director in agencies that address the needs of infants, toddlers or preschool-age children and/or experience in early care and education programs in communities or schools, working with infants and young children from birth through age eight preferred. Demonstrated leadership and organizational transformation skills a must. Must be adept at working with budgets, and experience with handling grants helpful.

ATTACHMENT 19

STEPHEN M. SWEENEY
SENATE PRESIDENT
P.O. Box 099
TRENTON, NEW JERSEY 08625-0099

NEW JERSEY LEGISLATURE

SHEILA Y. OLIVER
GENERAL ASSEMBLY SPEAKER
P.O. Box 098
TRENTON, NEW JERSEY 08625-0098

October 9, 2013

Honorable Arne Duncan
U.S. Secretary of Education
Lyndon Baines Johnson (LBJ)
Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

We are writing to express support for the submission of an application for the Race to the Top Early Learning Challenge grant. This grant would allow New Jersey to continue our demonstrated commitment to improving the quality of early learning in our State.

The State of New Jersey has been a leader among states in providing quality educational opportunities for children. Long before the national education reform movement, New Jersey began its own effort to improve academic outcomes for students in our public schools by making an investment in early childhood education. The Abbott preschool program was established in response to the fifth decision of the landmark *Abbott v. Burke* school funding case, in which the New Jersey Supreme Court required that all 3- and 4-year-old children in the highest-poverty school districts receive a high-quality preschool education. As a result of the decision, children in the state's poorest school districts were eligible to receive a full-day/full-year pre-k program that had quality standards, including an age-appropriate curriculum linked to the State's content standards, small class sizes and certified teachers.

More than a decade after its inception, our preschool program has succeeded in narrowing the achievement gap between disadvantaged children and their more affluent counterparts, becoming a model for effective preschool education for states nationwide. New Jersey's high quality preschool programs which serve 3-and 4- year olds in the state's poorest school districts continue to show long-lasting gains in language, literacy and math for children who attend. The program has improved elementary school test scores and is proven to reduce the likelihood that a child will repeat a grade or drop out. Over the long-term, better educational outcomes mean a more productive workforce, longer life expectancy, higher lifetime earning potential, less crime and fewer people incarcerated.

The New Jersey Legislature continues to be committed to early learning, as evidenced by the incorporation of the Abbott preschool program into our most recent school funding formula.

Under the formula, critical funding is provided to school districts to implement the preschool programs. Moreover, we required an expansion of the preschool program to all low-income, at-risk children. Unfortunately, the State's severe budget crisis has hindered our ability to adequately fulfill this commitment.

Despite our fiscal shortcomings, improving the quality of education in New Jersey remains a major priority for the State. New Jersey's investment to early learning will grow exponentially with the resources this grant will provide. At the same time, we will be able to dramatically improve the State's overall approach to all of our programs that help our most vulnerable young children, including better aligning preschool education with K-12 education.

We hope you give the strongest consideration to awarding an Early Learning Challenge grant to New Jersey. It would be extremely beneficial for the State to have additional resources to provide quality improvement, workforce development and systems-building work that will ensure that the number of children receiving a high quality preschool education to build a foundation for later school success will increase significantly. The fact is children who grow up in poverty face extraordinary challenges. Quality early learning programs increase the likelihood of academic success, despite the obstacles these children must overcome. By placing disadvantaged students in quality early learning programs and providing them with the support necessary to create a strong educational foundation, children in the most challenged home settings are able to begin their education with a real opportunity for success. The Early Learning Challenge grant will aid in this effort.

Thank you for your consideration of New Jersey's application for the Race to the Top Early Learning Challenge grant.

Sincerely,

(b)(6)

ATTACHMENT 20 - NJ Legislators

New Jersey Senate Republicans
State House
P.O. Box 099
Trenton, NJ 08625
Phone: (609) 847-3600
Fax: (609) 984-8148
Senatenj.com

October 13, 2013

Honorable Arne Duncan
U.S. Secretary of Education
Lyndon Baines Johnson (LBJ)
Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

We are writing again to support the New Jersey Department of Education's second application for federal funding under the Race to the Top Early Learning Challenge Grant program. New Jersey always has been committed to providing quality early learning opportunities for the children of the state to prepare them for future success when they enter kindergarten. Receipt of funding under the Early Learning Challenge Grant program would further the state's ongoing commitment to early learning initiatives.

According to a recent report issued by the New Jersey Council for Young Children, New Jersey is home to nearly 650,000 children under the age of six. That age group constitutes 33% of the 2.1 million New Jersey children under age 18. Among children under the age of six, 32% live in low income families (data supplied by the National Center for Children in Poverty). To address the needs of those children, particularly those in low-income areas, New Jersey has been a national leader in the development of high quality, effective preschool programs. It is time for New Jersey to build upon that success.

Through this grant initiative, New Jersey now seeks to become a leader in providing a collaborative and comprehensive high quality system of early childhood learning to ensure the coordination of early care and education services for high needs children from birth through age 5. New Jersey has many stakeholders invested in optimizing services for infants, young children and their families, particularly those that are most vulnerable. We would like to join with those stakeholders in supporting the New Jersey Department of Education's grant application for the Race to the Top Early Learning Challenge Grant Program. We ask for your support of New Jersey's efforts, and thank you for considering our support!

Very truly yours,

(b)(6)

ATTACHMENT 20 - NJ State Board of Education

State of New Jersey

STATE BOARD OF EDUCATION

October 2, 2013

Christopher D. Cerf
Commissioner
N.J. Department of Education
100 Riverview Plaza
Trenton, NJ 08625-0500

Dear Commissioner Cerf:

It is with a great enthusiasm that I write this letter in support of the N.J. Department of Education's Race to the Top Early Learning Challenge grant application.

New Jersey has been a leader in the field of early childhood education for nearly a decade. It is well-regarded for its high-quality state preschool program, including the curriculum standards and educator requirements that are its foundation.

The state's preschool program has been instrumental in providing our neediest children with access to developmentally appropriate educational opportunties that have lasting positive effects. The program has been shown through independent research to improve learning outcomes for its students.

Our high-quality preschool program is an essential component to the state's efforts to ensure that we provide a first-rate education to every student in New Jersey and to make inroads in closing the state's academic achievement gap.

The Early Learning Challenge grant will allow New Jersey to better coordinate its preschool program with other birth-to-age-five support and education services currently offered. Not only will this continuum of services at the local, county and state levels help children already served, but it also will enable the state to reach even more children.

If we are ever to have minority and at-risk students achieve academic success and attend higher education institutions at the same rates as their white and non-economically disadvantaged peers, then we must stress early interventions and provide continuous academic and social support to children during their most influential years.

New Jersey is in a unique position to use the Early Learning Challenge grant to build upon its proven success in the field of early childhood education. I am confident that the N.J. Department of Education will adeptly utilize the grant funds to benefit our children most in need.

Sincerely,

(b)(6)

N.J. State Board of Education

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Camden City School District
Office of Early Childhood
201 N. Front Street, 3rd Floor
Camden, N.J. 08102

Telephone: 856-966-2342 ***Fax: 856-536-3479***

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KATRINA T. MCCOMBS, DIRECTOR

SUPERVISORS
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EDUCATIONAL PROGRAM SPECIALISTS
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CARMEN DAVIS
ANDREA DELECCE
JAMES DESIMONE
COLLEEN FRANCIS-TANKSLEY
HOA LY
DEBORAH MIMMS
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COMMUNITY/PARENT INVOLVEMENT SPECIALIST
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SOCIAL WORKERS
MIGNA GONZALEZ
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KAY SOLTERO

PRESCHOOL INTERVENTION & REFERRAL TEAM
JENNIFER BROZOSKI
SUSAN CURRY
NICHOLE DESESSO
LORAY DOBSON
VANESSA HILL
GAILEN HUFF
ALISON MARCHESANO
MARILUS PAGAN
CHERYL SCOTT
MISSY TAMAGNO
TIA TAYLOR
DONIELLE WESLEY-WALLACE

FISCAL SPECIALIST
JENNIFER GUNSON

TECHNICIAN
TERRENCE FLUELLEN

CLERKS
LISA BRAXTON
BRENDA SERRANO-MITCHELL
CYNTHIA STRONG
JANET WHARTON

September 27, 2013

To Whom It May Concern,

The Camden City School District's Office of Early Childhood Education extends full support to the NJDOE-Division of Early Childhood in its application for the Race to the Top Early Learning Challenge Grant. We fully support the DOE's comprehensive focus, which will improve success in school and life by increasing access to high quality early learning programs for at risk children aged birth through five years.

Furthermore, this year's grant application's focus on maximizing the reverberating positive impact of gains made as a result of children attending high quality preschool by strengthening the P-3 continuum deserve underscoring. The previously mentioned focus has the potential of leaving an indelible positive effect on the academic achievement of students in Camden for years to come by shifting the tide of low student achievement; thus, closing the achievement gap through laying a solid foundation for success from Preschool ***through*** third grade.

As a direct result of the program leadership and guidance received from the NJDOE-Division of Early Childhood Education, the following have already been accomplished which positively impact Camden's birth to 5 year old population:

- Continued implementation of high quality preschool classrooms with increased ECERS, PCMI and SELA scores through ongoing classroom support by the Early Childhood Team (Director, Supervisors, Master Teachers, PIRT, Social Workers and CPIS)
- Ongoing collaborations between the Office of Early Childhood's highly qualified team (Director, Supervisors, Master Teachers, PIRT, Social Workers and CPIS) and district administrators, providers, staff, families and community
- Continued support for teachers, paraprofessionals and teacher assistants that ensures organized and positive learning environments in each classroom
- Continued implementation of a research-based curriculum that is aligned to the New Jersey Preschool Standards for Learning and the New Jersey Core Curriculum Content Standards
- Provision of continuous, effective and relevant professional development for the entire Office of Early Childhood staff.

We are truly excited about the proposed grant that will prepare our children to become lifelong learners. It is our vision that the grant will impact future generations of children in the City of Camden, with the end-goal of improving their quality of life.

(b)(6)

Camden City School District

Harrison Public School District
Office of Early Childhood Education
401 Warren Street
Harrison, New Jersey 07029
973 268 5851

James Doran, Ed.D.
Superintendent of Schools

Brian Duffy, Ed.D.
Director of Early Childhood Programs

Ellen Wolock, Ed.D.
Administrator
Division of Early Childhood Education
New Jersey Department of Education

Dear Dr. Wolock:

It was with no small degree of excitement that the early childhood staff here in Harrison learned of your department's pursuit of the Race to the Top Early Learning Challenge grant opportunity. In addition we would like to assure you of our support with each of the following initiatives that your department will undertake, should New Jersey be a recipient of the grant's funding:

- Rollout of the Quality Rating Improvement System, Grow NJ Kids
- Alignment of all the childhood standards from birth to third grade
- Training in family engagement and health program standards
- Calibration and alignment of statewide early childhood coursework and professional development
- Gradual rollout of a kindergarten entry assessment
- Investment in a data warehouse, and
- K-G3 teacher and leader training.

We sincerely appreciate your efforts on behalf of New Jersey's children and hope that your efforts are successful in obtaining funding through RTTT-ELC. In the meantime please do let us know of any way we might assist you in obtaining and implementing the grant.

Best regards,

(b)(6)

Irvington Public Schools

Early Childhood Department

97 Augusta Street, Second Floor, Suite 219, Irvington, New Jersey 07111
Phone: 973-399-3942 x1512 Fax: 973-399-7692
Shelly Caldwell, Supervisor Deanne Guastello, Supervisor

September 27, 2013

To Whom It May Concern:

The Irvington Public Schools, Office of Early Childhood fully supports the New Jersey Department of Education's application for the Race to the Top Early Learning Challenge Grant.

Irvington Public Schools agrees with the focus of the Department of Education in the areas of: alignment of early learning standards, systems that support children in high need areas, and alignment of coursework and professional development that supports the academic growth of students. The Race to the Top Early Learning Standards will offer the children of New Jersey the opportunity to be exposed to a PreK-3 continuum of high quality early learning standards and instruction.

We are extremely excited that these key initiatives will help solidify the foundational learning of all children in New Jersey. This foundation will lead to greater academic success where our students will have kindergarten readiness skills, which will eventually lead to college and career readiness skills.

Sincerely,

Shelly Caldwell
Supervisor of Early Childhood

Deanne Guastello
Supervisor of Early Childhood

CHILD FAMILY CENTER
(b)(6)
1100 Coombs Road
Millville, N. J. 08332
Phone: (856) 293-2171
Fax: (856) 293-2174
Email: (b)(6)

September 25, 2013

To Whom It May Concern:

It is with great pleasure that I submit a letter to the Race to the Top Early Learning Challenge review committee on behalf of the New Jersey Early Childhood Department of Education.

New Jersey has been a forerunner and leader in providing early childhood education to thousands of children across the State. They have reviewed and revised the Core Curriculum Standards and endorsed curriculums that are aligned to these standards.

Data is available to support children's growth in the areas of social/emotional, literacy, math, language and motor development. Teachers are highly qualified and class size is maintained at a manageable level. They have expanded their effort to include birth through third grade. A more efficient use of the Early Intervention Program exists as well as a state wide overhaul of our kindergarten program.

The Early Childhood Department of Education provides guidance and support in many areas. Trainings are available for new master teachers and intervention teams. Supervisors meet to set goals and develop strategic plans using data generated from children's growth and knowledge. Classrooms are assessed using ECERS, CLASS, PRISM and ECERS-E.

Another component to these programs is family involvement. Monthly activities are available to parents that include training as well as information on educating their child. Medical services are provided as needed (such as nursing care, dental, hygiene).

They are highly organized and efficient and communicate their needs and results in a collaborative manner. They are highly visible and readily accepted and respond to the needs of the district they service. It has been my pleasure to be a small part of this collaboration for the past 13 years.

If you need additional information, please call.

Sincerely,

(b)(6)

PATERSON PUBLIC SCHOOLS
Division of Early Childhood & Special Programs
90 Delaware Avenue
Paterson, New Jersey 07503
Office: (973) 321-0433
Fax: (973) 321-0455
Email: speron@paterson.k12.nj.us

Donnie W. Evans, Ed.D.
State District Superintendent

(b)(6)

October 8, 2013

Ellen Wolock, Ed.D.
Director, Office of Preschool Education
Division of Early Childhood Education
New Jersey Department of Education
PO Box 500
Trenton, New Jersey 08625

Dear Dr. Wolock:

On behalf of the Paterson Public School district, Dr. Evans and I strongly support the N.J Department of Education's Division of Early Childhood's submission for the Race to the Top Early Learning Challenge application.

As the State's second largest district, Paterson enrolls approximately 3,500 three (3) and four (4) year old students. Our district has provided preschool education through the State Preschool mandated programs since 1999 and has drastically improved both programmatic and operational practices. In 2010 the district achieved the mark of good quality and have since improved the quality and sustained our programmatic results with the guidance and collaborative efforts of the State's Early Childhood Division.

Our mission to enhance the development and implementation of quality preschool programs in Paterson by facilitating program improvement and fiscal integrity in district-sponsored preschool programs, has been facilitated through the collaborative work of both State and District staff. The DOE's support has ensured our district's pursuit to give surety that our children enter school with the knowledge and skills necessary to meet the Preschool Teaching and Learning Expectations: Standard of Quality and the kindergarten Core Curriculum Content Standards. With the continued support of Dr. Ellen Wolock and her staff of Early Childhood Liaisons, we continue our delivery of quality professional development, program improvements and student outcomes.

We are looking forward to another successful fiscal year!

Yours in education,

(b)(6)

Division of Early Childhood and Special Programs

"Our Children, Our Future"

Perth Amboy Early Childhood Center
163 Patterson Street
Perth Amboy, NJ 08861

Mary Jo Sperlazza
Chief Early Childhood Education Services Supervisor

September 18, 2013

To Whom It May Concern,

I am writing this letter to support the New Jersey Division of Early Childhood Education for initiating the project for the Race to the Top, Early Learning Challenge that will focus on Grow NJ Kids, Workforce Preparation, Coordinating Data System, Kindergarten Entry Assessment and Preschool to Third Grade best practices. I believe that this project will definitely create some remarkable changes for early childhood students, teachers and parents.

The New Jersey Department of Early Childhood education has already done some great projects for improving early childhood education in our state. This grant will help us continue to develop effective programs to support our program and families.

I offer my support to this project as a supervisor and building administrator of Perth Amboy Public schools.

Sincerely,

(b)(6)

Red Bank Borough Schools
(b)(6)
76 Branch Avenue – Red Bank, New Jersey 07701 – (732) 758-1507 – FAX (732) 212-1358

September 13, 2013

Dr. Ellen Wolock
Early Childhood Division Administrator
New Jersey State Department of Education
100 Riverview Plaza
Trenton, New Jersey

Dear Ellen:

This is intended as a letter of support for the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant. As the Superintendent of the Red Bank Borough School System, I strongly support the concept design and implementation model designed to improve success in school and life by increasing access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of services.

Red Bank is a small suburban community with urban-like characteristics, and with a student population that is rich in ethnic, socio-economic and linguistic diversity, and where 82 % of our students are eligible for free/reduced lunch and approximately 60% of our students in Pre-Kindergarten and Kindergarten classes are eligible for Bilingual/ESL services. As a district, we have had a long-standing working relationship with the New Jersey State Department of Education, as it implements a high-quality early childhood education program which is being made possible by funds the district receives through the New Jersey Pre-School Expansion Initiative. The Early Learning Challenge Grant will offer New Jersey's children and their families with ample and needed programs and services that are aligned to support their development and learning that can be sustained through third grade and beyond.

Our experience with the New Jersey State Department of Education has revealed that it has both the capacity and expertise to design, implement, and evaluate comprehensive systems that are responsive to the needs of our youngest children and their families.

If you have any questions, please contact me directly at (732) 758-1507.

Sincerely,

(b)(6)

Salem City School District

205 Walnut Street
Salem, New Jersey 08079
Telephone 856.935.3800 Fax 856.935.6977

(b)(6)

(b)(6)

(b)(6)

October 3, 2013

To Whom It May Concern:

In light of *New Jersey Division of Early Childhood*'s application for the *Race to the Top Early Learning Challenge (RTTT ELC)* Grant; it is Salem City School District's honor to provide a letter of support! I can attest to the fact that both our students and our families have vastly benefited from the academic, social, and psychological growth that occurs as a result of our 3 & 4 year old preschool program. Due to the PreK program, our students are exposed to Literature, Mathematical reasoning, Scientific experimentation, and social awareness of self and others.

To that end, the *Race to the Top Early Learning Challenge* allows the good and ambitious work of the *Division of Early Childhood* to continue to enhance the educational experiences of our students. It is my professional hope to increase the number and percentage of our low-income and disadvantaged children in our community and advance the current and emerging work around the field of assessments.

Please accept this letter in full support of our application!! If you have any questions regarding Salem City School District position, please feel free to contact me anytime at (856) 935-3800 ext. 4220.

Educationally yours,

(b)(6)

C. (b)(6) Division of Early Childhood Education

Union City
Board of Education

(b)(6)

3912 Bergen Turnpike, Union City, New Jersey *201-271-2289X1009 • Fax 201-330-1736*

September 26, 2013

Dr. Ellen Wolock
Director
Division of Early Childhood Education
New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock.

I am writing to express my enthusiastic support for your proposed Race to the Top Early Learning Challenge. As a result of your efforts and those of the Department, New Jersey has made some great strides when it comes to early literacy. Districts like ours have received high quality professional development in improving and aligning early childhood standards that continue to maintain sustained academic achievement for all of our students. Your proposal to rollout the Quality Rating Improvement System and kindergarten entry assessment, the alignment of all early childhood standards from Birth to Third grade, along with the investment in a data warehouse and training for kindergarten to third grade teacher and leaders has the potential to improve the efficacy of this program and ensure that the gains made in preschool continue in the early elementary years.

If this project is funded, the Union City Public Schools will work with the Early Childhood Department, the Department of Health, Children and Families and Human Services and New Jersey Council for Young Children to ensure that your efforts are promoted and implemented in our District. We are always open to improve and increase the chances of success for all of our students.

On behalf of the Union City Public Schools, I wish the Race to the Top writing team the best of luck in winning this grant and look forward to working with you if this proposal is funded.

Sincerely,

(b)(6)

Woodbine School District

"Where There's Progress in the Making"
801 Webster Street
Woodbine, New Jersey 08270
Telephone (609) 861-5174
FAX (609) 861-0723

(b)(6)

September 30, 2013

To whom it may concern;

The Woodbine Elementary School is a Pre-Kindergarten to 8th grade community school located in Cape May County, NJ with a free and reduced lunch rate of 80%. We are a rural-urban community that services economically disadvantaged children and families.

In 2008, we were fortunate to receive the Preschool Expansion Grant through the New Jersey Department of Education. Since receiving and implementing this grant we have gained a firm understanding and belief in the importance of high quality preschool education. We have seen great gains in academic preparedness as our students move throughout the elementary grades and have been better able to prepare more confident 20th century learners. The success of our program has strengthened our belief that it is important for all children to be able to have the opportunity to have access to and benefit from high quality early childhood education. The Woodbine Elementary School fully supports New Jersey Department of Education's (NJDOE) application for the U.S. Department of Education's and Health and Human Services "Race to the Top Early Learning Challenge" grant opportunity.

We have worked with the NJDOE in order to ensure that our program meets their standards for high-quality and will continue to work with the Department in whatever tasks are needed to work to improve the quality of education for our state's young child and families. The young children today are our future leaders of tomorrow. Let's get them the best education they deserve! We support this initiative.

Sincerely

(b)(6)

EXHIBIT I – PRELIMINARY SCOPE OF WORK,

Higher Education

The Institution of Higher Education hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Participating Party	Type of Participation
Four year universities Two year colleges	Promote common standards found in Grow NJ Kids in coursework through career lattice and workforce progression
Four year universities Two year colleges	Conduct the observations and site visits to provide the information in order to rate the sites using the Grow NJ rating system
Four year universities Two year colleges	Promote use of the NJ Workforce Registry and career ladder progression Provide modules and training for coaches, and other positions, as needed
Four year universities Two year colleges	Serve on the Early Learning Improvement Consortium to conduct the validation study
Four year universities Two year colleges	Use common standards in coursework
Four year universities Two year colleges	Use common health standards in coursework
Four year universities Two year colleges	Use common family standards in coursework
Four year universities Two year colleges	Promote Workforce Registry participation Promote Core Knowledge and Competency framework and career lattice
Four year universities Two year colleges	Provide regional coursework to program staff to facilitate advancement of core competencies and credentials Offer coursework and degrees specific to early childhood education
Four year universities Two year colleges	Provide feedback on the kindergarten entry assessment
Four year universities Two year colleges	Agree to serve on the Data Governance Committee

(b)(6)

(b)(6)

Signature *(Authorized Representative of Lead Agency)* Date

(b)(6)

(b)(6)

Signature *(Authorized Representative of Institution of Higher Education)* Date

The County College of Monmouth

765 Newman Springs Road
Lincroft, NJ 07738-1543
Phone: (732) 224-2345
www.brookdalecc.edu

October 7, 2013

U.S. Department of Education
Race to the Tom-Early Learning Challenge
400 Maryland Avenue, SW., Room 3E108
Washington, DC 20202

To Whom It May Concern:

On behalf of the Education Department at Brookdale Community College, I am pleased to support the New Jersey's application to the U.S. Department of Education Race to the Top Early Learning Challenge Grant Opportunity. Brookdale, and in particular our Education Department, has a long history of training individuals to meet transfer requirements toward teaching certifications with four-year institutions as well as a commitment to our students who wish to enter into the workforce supporting early childhood initiatives in the private and public sectors. Our Early Childhood Education program outcomes have been met with positive responses from transfer institutions and workforce sectors because of our rigorous course of study in early education and our commitment toward preparing individuals with deep understanding of state standards, licensing requirements, child development, effective early learning practices and clinical studies in preparation for early childhood careers.

We proudly maintain high standards for graduation with our Education majors frequently holding the top position in numbers of students who graduate from a two-year institution in the Education major across the nation. We maintain close relations with local public and private prek-12 school districts that provide access to clinical observations for our students as a first experience observing classrooms and teachers in order to present a realistic perspective on the teaching career and the school community. While we serve as the only public education institution in Monmouth County we work closely with both public and private four-year higher education institutions across the state through articulation agreements in order to open access to certification programs for our early education graduates. For instance our Communiversity is a place where students can complete an education certification program taking advantage of in county access to teacher licensing Preschool to third grade (P-3) and Kindergarten through Sixth grade (K-5) opportunities.

The Education Department is committed to work with the Department of Education Race to the Top Early Learning Challenge Grant project in several ways. We have a well established curriculum in early childhood education which is aligned to state and national standards and meets accreditation requirements for higher education institutions. Our department strives to

ensure that our students have a demonstrated understanding of effective early childhood education practices:

- Recognize, analyze and evaluate the role of the early childhood teacher
  - Classroom management in both play based and academic learning environments
  - Document and use appropriate early learning strategies when working with young children
  - Develop a sensitivity to the special learning needs of diverse groups of children
  - Promote integrated literacy
  - Sustain current knowledge on child development through adolescence
  - Become familiar with and appreciate professional career pathways and professional development
  - Understand the roles that school systems embrace to support community values.

- Understand the essential components of teaching and learning processes as they are articulated in diverse early childhood educational settings
- Think critically to analyze and evaluate cultural, societal and historical influences that affect early childhood education today.

These combined experiences and training prepare our students for acceptance into highly competitive College of Education programs.

Our programs are continually being assessed for highly effective practices and offerings on a variety of levels. Upon the completion of our last five-year review we anticipate two new programs of study. Our Associates of Science degree option will better prepare our graduates to pursue teaching licenses that emphasize the Science, Technology, Mathematics and Engineering (STEM) programs of study. We are also working on cutting edge initiatives with other community colleges and the State Department of Education to bring about an Infant/ Toddler AS/AA program that meets state initiatives for a Birth-to-Three certificate.

We believe the Race to the Top Early Learning Challenge Grant will afford us opportunities that support these initiatives.

The Education Department at Brookdale Community College is well positioned to assist and support successful implementation of the grant project. As with our current Early Childhood Education program we anticipate close collaborations with the Department of Education, public and private higher education institutions which include community colleges across the state of New Jersey, and other institutions that provide services and programs for young children. We believe this collaborative process to be the best opportunity for our program, our students and most importantly for the many children who serve to benefit from the grant initiative.

Sincerely,

(b)(6)

President

EXHIBIT I – PRELIMINARY SCOPE OF WORK,

Higher Education

The Institution of Higher Education hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

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Four year universities Two year colleges	Provide feedback on the kindergarten entry assessment
Four year universities Two year colleges	Agree to serve on the Data Governance Committee

Signature *(Authorized Representative of Lead Agency)* Date

(b)(6)

Signature *(Authorized Representative of Institution of Higher Education)* Date

Cumberland county college
P.O. Box 1500 • College Drive • Vineland, NJ 08362-1500
Phone: 856/691-8600 • Fax: 856/691-6157

October 7, 2013

U.S. Department of Education
Race to the Top-Early Learning Challenge
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

To Whom It May Concern,

On behalf of the Education Programs at Cumberland County College, I am pleased to support the State of New Jersey's application to the U.S. Department of Education Race to the Top Early Learning Challenge Grant Opportunity. Cumberland County College provides programs that prepare students to either transfer to four year institutions where they will continue their education or for entry level employment in early childhood settings.

Cumberland County is one of the poorest counties in the state. Services for our youngest citizens and their families vary in quality and quantity. The mission of this grant would increase access to high quality early learning programs for children considered to be at high risk for success in school by implementing a coordinated system of services.

The education program at Cumberland County College is committed to supporting this project by agreeing to working within our capacity to promote improvement in the services provided to young children and their families. Currently Cumberland County College offers an Associate of Applied Science degree in Early Childhood/Preschool Education as well as an Infant/Toddler Career Certificate. Courses within these programs are rigorous, and provide the students with theoretical and practical knowledge that is required to support a child's healthy growth and development and supports families. Students develop a comprehensive professional portfolio as a capstone project that is aligned with InTasc and NAEYC standards for professional development. Graduates take the Praxis II for Early Childhood content and a very high percentage obtain passing scores.

Graduates of the AAS program in Early Childhood/Preschool Education have the opportunity to continue their education on campus through an articulation agreement with Wilmington University. Upon completion of their Bachelor degree in Liberal Studies students continue the teacher certification process through the Montclair State University P-3 Alternate Route Program which is also located on campus. This pathway has produced highly qualified professionals who are making a difference in Cumberland county communities.

EXHIBIT I – PRELIMINARY SCOPE OF WORK,

Higher Education

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Four year universities Two year colleges	Agree to serve on the Data Governance Committee

Signature *(Authorized Representative of Lead Agency)* Date

(b)(6)

(b)(6)

Signature *(Authorized Representative of Institution of Higher Education)* Date

ESSEX COUNTY COLLEGE
303 University Avenue, Newark, New Jersey 07102

Division of Social Sciences

October 8, 2013

The Honorable Christopher D. Cerf Commissioner
New Jersey Department of Education
100 Riverview Plaza
P. O. Box 500
Trenton, New Jersey 08625

The Honorable Christopher D. Cerf Commissioner:

On behalf of the Division of Social Sciences at Essex County College, I am pleased to write a letter of support for the State of New Jersey Department of Education's Race to the Top Early Learning Challenge Grant. Essex County College is located in Newark, the largest city in the State of New Jersey. The College has a tremendous presence in the community. Graduates of the Education Program have been recognized by local four-year institutions as being well-prepared to handle the rigor of their academic programs. Nestled within walking distance to Rutgers, New Jersey Institute of Technology, University of Medicine and Dentistry and Seton Hall Law School, Essex County College has had numerous occasions to join in partnership over the past several decades to improve the quality of life for area residents.

Poverty remains a consistent problem for the city of Newark even though there appears to be evidence of improvement. Portions of Newark's housing is rebounding upon the demolition of several large housing projects. The downtown area is a cultural mecca with the New Jersey Performing Arts Center, Newark Museum, New Jersey Historical Society and the Prudential Center. While the center city grows, the plight of infants and children remain unchanged. Blacks and Hispanic young children are disproportionately low income. The youngest are in need. The services which are available in the state to these children often vary in quality. Even though we are a small state, the services are often also disconnected. This proposal aims to improve access in school and life by increasing access to high quality early learning programs for high needs infants and young children ages birth to eight. The grant will also implement a statewide Quality Rating Improvement System in areas serving high needs children.

Essex County College is the pathway for many county residents to remove themselves out of the vicious circle of poverty. Many of our students are first-generation college graduates. By obtaining a degree the ability to not only increase their earning potential, but also improve their quality of life for both them and their families. These students rely on the College to provide ample opportunities to obtain training in courses in early childhood education. This proposal will allow for increased collegiate dialogue among two and four year colleges, thus increasing the ability to have a seamless transition from the community college to the four year institutions.

Just recently Essex County College Education Department developed a new course in Infant and Toddler Mental Health. The College saw a need to provide this course to better equip our students for wide-ranging employment opportunities. It will provide coursework to program staff within the county to facilitate advancement of core competencies and credentials. This effort is aligned with one of the activities proposed in the grant.

Essex County College has a culture of providing advisement to students. Faculty members in the Education Department are constantly meeting with students to ensure that they understand the career ladder in which they are engaged. The grant will provide additional opportunities for students to seek opportunities for professional development and growth.

Essex County College is eager to coordinating efforts with the State of New Jersey Department of Education, the Department of Health, Children and Families and Human Services, and institutions of higher education within the state to support, promote and assist in the successful implementation of this grant.

Sincerely,

(b)(6)

Chair, Division of Social Sciences

EXHIBIT I – PRELIMINARY SCOPE OF WORK,

Higher Education

The Institution of Higher Education hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

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Four year universities Two year colleges	Provide feedback on the kindergarten entry assessment
Four year universities Two year colleges	Agree to serve on the Data Governance Committee

Signature *(Authorized Representative of Lead Agency)* Date

(b)(6) (b)(6)

Signature *(Authorized Representative of Institution of Higher Education)* Date

FELICIAN COLLEGE
THE FRANCISCAN COLLEGE OF NEW JERSEY

DIVISION OF TEACHER EDUCATION
OFFICE OF THE DEAN
RUTHERFORD CAMPUS

October 9, 2013

Mr. Christopher Cerf
Commissioner of Education
New Jersey Department of Education
Trenton, NJ

Dear Commissioner Cerf:

On behalf of the School of Education at Felician College, I am pleased to support the New Jersey Head Start Collaboration Office's application for federal Race to the Top Early Learning Challenge Grant funding. Felician College has a rich history in preparing excellent teachers for children at all levels, Per-K to Grade 12 in New Jersey. Founded in Lodi, New Jersey in 1923 as Immaculate Conception Normal School, it trained inservice teachers and qualified them for state certification. On May 27, 1935, the Normal School was raised to the status of a teacher training college approved by and affiliated with the Catholic University of America. In December 1963, the State Department of Education granted the college the power to confer, in its own name, the degree of Associate in Arts. By September 1964, the college extended its curriculum to admit the first class of laywomen and in June, 1967, the New Jersey State Department of Education authorized Immaculate Conception Junior College to offer a four-year program in Elementary Teacher Education under its new name, Felician College.

Today, in keeping with its mission, Felician College continues to prepare highly qualified teachers for early childhood through secondary classrooms. Our clinically rich program, which requires 6 semesters of fieldwork in real classrooms in a variety of settings (early childhood, urban, suburban, special education, private and charter school) before the student teaching experience. As the Franciscan College of New Jersey, we have a special commitment to the poor in urban settings and we have had programs in inner city Paterson and Jersey City that have produced first-rate early childhood educators for children in impoverished areas. Our commitment to the underserved is at the core of our mission and we think this Early Learning Challenge grant will help this most worthy population.

Felician College is eager to support the implementation of this grant project. We look forward to collaborating with the New Jersey Department of Education, the New Jersey Head Start Collaboration Office and other institutions of higher education to better serve the young children of the state of New Jersey.

Sincerely yours,

(b)(6)

(b)(6) School of Education

RUTHERFORD CAMPUS
223 MONTROSS AVENUE
RUTHERFORD, NEW JERSEY 07070
201-559-3549 • FAX 201-559-3604

LODI CAMPUS
262 SOUTH MAIN STREET
LODI, NEW JERSEY 07644
201-559-6000 • FAX 201-559-6188

EXHIBIT I – PRELIMINARY SCOPE OF WORK,

Higher Education

The Institution of Higher Education hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

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(E)(2)	Four year universities Two year colleges	Agree to serve on the Data Governance Committee

Signature *(Authorized Representative of Lead Agency)* Date

(b)(6)

Signature *(Authorized Representative of Institution of Higher Education)* Date

KEAN UNIVERSITY

October 3, 2013

New Jersey Department of Education
Division of Early Childhood
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

The College of Education at Kean University is pleased to support the State of New Jersey's application to the U.S. Department of Education Race to the Top Early Learning Challenge Grant Opportunity. Kean University founded in 1855, is the leading teacher preparation university in the State. Kean has the largest graduation rate for teacher education candidates. As a diverse institution of higher learning, Kean University offers quality teacher education programs across early childhood, elementary, middle and secondary education.

Kean University's Department of Early Childhood is the oldest early childhood program in the State and provides a PreK-Third Grade Certification program with unique courses in child and family studies, Infant/Toddler Development, pre-kindergarten and Kindergarten curriculum development. The department also offers a P-3 Modified Alternate Route Program. The Early Childhood Department offers the NJ Infant/Toddler Certificate program for center-based and family child care staff providing specific I/T coursework, a mental health course and a supervised field practicum. A Master of Arts degree is also offered in Early Childhood covering concentrations in Leadership, Curriculum, and Family Studies.

The University has sponsored Professional Impact New Jersey for the past fifteen years. PINJ provides the infrastructure for the early childhood workforce in the State of NJ. PINJ offers statewide services for practitioners and professionals working with children from Birth through Age Eight as well as those in school-age programs. These diverse services include a *workforce registry*, *standards* for workforce professionals, the Core Knowledge and Competencies, *program accreditation* support, awards *state credentials* (NJ Infant/Toddler Credential, the NJ Administrator's Credential and a Group Teacher Credential), a *leadership institute, a career lattice and a career pathways system* for the early childhood workforce.

Over the years, Kean University has collaborated with the Department of Education and will

continue to engage in innovative grants to elevate the early childhood workforce and improve services and programs in early childhood education. The College of Education fully supports the State of New Jersey as it applies for a Race to the Top grant and looks forward to improving quality early education in New Jersey.

Sincerely,

(b)(6)

Dean

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Signature *(Authorized Representative of Lead Agency)* Date

(b)(6)

Signature *(Authorized Representative of Institution of Higher Education)* Date

MONTCLAIR STATE UNIVERSITY

College of Education and Human Services
Office of the Dean
973-655-5167
Fax: 973-655-7638

October 8, 2013

U.S. Department of Education
Race to the Top - Early Learning Challenge
400 Maryland Avenue, SW
Rm. 3El08
Washington, DC 20202

To Whom It May Concern:

On behalf of the College of Education and Human Services (CEHS) at Montclair State University (MSU), I am pleased to support the State of New Jersey's application to the U.S. Department of Education Race to the Top Early Learning Challenge Grant Opportunity. Since its founding in 1908, Montclair State University has had a rich history of innovation, distinction, and growth. Montclair State, a vital educational force, is ranked as one of the top universities in the region. Graduates from Montclair State University are well equipped with the skills needed to respond to today's dynamic environment, as well as future challenges and opportunities. As the second-largest and fastest-growing state institution of higher education in New Jersey, Montclair State University continues to successfully prepare the early childhood educators, counselors, family life specialists, nutritionists and other highly-trained professionals that work with our youngest children every day.

On a state level, there are numerous programs and services provided to infants, young children and their families. These services, however, vary in quality and are often disconnected from each other. This grant will provide a statewide means of both improving the quality of all settings serving high-need children, and connecting families to critical services upon entry to the early care and education system. We are in full support of the mission of the grant: to improve success in school and life by increasing access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of services.

The College of Education and Human Services at MSU is committed to supporting the project in several ways. CEHS has several well-established and comprehensive centers and educational programs focused on early childhood. Several of these centers and programs are described below.

Department of Early Childhood, Elementary and Literacy Education
The Early Childhood, Elementary and Literacy Education Department is committed to preparing critical professionals who can improve the lives of children, youth, and adults by implementing effective care, inclusive education, and literacy programs. In order to meet this challenge, our students build a strong knowledge base through inquiry and action research, develop skills and dispositions as reflective and caring practitioners, support and enhance systems that demonstrably include and respect all children, youth, adults, and their families, and provide professional leadership on local, state, and national levels. The department's work reflects our commitment to the "Portrait of a Teacher," the "Portrait of a Literacy Educator," social justice and diversity.

Programs offered by the department that support the mission of the Race to the Top Early Learning Challenge Grant include:

- P-3 Undergraduate Certification Programs
- MEd in Inclusive Education with concentrations in:Early Childhood (P-3) Education and Teacher of Students with Disabilities
- M.A.T. in Early Childhood
- Masters in Reading
- Dual Certification: M.A.T. in Early Childhood Education (Preschool through Third Grade) and Teacher of Students with Disabilities (TSD)
- Dual Degree/Dual Certification in P-3 and Teacher of Students with Disabilities: 5-year Bachelor/Masters Program
- Post-baccalaureate Program in Early Childhood Education
- Teacher of Students with Disabilities Certification, Inclusive Education for Early Childhood (P-3) Teachers (Additional Certification)
- Development Models of Autism Intervention Certificate
- Early Childhood Autism (P-3) Education and Teacher of Students with Disabilities
- Undergraduate minor for P-3 candidates in Teaching English Language Learners (TELL)

P-3 Modified Alternate Route Program
The P-3 Modified Alternate Route Program is designed for working teachers who have already earned a bachelor's degree and would like to complete the courses necessary to apply for a Certificate of Eligibility from the New Jersey Department of Education for preschool through third grade (P-3). Upon the completion of this program and as soon as the teacher is hired as a head or lead teacher, she/he will be able to apply for a provisional and then a standard P-3 certification from the New Jersey Department of Education. The P-3 Program serves teachers in three different areas in New Jersey: Cumberland County, through Cumberland County College; Ocean and Monmouth counties, through Brookdale Community Colleges Coastal Communiversity; and in northern New Jersey counties, through Montclair State University. The program has served well over 1000 teachers in New Jersey and continues to provide enrichment for teachers through professional development workshops and conferences.

Infant-Toddler Certificate
CEHS is in the final stages of developing an Infant-Toddler Certificate program, a first of its kind within the state of New Jersey. The infant/toddler certificate program will address an important issue in the State of New Jersey: quality caretakers and educators for our youngest

children. Course content includes the promotion of infant toddler social emotional well-being in educational settings, supervised field work in infant and toddler educational settings and other special topics that ultimately foster an understanding of child development, early care and education of young children birth to age three.

Reading Specialist, Bilingual and Special Education Masters and Certificate Programs
Montclair State University and Paterson Public Schools has a multi-year contractual agreement to prepare over 60 early childhood (P-5) Paterson Public School teachers as Reading Specialists, Bilingual and Bicultural and Special Education experts. All classes are taught on-site at the Paterson Public Schools. The first cohort will become Reading Specialists through participation in a 33 credit Master's Program that is designed for early childhood and elementary school teachers. This unique program will prepare educators to meet present and future demands as literacy leaders in the Paterson Public School District. The second cohort will participate in a 12-credit certificate program focused on the theory and practice of bilingual and bicultural education during the P-3 period, building on our most current understanding of effective supports for English language learner's bilingual development and academic achievement. At the same time, the program's unique focus on the early childhood period will provide teachers with expertise in practices that directly support their everyday success with the English language learners in their preschool classrooms. The third cohort will participate in a 12-credit certificate program on inclusive early childhood education (educating young children with and without disabilities together). This program prepares early childhood special educators to work in primary grades, pre-school or early intervention settings serving children with special needs and their families. Students will be provided with a strong foundation in child development, early childhood programs and practices, working with families, collaboration and consultation, and adapting instruction for individual needs.

Center for Autism and Early Childhood Mental Health
In the fall of 2011, the University established the Center for Autism and Early Childhood Mental Health (CAECMH), as a center for professional development, education, clinical services and research around the issues of autism, infant and child development and mental health. The Center was formed as a leader in integrating education, knowledge from science across disciplines, and practice in supporting infant, child and family development. The Center offers two graduate certificate programs in developmental models of autism and infant/early childhood mental health and operates a wide range of clinical and community services supporting pregnancy, parenting and infant, child and parent mental health. The Center is led by Dr. Gerard Costa, a widely respected expert in both autism and infant/early childhood mental health. Dr. Costa was the Founding Director of the YCS Institute for Infant and Preschool Mental Health, and serves as a member Board of Directors, DIR and Graduate Faculty of the Interdisciplinary Council on Developmental and Learning Disorders. He is a member of the NJ Council for Young Children, where he heads the Infancy and Early Childhood Mental Health Committee. He serves as a national consultant and trainer for Coming Together around Military Families, a ZERO TO THREE initiative to help staff who work with families of infants and young children affected by deployment. He is a former Head Start Director and has worked as a psychologist in Early Intervention for over 28 years. He is a recipient of many awards for his service in the areas of early intervention and childhood mental health.

The Center is anchored in a developmental approach to meet the needs of infants, children, adolescents and their families, and is supported by theoretical education, research-based methods and clinical application. Central to the creation of the CAECMH is the role of social-

emotional/mental health development at the core of developmental and educational progress, and the fields of Infant and Early Childhood mental health and mental health consultation provide a host of strategies to incorporate mental health and "relationship-based" approaches to development and education. To be most effective, childhood mental health issues must be integrated throughout education and human services. The Center has developed academic programs, and programs addressing promotion, prevention and intervention services. In June 2012, the New Jersey Department of Health, the Governor's Council for Medical Research and Treatment of Autism, awarded Montclair State University a $1.5 million award, 5-year award as the designated New Jersey Autism Center of Excellence Coordinating Center (NJ ACE- CC at MSU). In the fall, 2013, an additional $1.2 million enhancement grant is being awarded to MSU to provide oversight to nine autism clinical research sites in New Jersey. Dr. Costa serves a Principal Investigator (PI) of the NJ ACE- CC at MSU.

Center of Pedagogy
The Center of Pedagogy is one of Montclair State University's most notable innovations. Montclair State University was the first university in the nation to create a formal structure in which faculty, staff, and administrators from arts and sciences, education, the community, and the public schools are equally involved in the ongoing work of teacher education. The Center of Pedagogy is charged with initiating and coordinating all aspects of teacher education at the University, and is guided by the belief that high quality public education is critical to creating and sustaining a political and social democracy.

The mission of the Center of Pedagogy is the continuing development of educators who promote students' critical thinking and learning and develop their competence to participate actively and productively in democratic communities. The Center's members recognize their roles and ethical responsibilities in the enculturation of students into our emerging political and social democracy. The Center provides a vehicle for collaboration in an environment where all members can participate as equals. Through the Center of Pedagogy, the teacher education program, schools, and communities engage in simultaneous and collaborative renewal in order to make the vision of education for social justice a reality.

Montclair State University Network for Educational Renewal
The Montclair State University Network for Educational Renewal (MSUNER), one of the foremost school/university partnerships in the nation, promotes the simultaneous renewal of schools and teacher education through collaboration between and among the University and our 29 member school districts and community-based organizations. Montclair State University faculty members from education and the arts and sciences teach courses and provide professional development and coaching to teachers on-site in partner schools. Teachers and administrators in member districts have the opportunity to work with national and local experts on school and teacher education reform and to collaborate with neighboring schools and districts. One example of this work is the Financial Education Program for Young Children, funded by a grant from the PNC Foundation. Over the past two years, MSUNER staff have aggressively and systematically worked with schools and early childhood centers throughout Northern New Jersey to offer high-quality inquiry-based professional development workshops and study groups to education professionals who educate young children ages 2 through 5. The MSUNER sponsors an array of professional development activities for more than 11,000 teachers and administrators in its member districts. Over the past 20 years, the MSUNER has developed an extensive research-based professional development program offering members an array of opportunities for professional and intellectual growth.

Center for Research and Evaluation on Education and Human Services
The Center for Research and Evaluation on Education and Human Services (CREEHS) is an independent, University-based research and evaluation center designed to conduct state-of-the-art evaluation and applied research for enhancing program planning and success in order to foster a better educated, healthier, and more just society; provide high quality evaluation training and education; and advance evaluation science by bridging the research and practice communities. CREEHS collaborates with and provides services to educational agencies and institutions, community organizations, and health-related government and human services agencies. CREEHS is housed within Montclair State University's College of Education and Human Services, providing a venue for researchers, faculty, and students to collaborate in carrying out thoughtful and responsive evaluation and research studies.

CREEHS seeks to provide useful answers to questions about organizational and programmatic processes, contexts, and outcomes by performing or assisting with multiple types of assessment, evaluation, and research using multiple methodologies. CREEHS staff members also provide training and technical assistance to help organizations and programs build their capacity to interpret and use evaluation results and other types of data to improve their services and outcomes. CREEHS can specially be involved in providing faculty and evaluation expertise to assist in the state's validity study of the Quality Rating Improving System.

In total, the College of Education and Human Services at Montclair State University is well positioned to assist and support the successful implementation of the grant project. We look forward to working collaboratively with the State of New Jersey, state departments and agencies as well as other institutions of higher education.

Sincerely,

(b)(6)

Dean

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Higher Education

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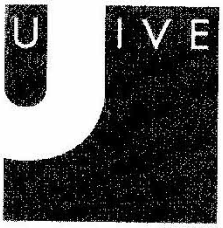
Signature *(Authorized Representative of Lead Agency)* Date

(b)(6)

Signature *(Authorized Representative of Institution of Higher Education)* Date

NEW JERSEY



Deborah Cannon Partridge Wolfe College of Education
2039 Kennedy Boulevard
Jersey City, NJ 07305-1597
Professional Studies Building, Room 303, Tel: 201-200-2101

October 1, 2013

To Whom It May Concern:

New Jersey City University (NJCU) has a long tradition of preparing teachers to make a difference in the lives of schoolchildren. Since opening its doors as a normal school in 1929, NJCU has grown into a comprehensive public institution of higher learning, yet its mission to prepare teachers for the challenges of the contemporary classroom has not changed. In fact, as the demands placed upon teachers have grown, the programs offered in NJCU's Deborah Cannon Partridge Wolfe College of Education have been adapted to meet the needs of teachers and students. NJCU's faculty is well versed in research-based best practices, and they help teachers to creatively and realistically implement those best practices in their own classrooms.

The College of Education enthusiastically supports the New Jersey Department of Education's application for the Race to the Top Early Learning Challenge grant. The College's Department of Early Childhood Education has long collaborated with our partnership school districts to serve high-needs children, to provide training to teachers and school staff in working with families and health professionals, and to ensure that preschool gains persist into the upper grade levels. Additionally, NJCU has collaborated with a consortium of other private and public higher education institutions across the state in the development of an assessment tool that assesses the teaching abilities of pre-service teachers, particularly as they work to implement standards-focused instruction.

NJCU, formerly New Jersey State Normal School and Jersey City State College, has maintained accreditation since teacher education program accreditation was first introduced. First an NCATE-accredited institution and now accredited by TEAC, our programs have been nationally recognized for more than 50 years for our work in preparing teachers to work with students at all grade levels (including preschool), with students with English language acquisition needs, and with students with special needs. We train school administrators and school counselors, and we focus on addressing the needs of inner-city children from diverse backgrounds.

The faculty and administration of the College of Education have worked closely with the New Jersey Department of Education on many occasions and are fully prepared to engage in the work outlined in the present Race to the Top grant application. We look

forward to collaborating with the Departments of Health, Children and Families and Human Services and with the Division of Early Childhood Education in the support of this present initiative.

Sincerely,

(b)(6)

Dean of the Deborah Cannon Partridge Wolfe College of Education

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

State of New Jersey
DEPARTMENT OF EDUCATION
PO BOX 500
TRENTON, NJ 08625-0500

CHRISTOPHER D. CERF
Acting Commissioner

LETTER OF INTENT

Kerry Giordano, Director
New Jersey City University
Children's Learning Center
2039 Kennedy Boulevard
Jersey City, NJ 07043

Dear Dr. Giordano:

This letter confirms The New Jersey Department of Education (NJDOE) and New Jersey City University, which is a public institution of baccalaureate education, agreement to participate in the State Plan, as described in the State's Race to the Top-Early Learning Challenge application.

The scope of work to be followed in implementing the project are described in Exhibit I, Preliminary Scope of Work, Higher Education, attached hereto and incorporated herein. The scope of work is a framework of collaboration, outlining preliminary roles and responsibilities of the NJDOE and New Jersey City University in support of the State in its implementation of the Race to the Top-Early Learning Challenge grant project.

The NJDOE will provide a Final Scope of Work only if the NJDOE's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded. The NJDOE will describe specific goals, activities, timelines, and budgets in a manner that is consistent with the Preliminary Scope of Work and the Budget included in section VIII of the State Plan.

If the foregoing terms and conditions are acceptable to you, please indicate so by signing this letter of intent along with the enclosed Preliminary Scope of Work and returning it to the attention of the undersigned.

Sincerely,

(b)(6)

Administrator, Division of Early Childhood Education
New Jersey Department of Education

ACCEPTED AND AGREED

Authorized Representative of NJDOE:

Signature Date

Print Name Date

Authorized Representative of New Jersey City University

(b)(6)

Print Name Date

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S (b)(6)

Signature *(Authorized Representative of Institution of Higher Education)* Date

PASSAIC COUNTY COMMUNITY COLLEGE • 973 684-6800
ONE COLLEGE BOULEVARD, PATERSON, N.J. 07505-1179

October 10th, 2013

Ellen Wollock
Division of Early Childhood Education
NJ Department of Education
Trenton NJ 08625

I write on behalf of Passaic County Community College (PCCC) in support of the ***New Jersey Department of Education's Grant Proposal for the Race to The Top Early Learning Challenge.*** We strongly support this grant application and its focus on improving success in school and life by increasing access to high quality early learning programs for young children from birth to age eight by implementing a coordinated system of services.

The mission of the Department of Early Childhood Teacher Education is to prepare caring, competent and creative professionals to positively impact the lives of children, families, and the communities that we serve. To fulfill this mission, the department offers courses, certificate and associate degree programs for early childhood workforce preparation. The department was among the first in the state to develop courses and a certificate program to enable professionals to earn the NJ Infant Toddler credential. The department has close partnerships with school districts; state mandated preschool programs, Headstart and Early Headstart programs, and community based agencies and organizations in the county, and is pleased to support any initiative that invests in early childhood workforce preparation and positive outcomes for young children and their families.

Through this letter, the department acknowledges its commitment to support the NJ Department of Education's Race to the Top Plan by:

- Aligning coursework with the standards in NJ Core Knowledge and Competencies and Grow NJ Kids QRIS.
- Promoting use of the NJ Workforce Registry and career ladder progression
- Offering coursework, degrees, credit-based credential training, and professional development specific to early childhood education
- Offering courses and programs that enable the workforce to earn stackable credentials and advance through the NJ Career lattice.
- Serving on the Early Learning Improvement Consortium to assist in the statewide rollout of Grow NJ Kids QRIS.

In the last few years New Jersey has made great strides in building a comprehensive early childhood system. The Race to Top Early Learning Challenge grant will be a big boost to these efforts. We look forward to working closely with the NJ DOE to improve the quality of our young children's learning experiences and their life outcomes.

Sincerely,

(b)(6)

Assistant Professor and Coordinator, Department of Early Childhood Teacher Education
akumar@pccc.edu

RIDER UNIVERSITY

2083 Lawrenceville Road
Lawrenceville, NJ 08648-3099
T 609-896-5048
F 609-896-5363
www.rider.edu

School of Education

October 1, 2013

Dear Commissioner Cerf:

Rider University's School of Education enthusiastically supports New Jersey Department of Education's (NJDOE) application to the United States Department of Education's and Health and Human Services' Race to the Top Early Learning Challenge grant opportunity. As a learner-centered institution dedicated to the education of the whole student, Rider University provides students the intellectual resources and breadth of student life opportunities of a comprehensive university with the personal attention and close student-faculty interactions of a liberal arts college. Our highly regarded programs in the arts, social sciences, sciences, music, business and education challenge students to become active learners who can acquire, interpret, communicate and apply knowledge within and across disciplines to foster the integrative thinking required in a complex and rapidly changing world.

With the help of the New Jersey Council for Young Children, New Jersey has made great strides towards improving and aligning services for infants and young children in our state and many accomplishments have been met through the use of grant monies obtained in 2011. This good work needs to continue. The Race to the Top Early Learning Challenge grant will enable us to build upon the achievements gained in our research and expand our work in quality improvement systems, program standards, data alignment, family outreach, mental health, and early childhood workforce development. We avidly support New Jersey's efforts to further elevate and distinguish itself as a leader of excellence in resources, services, and programs available preschool children in our State.

As an NCATE-accredited Education Provider Program (EPP), Rider's eighteen nationally recognized initial and advanced programs accept and prepare high quality candidates to successfully enter the schools as teachers, counselors, school psychologists and school leaders. Most of our candidates complete our programs with more than one certification, including the high shortage area of Early Childhood Education. In fact, according to the most recent EPP Annual Report, 32% of our graduates are working in high shortage areas in the State with 8% in early childhood settings. We are proud that our candidates have gone on to meet the needs of districts across New Jersey and look forward to our continued preparation of candidates who can support the children of our great state.

Rider University's School of Education has been collaborating with NJDOE and its various departments for many years to support the high-stakes initiatives that affect the lives of school children. As a vibrant Institution of Higher Education, we look forward to our continued contribution and commitment to the scope of work we have ahead of us as we partner with you to improve the quality of education for New Jersey's young children and families.

Sincerely,

(b)(6)

(b)(6) School of Education

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Signature *(Authorized Representative of Lead Agency)* Date

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RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
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New Brunswick, NJ 08901-1183

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732-932-7496, Ext. 8125
Fax: 732-932-7552

Dr. Ellen Wolock
Director, Division of Early Childhood
New Jersey Department of Education
P.O. Box
Trenton NJ 08625

Dear Dr. Wolock:

The Graduate School of Education at Rutgers, the State University of New Jersey, enthusiastically supports the New Jersey Department of Education's application for the Race to the Top Early Learning Challenge grant.

The Graduate School of Education at Rutgers University is a leader in early childhood research and practice. We offer five-year and post baccalaureate teacher certification programs that prepare masters level educators to work in preschool through third grade settings. As the state's flagship research university, we also prepare many of the state's researchers and leaders in early childhood education policy and practice.

The Graduate School of Education has a long history of providing research expertise and technical assistance to the New Jersey Department of Education and its Division of Early Childhood. The National Institute of Early Education Research under the leadership of Dr. W. Steven Barnett has conducted countless studies for the state that have informed preschool policy. In addition, Dr. Sharon Ryan has conducted studies for the state around workforce initiatives and currently serves on New Jersey's Council for Young Children, and as co-chair of the workforce subcommittee of the Council.

AS the state's flagship research university we look forward to partnering with you on this important program of work that will improve the educational quality and outcomes for New Jersey's youngest students.

Sincerely

(b)(6)

SALEM
COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT

October 3, 2013

Dr. Ellen Wolock, Director
NJ Department of Education
Office of Early Childhood Education
Division of Dearly Childhood Education
100 River View Plaza
P. O. Box 500
Trenton, NJ 08625

Dear Dr. Wolock:

It is a pleasure to offer this letter of support on behalf of Salem Community College for the New Jersey Race to the Top Early Learning Challenge Grant.

Clearly, the primary purpose of this grant, to improve the success in school and life by increasing access to high quality early learning programs for high need children ages birth to five, is one that is critical for our state.

Salem Community College is prepared to assist in the implementation and success of this grant through teacher preparation and on-going professional development.

If you have any questions, please do not hesitate to contact me.

Sincerely,

(b)(6)

(b)(6)

(b)(6)

EXHIBIT I – PRELIMINARY SCOPE OF WORK,

Higher Education

The Institution of Higher Education hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	Four year universities Two year colleges	Promote common standards found in Grow NJ Kids in coursework through career lattice and workforce progression
(B)(2)		
(B)(3)	Four year universities Two year colleges	Conduct the observations and site visits to provide the information in order to rate the sites using the Grow NJ rating system
(B)(4)	Four year universities Two year colleges	Promote use of the NJ Workforce Registry and career ladder progression Provide modules and training for coaches, and other positions, as needed
(B)(5)	Four year universities Two year colleges	Serve on the Early Learning Improvement Consortium to conduct the validation study
(C)(1)	Four year universities Two year colleges	Use common standards in coursework
(C)(3)	Four year universities Two year colleges	Use common health standards in coursework
(C)(4)	Four year universities Two year colleges	Use common family standards in coursework
(D)(1)	Four year universities Two year colleges	Promote Workforce Registry participation Promote Core Knowledge and Competency framework and career lattice
(D)(2)	Four year universities Two year colleges	Provide regional coursework to program staff to facilitate advancement of core competencies and credentials Offer coursework and degrees specific to early childhood education
(E)(1)	Four year universities Two year colleges	Provide feedback on the kindergarten entry assessment
(E)(2)	Four year universities Two year colleges	Agree to serve on the Data Governance Committee

Signature *(Authorized Representative of Lead Agency)* Date

(b)(6) (b)(6)

Signature *(Authorized Representative of Institution of Higher Education)* Date

Sussex County
COMMUNITY COLLEGE

October 8, 2013

The Honorable Christopher D. Cerf
Commissioner
Department of Education
100 Riverview Plaza
P.O. 500
Trenton, NJ 08625

Dear Commissioner Cerf,

As Program Coordinator of the Early Childhood and Education Programs at Sussex County Community College, I endorse the State of New Jersey application for the upcoming Race to the Top Early Learning Challenge grant application.

In the first round of funding, the State received $60 million in grant funds. Over the past two years, The State of New Jersey, with the collaboration between State Departments and programs within the state, has made significant improvements in the early learning community. Program standards have been created for birth through age three and these standards have been distributed and widely available via the internet; a quality improvement system has been designed; data has been aligned between early care and education systems; studies were conducted to improve family outreach; and professional development surveys were conducted to improve the early childhood workforce. Great progress has been achieved, but much more is still needed.

This year's application is a collaboration among four state departments, several organizations, and other stakeholders. In this application, a sound structure to build a consortium to connect and provide voice for all of these stakeholders.

Additional elements in this year's proposal are crucial to unify, support and enhance the strides that have already been accomplished. The Grows NJ Kids tool and rating system has been designed, but needs to be implemented and validated along with providing support systems for continued growth. The alignment of early learning standards from birth though grade three and the training academies are critical to encourage implementation of sound approaches to learning. The infant and toddlers teachers, caregivers, home visitors and early intervention providers also need training in these areas.

Most crucial to my area of expertise, is the alignment and calibration of statewide of early childhood coursework and professional development. With new guidelines from Head Start, even infant toddlers teachers will need a college degree. A seamless system of educational progression within the early childhood workforce must be developed and implemented. New Jersey's Core Knowledge and Competency Framework and Career Lattice needs to be finalized and integrated into all sectors.

In conclusion, I am in support of the goals of the grant. As an active early childhood educator and advocate, I look forward to assisting and collaborating on achieving these goals.

Sincerely,

(b)(6)

The College of New Jersey

Department of
Elementary and
Early Childhood Education

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Ewing, NJ 08628-0718

P) 609.771.2251
F) 609.637.5197
E) elemeced@tcnj.edu
W) www.tcnj.edu

October 7, 2013

To Whom It May Concern:

Please accept this letter as a commitment from The College of New Jersey's Department of Elementary and Early Childhood Education to support New Jersey's application for the US Departments of Health, Children and Families and Human Services Race to the Top Early Learning Challenge Grant application. Our Early Childhood Faculty have attended information meetings held by New Jersey's Department of Education and have reviewed many documents related to New Jersey's application and offer our full support as an institution of higher education that prepares early childhood teachers at the bachelor and masters levels.

New Jersey's Race to the Top application seeks to increase access to high quality early childhood learning programs for high needs children from birth to age 8 through a coordinated system of services. The core of the grant is the Grow NJ Kids, New Jersey's Quality Rating Improvement System. This comprehensive system seeks to support teachers, caregivers and programs; improve outcomes for all children in New Jersey; educate families regarding high quality early care and education; and provide policymakers, legislators and funders with data for resource allocation.

The College of New Jersey is a highly respected and critically acclaimed institution of higher education. The 2014 edition of U.S. News and World Report ranks The College of New Jersey as the number one public and fifth overall school in the standings among both public and private institutions in the Best Regional Universities category for the northern region of the country. The College of New Jersey is the only public institution ranked among the top 10 this year. We have prepared highly qualified teachers and administrators for the state of New Jersey for over a century. The Department of Elementary and Early Childhood Education is fully accredited by NCATE (National Council for Accreditation of Teacher Education) and thus our programs meet NAEYC (National Association for the Education of Young Children) standards. Our Early Childhood faculty is nationally and

internationally recognized for their research in the field of early childhood education, with faculty invited to regularly present and publish their research nationally and internationally.

The mission of the School of Education at The College of New Jersey is to create exemplary professionals with subject matter expertise, who are committed to the education of all learners, who will have a positive effect on student growth, and who will be leaders and advocates for children and families. The SOE was recently awarded a Woodrow Wilson Foundation grant to build upon the existing Master of Arts in Teaching degree to create an MAT degree in STEM education. The School of Education was chosen by the Foundation as national leader of innovative STEM education, training teacher candidates for careers preK-12.

The Early Childhood programs within the Department of Elementary and Early Childhood Education include undergraduate programs that provide both P-3 and K-6 certifications, Master of Arts in Early Childhood Education and the P-3 Specialized Alternate Route Program. In addition to our teacher candidates earning their degrees in early childhood and elementary education, each student has a double major in another discipline. This provides the deep and broad education for our students who will be steeped in a rich multicultural and diverse universe as they graduate and prepare to teach young citizens of the world.

Ten years ago, the Department of Elementary and Early Childhood Education created a specialized program in Urban Education for early childhood and elementary education majors. An intense sequence of courses including English as a Second Language and action research courses culminates in a 5 year Masters of Arts in Teaching. Successful teacher candidates receive teaching certificates in early childhood and ESL. Graduates of this highly acclaimed program have found positions in the state of New Jersey from Camden to Pleasantville to Newark and are leaders in their community. In addition, we are in the process of creating another program, a 5-year Early Childhood/Special Education program that will address a growing and highly specialized need in New Jersey for teachers with deep knowledge in both early childhood education and special education. This program, which will be operational in 2014-2015, includes courses in infant care as well as parent and community outreach. This program will combine the expertise of our early childhood faculty and our special education faculty who have expertise in the field of early childhood special education. Teacher candidates will receive dual certification in both early childhood education and special education and are expected to fill a growing gap in New Jersey for teachers highly qualified to work in this field.

Our Early Childhood faculty members are experts in their field; are active members in local, state, national and international Early Childhood organizations; and are willing to share our expertise and wealth of knowledge in order to support this grant.

Sincerely,

(b)(6)
Department of Elementary and Early Childhood Education

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Department of Elementary and Early Childhood Education

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Department of Elementary and Early Childhood Education

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Department of Elementary and Early Childhood Education

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r, Elementary Education, Department of Elementary and Early Childhood Education

(b)(6)
Department of Elementary and Early Childhood Education

THOMAS EDISON STATE COLLEGE
101 W. State St.
Trenton, NJ 08608-1176
www.tesc.edu

The John S. Watson Institute for Public Policy
(609) 777-4351
Fax: (609) 777-3207

October 8, 2013

Honorable Christopher Cerf
Commissioner
Department of Education
100 River View Plaza
P.O. Box 500
Trenton, New Jersey 08625

Dear Commissioner Cerf:

The Center for the Positive Development of Urban Children at the John S. Watson Institute for Public Policy of Thomas Edison State College is pleased to support the Race to the Top Early Learning Challenge Grant Application to the U. S. Department of Education. The Watson Institute is a center of innovation and applied policy within the Watson School of Public Service, offering a new paradigm. We strive to apply the resources of higher education to public policy decisions in a practical and hands-on manner and in response to the expressed needs of decision makers, providing practical research, technical assistance, and other expertise. The Watson Institute is considered a "*Think and Do Tank*". It strives to develop long-term strategic partnerships that will effectuate the greatest levels of change through its four thematic policy-based centers: the Center for Civic Engagement and Leadership Develop, the Center for Urban Environment, the Center for Health Policy, and the Center for the Positive Development of Urban Children (CPDUC). CPDUC strives to bridge the voices of teachers, practitioners, and families with policy initiatives that impact the positive development of New Jersey's children, particularly urban and high need communities. The work of CPDUC encompasses a holistic approach that utilizes best practices, policy analysis, and research to improve the health, well-being, and educational outcomes for children and adults working with children and families.

The CPDUC has been a leader in early childhood since its conception in 2003. We provided the leadership and fund development for the state first economic impact study of the child care industry titled, *Benefits for All: The Economic Impact of the New Jersey Child Care Industry Infant/Toddler, Preschool, and Out-of-School-Time Programs.* We also provided advisement to over 500 teachers who needed to fast-track a degree to meet the Abbott Program teacher credential requirements. Moreover, CPDUC has designed and managed the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program. The Summer Institute/Mentoring Program has trained over 166 early childhood teachers in the importance of culture and language in early childhood settings through a 3-day Institute and nine-months of coaching and mentoring within the participants' classrooms. The Program infuses content, theory, practice, and simulations to assist teachers in becoming more culturally conscious as they work with diverse children and families. As part of the application process for the Summer Institute and Mentoring Program, teachers submit their NJ

Workforce Registry certificate with their application, and essay. In addition, the CPDUC director serves on various councils, committees, and taskforces including the New Jersey Council for Young Children working to build a comprehensive integrated early childhood system that includes children, families, and the workforce.

Many teachers come to Thomas Edison State College and major in Liberal Arts with hope of becoming certified through the alternate route teaching certification program. The college's niche is to provide flexible, high-quality, collegiate learning opportunities for self-directed adults. We accomplish this in multiple ways by allowing students to use all their college credit earned from other higher education institutions and fold them into degrees that can lead to an associate and bachelor degrees. Thomas Edison State College offers the 24-Hour Pre-Service Course: An Introduction to the Teaching Profession, the first step toward the alternate route to a teaching career http://www.tesc.edu/watson/intro-to-teaching/. In terms of graduate studies, Thomas Edison State College offers a Master of Arts in Educational Leadership www.tesc.edu/heavin/madedl for adults and that wish to prepare for roles as school and district leaders. The program is offered completely online and aims to promote an understanding of educational leadership and administration through a process which is based upon ISLLC standards. Thomas Edison State College also offers a Graduate Certificate in Educational Leadership that meets the State of New Jersey supervisor endorsement requirement www.tesc.edu/heavin/grad-certificates/Post-Masters-Educational-Leadership-Certif...

The Center for the Positive Development of Urban Children fully supports the New Jersey Department of Education Race to the Top grant and looking forward to partnering with the Department and other state entities to strengthen the early childhood system across sectors.

Sincerely,

(b)(6)

Center for the Positive Development of Urban Children

(b)(6)

John S. Watson Institute for Public Policy

Warren
County Community College
Lean, Compassionate, Accountable

475 Route 57 West, Washington, NJ 07882 • (908) 835-9222 • www.warren.edu

October 10, 2013

U.S. Department of Education

Race to the Top – Early Learning Challenge

400 Maryland Avenue, SW., Rm. 3E108

Washington, DC 20202

To whom it may concern:

As the sole full-time Education faculty member at Warren County Community College (WCCC), I am pleased to support the State of New Jersey's application to the U.S. Department of Education Race to the Top Early Learning Challenge Grant Opportunity. Warren County Community College, a small, two year public college located in Washington, NJ, serves the citizens of Warren County, NJ. As one of the younger community colleges in the state, WCCC was initially accredited by the Middle States Commission of Higher Education in 1992, re-accredited in 1998 and again in 2008. Our Associate of Applied Science degree (AAS) and Certificate program in Early Childhood Education successfully prepare students for careers in the early childhood field as trained professionals for our young children.

On a state level, and in our specific county, many programs exist to support the development of young children and their families. These programs are of utmost importance to the future of the county and state in moving forward the quality and effectiveness of services for high needs children. Providing an array of connected and coordinated services statewide is critical to the success of an early learning system that increases access to high quality programs. We are in full support of the mission of this grant and continue to provide our students with coursework focused on early learning standards, assessment, family engagement, community partnerships and workforce professional development.

WCCC looks forward to continued growth in our early childhood education programs and working collaboratively with all parties involved in the implementation of this grant project.

Sincerely,

(b)(6)

Professor of Education

WILLIAM PATERSON UNIVERSITY

COLLEGE OF EDUCATION
1600 VALLEY ROAD • PO BOX 920 • WAYNE NEW JERSEY 07474-0920
973 720 2137 FAX 973 720 3467 • WWW WPUNJ EDU

October 8, 2013

To Whom It May Concern:

William Paterson University of New Jersey (WPUNJ) is a comprehensive public institution of higher learning with a mission that incorporates teaching, research and creative activity, and service. William Paterson University's College of Education wholeheartedly supports New Jersey Department of Education's (NJDOE) application for the U.S. Department of Education's and Health and Human Service's "Race to the Top Early Learning Challenge" grant opportunity. Our faculty has met with NJDOE's staff from the Office of Early Childhood Education a number of times during New Jersey's concept development phase and has been involved in multiple aspects of the application tasks. New Jersey is a leader in high-quality preschool programs through its partnerships with child care centers and low-income public school districts. Although there are many programs across our state serving high-needs children, the quality varies greatly; and there is a disconnect among programs. This grant will enable us to build on what is working, expand and improve quality among all programs, and establish a more coordinated approach to early childhood education in our state.

As an NCATE- accredited institution, with a nationally-recognized teacher preparation program in early childhood education and a nationally-accredited Child Development Center for service to children of preschool age, we very enthusiastically support the state of New Jersey's efforts to further distinguish itself in provision of coordinated, high-impact and top-quality services to the preschool children of New Jersey. In addition to preparing early childhood professionals, the College of Education at WPUNJ prepares beginning teachers in elementary education, special education, and secondary education) as well as provides coursework and recommendations for credentialing in bilingual education and English as a second language. We also provide advanced programs with specialization in early childhood education, leadership, reading and literacy, math, bilingual/ESL education, educational leadership, and counseling. Our Institute for Leadership and Learning, along with our Office of Continuing Education, provide additional opportunities for professional development.

Our College of Education has a long history of working with NJDOE and its Office of Early Childhood Education. Since 2002, we have been working with NJDOE to evaluate the quality of preschool classrooms in our low-income districts. We have the capacity and expertise to conduct evaluations necessary for a QRIS system as well as to assess overall quality improvement in a diversity of programs. We are willing to partner with NJDOE in whatever tasks are needed to work to improve the quality of education for our state's young children and families. We support this initiative.

Sincerely,

(b)(6)

Giving Every Child A Chance

September 30, 2013

Ellen Wolock, Ed.D, Administrator
Division of Early Childhood Education
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock:

On behalf of Advocates for Children of New Jersey (ACNJ), I am pleased to offer our strong support for New Jersey's proposal for the Race to the Top Early Learning Challenge Grant. We believe that the state's proposal builds upon the strong early learning foundation already in place in New Jersey to take the next step by improving the quality of early care for young children.

ACNJ is a statewide, multi-issue nonprofit child advocacy organization with a long record of advocacy for young children. ACNJ was a key leader in advocacy for the development and implementation of New Jersey's nationally recognized, high-quality preschool program and is the lead agency for the national Build Initiative Early-Learning System-Building Project in New Jersey. As a member of the New Jersey Council for Young Children, ACNJ fully understands the critical importance of a robust early care and education system for young children.

Through the Build Initiative, ACNJ has worked since 2002 to improve the coordination and quality of New Jersey's early care and education system. We have brought together stakeholders from the private and public sector to address issues of access, program quality, professional development, parent support and system coordination. While we have made considerable progress, the lack of a major state initiative to implement our recommendations has limited the potential results. The Early Learning Challenge Grant provides the opportunity to move that work forward in a meaningful way.

Through the Build Initiative, ACNJ and its partners developed a proposal for a Quality Rating Improvement System (QRIS) for center-based and family child care, which it piloted with foundation grants in three communities across the state. For the last two years, the state agencies have partnered to refine the QRIS further and expand the pilot through a test drive in several additional communities. We are very pleased that the state's Race to the Top proposal builds upon this work. This is a unique opportunity to greatly improve the quality of learning and care for very young children and support their optimal development and readiness for school.

New Jersey has considerable experience in building a high-quality early learning system. Our state-funded preschool program for three– and four-year-old children in the lowest income school districts is a national model on many levels: its high-quality standard, its implementation design and, most important, its proven results for children. The state's Race to the Top proposal uses the successful approach it took to implement preschool as a model to create a continuum of quality early education for all children from birth to age five.

35 Halsey Street | Newark, NJ 07102 | 973.643.3876 | F 973.643.9153
www.acnj.org | advocates@acnj.org

ATTACHMENT 20 - Community-Based Organizations

As an independent child advocacy organization dedicated to ensuring that all children get the best possible start in life, ACNJ is pleased to support the Department of Education in developing this proposal and stands ready to assist in its implementation should New Jersey be awarded federal funds.

Very truly yours,

(b)(6)

Executive Director

DISABILITYRIGHTS NEWJERSEY

210 South Broad Street, Third Floor
Trenton, New Jersey 08608
800 922 7233 | 609.633.7106 (TTY)
609 292 9742 | 609.777.0187 (FAX)
www.drnj.org

Joseph B. Young, Executive Director

October 7, 2013

Ellen Wolock, Ed.D.
Director
Division of Early Childhood Education
New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500

Re: Letter of Support for Race to the Top Early Learning Challenge Grant

Dear Dr. Wolock:

Disability Rights New Jersey is the designated protection and advocacy system for people with disabilities in New Jersey pursuant to the Developmental Disabilities Assistance and Bill of Rights Act, 42 U.S.C. §§ 15041 to 15045; the Protection and Advocacy for Individuals with Mental Illness Act, 42 U.S.C. §§ 10801 to 10807, and the Rehabilitation Act, 29 U.S.C. §§ 732, 794e. DRNJ's priorities are set by its Board of Directors, consisting of a majority of people with disabilities and family members of people with disabilities.

DRNJ supports the state's efforts to apply for a Race to the Top Early Learning Challenge Grant from the U.S. Department of Education. It is encouraging to see the work the State of New Jersey has undertaken to ensure a coordinated system of early learning with high standards for all children from birth to age eight. The focus on students with disabilities across all settings is particularly important in light of the high percentage of children in out-of-district or segregated educational placements. DRNJ also supports the state's commitment to improve infant and early childhood mental health services and to ensure that children receive high quality early learning services that allow all children, including children with disabilities, to enter kindergarten and beyond ready to learn.

If DRNJ can be of assistance with the implementation and monitoring of these improvements, please do not hesitate to contact us.

(b)(6)

EGENOLF
EARLY CHILDHOOD CENTER

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Elizabeth, NJ 07208
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Fax (908) 353-7310
E-mail: EgenolfECC@aol.com

Since 1890

Ellen Wolock, Ed.D., Director
New Jersey Department of Education
Division of Early Childhood Education
P.O. Box 500
Trenton, NJ 08625

October 3, 2013

Dear Dr. Wolock:

Egenolf Early Childhood Center has delivered quality early care and education since 1890. The Board of Directors has established priorities that ensure a continued commitment to quality programming. To that end, Egenolf ECC has been accredited by the National Association for the Education of Young Children since 1995.

The Board of Directors and staff of Egenolf ECC support a proposal for Race to the Top Early Learning Challenge funds that will initiate collaboration and communication between state departments and agencies and the child care community in order to close the chasm which is at epic proportions. We endorse a proposal that guarantees transparency to build mutual trust and respect in an effort to expand quality child care and education services to more families in NJ. In order to bring systems building from rhetoric to reality, we support a proposal that dismantles extant silos and unilateralism.

The work of the NJ Build team has defined a vision for early childhood systems-building crafted from intensive collaboration among stakeholders. A proposal that uses its strategic, inclusively constructed vision as its foundation has the full support of Egenolf Early Childhood Center. Explicit accountability assurances will guarantee the integrity of the process over the term of the grant period.

Very truly yours,

(b)(6)

Prevent Child Abuse New Jersey

State Headquarters
103 Church Street, Suite 210
New Brunswick, NJ 08901

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Wolff & Samson PC

Preston Wells
Johnson & Johnson

Rush L. Russell
Executive Director

September 26, 2013

The Honorable Chris D. Cerf
Commissioner
New Jersey Department of Education
100 River View Plaza
PO Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

Prevent Child Abuse-New Jersey (PCA-NJ) is happy to provide this *Letter of Support* to the Department of Education (DOE) for your proposal to the US Department of Education Race to the Top Early Learning Challenge (RTT-ELC) grant. This new application for RTT-ELC will focus on improving early –learning and development programs for young children that include increasing the number of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs, and to design and implement and integrated system of early learning and services.

PCA-NJ is the state chapter of Prevent Child Abuse America dedicated to preventing child abuse in all of its forms, for all of New Jersey's children. In this leadership role, PCA-NJ has implemented a broad range of prevention services that now operate in all 21 counties of the state.

As a former PIRC (Parent Information Resource Center) site for NJ (NJPIRC), PCA-NJ provided leadership and technical assistance to non-profit organizations and local educational agencies to help those organizations put successful parental involvement programs in place. The policies and activities of NJPIRC were designed to improve student academic achievement and to help ensure that students in New Jersey, particularly those in low-performing districts, achieve high academic performance.

Current PCA-NJ services are as follows.

- Collaboration with DCF to provide model-specific training and technical assistance to providers for two evidence-based home visiting models—Healthy Families and Parent As Teachers. Both of these evidence-based models are operating in all 21 counties. Sites work with at-risk families from pregnancy and birth through early childhood.

- PCANJ also trains all home visiting sites on how to conduct routine screening using the Ages and Stages Questionnaire (ASQ) and ASQ Social-Emotional Scale and how to refer families to appropriate services if a child needs further evaluation.

- Lead agency for the Essex Prenatal and Parenting Connection, a centralized intake collaborative that facilities local systems integration and early referrals and linkages for pregnant women and families of infant and young children to age three in Essex County.

ATTACHMENT 20 - Community-Based Organizations

- Active contract with the Office of School Linked Services to provide training and technical assistance for ten Parent Linking Programs operating across the State that include the evidence based Parents As Teachers *Partnering with Teen Parents* curriculum in their program approach.

- Provider of technical assistance and training for the Family Outreach Program-Family Workers. Family Workers are charged with supporting families who children are in child care centers located in the formerly known as Abbott Early Childhood Education Programs, with goal setting, providing information referrals and resources, family coaching, child development awareness and addressing any basic and significant family needs.

- PCANJ has developed a new tool for school principals, administrators and parents to assess how welcoming the school is for parents. The "Family Friendly Walkthrough" provides an easy and practical way for school leaders to assess whether the school is in compliance with federal requirements related to parental engagement, and helps parents work with the school to identify ways to improve parental involvement. The tool has been adopted by the Newark Public School system as a cornerstone of their efforts to make the schools more welcoming and other districts have expressed interest in this innovative new strategy.

PCA-NJ is pleased to be a supportive partner with DOE during the planning and implementation of this important initiative to promote an early learning and support for parents of young children. We look forward to our continued work together to promote the success of New Jersey's families, and the health, safety, well-being, and education of their infants and young children.

professional
IMPACT NJ
advocating growth for
early childhood educators

October 3, 2013

New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

Professional Impact NJ and its Policy Advisory Board (PINJ PAB) are pleased to support New Jersey's grant application to the U.S. Department of Education for the Early Learning Race-To-The-Top Challenge Fund. PINJ/PAB has a long history of collaborations that have worked toward aligning and coordinating early learning and professional development across the State with community organizations as well as state departments. Over the past 15 years, Professional Impact NJ has received funding from the New Jersey Department of Human Services'-Division of Family Development and corporations/foundations to serve as the Early Childhood Workforce System for the state.

As the lead professional development agency for the early childhood workforce, Professional Impact NJ is well positioned to partner in strengthening New Jersey's system of Early Learning Standards, statewide technology infrastructure, and maintenance of the workforce professional development registry. PINJ's staff has served on various committees of the New Jersey Council for Young Children (NJCYC) to continue to build a unified and comprehensive early childhood system across sectors.

PINJ has experience in distributing scholarships for teachers, data collection, and sharing and reporting data across systems. In addition, PINJ and its partners the New Jersey Association of Child Care Resource and Referral Agencies (NJACCRRA) and the Coalition for Infant/Toddler Educators (CITE) have served as a convener with four-and-two year institutions of higher education to develop coursework for the NJ Infant/Toddler Credential and to create better articulation agreements to support career pathways for early childhood professionals. As outlined in our current Strategic Plan, PINJ's key programs and strategies include:

- **PINJ's NJ Registry-Career Lattice and Career Pathways System**
  The NJ Registry Electronic System provides data on the Early Childhood Workforce housing a career lattice and career pathways infrastructure holding key data on experience, education and credentials needed to inform state policy and funding decisions.
- **PINJ Scholarship Programs**
  PINJ has held state scholarships for the Abbott center based programs for P-3 certification of workforce teachers and for CDA credentials for paraprofessionals. It has

awarded scholarships for pursuit of degrees, and CDA assessment fees for CDA candidates. Recently, it awarded teacher stipends for a Summer Early Literacy program as well as QRIS Program Enhancement grants.

- **State Credentials**
  PINJ awards state credentials for the NJ Infant/Toddler Credential, the NJ Administrator's Credential and the Office of Licensing Group Teacher Credential.
- **Defining Standards-Core Knowledge and Competencies**
  PINJ has collaborated with state organizations: NJACCRRA, Head Start, CITE, NJAEYC, NJDOE and child care center directors to develop NJ Core Knowledge and Competencies for the Early Childhood Workforce in conjunction with the Workforce Committee of the New Jersey Council for Young Children. A third revision is in final development in anticipation of the RTT state application. The NJ Clearinghouse Committee, a cross–sector workgroup will develop state standards for technical assistance professionals in light of new state quality initiatives.
- **Producing Quantitative and Qualitative Research**
  PINJ produces state reports on the advancement of the early childhood workforce through its NJ Registry data. Qualitative data is being collected on directors and leadership development through the Christian Kjeldsen Leadership Institute's Leadership in Action Series, and the NJ Mentors' Network designed to bring a cadre of trained coaches and mentors to the field.
- **Supporting Initiatives to Enhance Quality**
  PINJ has worked closely with all NJCYC committees related to quality initiatives. Staff have served as members as well as co-chairs of the NJCYC Data Committee, the NJ Birth to Three Standards Committee and the Workforce Committee, supporting its work and infrastructure development as the state moves toward implementation of the GrowNJ Kids system. The GrowNJ Kids pilot data will be collected by PINJ's NJ Registry and has the capacity to warehouse the data for the initiative as it is officially rolled out across early childhood sectors. PINJ is working with the NJ Department of Labor to possibly fund a workforce grant to support a literacy embedded CDA to elevate workforce members on the entry level of the PINJ Career Lattice in need of additional support. Finally, PINJ is revising its NJ Administrator's Credential to link college credits to the coursework to support directors' advancement toward a Master of Arts degree.

Professional Impact NJ is ready to partner with the state in improving the quality of all settings serving high need children and connecting families to critical services upon entry to the early care and education system. We are very supportive of this grant application and will assist in its implementation collaboratively across state institutions.

Sincerely,

(b)(6)

Professional Impact NJ

Professional Impact NJ Policy Advisory Board

KEAN UNIVERSITY

October 3, 2013

New Jersey Department of Education
Division of Early Childhood
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

The College of Education at Kean University is pleased to support the State of New Jersey's application to the U.S. Department of Education Race to the Top Early Learning Challenge Grant Opportunity. Kean University founded in 1855, is the leading teacher preparation university in the State. Kean has the largest graduation rate for teacher education candidates. As a diverse institution of higher learning, Kean University offers quality teacher education programs across early childhood, elementary, middle and secondary education.

Kean University's Department of Early Childhood is the oldest early childhood program in the State and provides a PreK-Third Grade Certification program with unique courses in child and family studies, Infant/Toddler Development, pre-kindergarten and Kindergarten curriculum development. The department also offers a P-3 Modified Alternate Route Program. The Early Childhood Department offers the NJ Infant/Toddler Certificate program for center-based and family child care staff providing specific I/T coursework, a mental health course and a supervised field practicum. A Master of Arts degree is also offered in Early Childhood covering concentrations in Leadership, Curriculum, and Family Studies.

The University has sponsored Professional Impact New Jersey for the past fifteen years. PINJ provides the infrastructure for the early childhood workforce in the State of NJ. PINJ offers statewide services for practitioners and professionals working with children from Birth through Age Eight as well as those in school-age programs. These diverse services include a *workforce registry*, *standards* for workforce professionals, the Core Knowledge and Competencies, *program accreditation* support, awards *state credentials* (NJ Infant/Toddler Credential, the NJ Administrator's Credential and a Group Teacher Credential), a *leadership institute, a career lattice and a career pathways system* for the early childhood workforce.

Over the years, Kean University has collaborated with the Department of Education and will

continue to engage in innovative grants to elevate the early childhood workforce and improve services and programs in early childhood education. The College of Education fully supports the State of New Jersey as it applies for a Race to the Top grant and looks forward to improving quality early education in New Jersey.

Sincerely,

(b)(6)

ATTACHMENT 20 - Community-Based Organizations

SPAN
35 Halsey Street, 4th Floor
Newark, NJ 07102
(973) 642-8100
(973) 642-8080 - Fax
E-Mail address: span@spannj.org
Website: www.spannj.org

Statewide Parent Advocacy Network

September 30, 2013

Ellen Wolock
NJ Department of Education
100 Riverview Plaza
Trenton, NJ 08625

I am writing on behalf of the Statewide Parent Advocacy Network of New Jersey (SPAN) to indicate our strong support for and eagerness to collaborate in the New Jersey Department of Education's Race to the Top Early Learning Challenge grant opportunity. The Department's application is consistent with our mission, to empower parents and engage professionals committed to the healthy development and education of children, and our targeted focus on the children and families at greatest risk due to poverty, race/ethnicity, disability or special health/ mental health need, immigrant or language status, involvement in the child welfare or juvenile justice system, geographic location, or other special circumstances.

SPAN is actively engaged in efforts to improve NJ's systems and supports for families of young children at greatest risk. SPAN is NJ's federally-designated Parent Training and Information Center for families of infants, toddlers, children and youth with special needs around early intervention and education, and Family to Family Health Information Center for families of infants, toddlers, children and youth with special health and mental health needs. We assisted in the development of NJ's Birth to Three Early Learning Standards as a member of that workgroup of the NJ Council for Young Children. We are a founding member of and still active in NJ's Map to Inclusive Child Care team, and house the NJ Inclusive Child Care Project, which provides on-site training and technical assistance to child care staff on child development and strategies to include young children with disabilities, special healthcare needs, and challenging behaviors, and to staff of county Child Care Resource and Referral Agencies on the rights of families of young children with special needs and effective strategies to communicate with such families. We have worked with NJ's Early Childhood Comprehensive Systems grant on developing and facilitating early childhood parent leadership development for parents of young children and on development of the NJ Parent Link website. We trained NJ's Child Care Resource and Referral Agency staff on family engagement as part of the Strengthening Families through Early Care and Education implementation, which they have "turn-keyed" to participating child care centers in their counties. We are represented on the NJ early intervention system's State Interagency Coordinating Council. We house NJ Statewide Parent to Parent, which matches parents of children with special needs with a trained Support parent to provide emotional support and connections to critical resources; the vast majority of our "matches" are for parents of young children birth to age 5. Our START project, a collaboration with the NJ Department of Education, has developed and shared resources with families and professionals on early childhood inclusion and Universal Design for Learning, family-professional partnerships around early literacy, among other topics, and has developed and enhanced hundreds of local special education parent advisory councils districts across the state. We work directly with parents of young children with special needs through our Family Resource Specialists housed at the county Special Child Health Services Case Management Units. We also enroll immigrant families of children with and without special needs in NJ Medicaid and Family Care/SCHIP, and connect them to community health resources such as Federally Qualified Health Centers. We house several US Department of Health and Human Services-funded projects that work with primary care providers on improving the consistency of their screening young children for possible developmental delays and disabilities and helping them connect families to community resources. In collaboration with Parents Anonymous and the NJ Alliance of Family Support Organizations, we have piloted three county cross-issue, cross-agency Family Councils of family leaders. With funding from the NJ Bar Foundation, we provide training and assistance to families whose children with special needs are involved in NJ's child welfare system. It is based on all of these experiences with families that we write this letter of support.

SPAN's staff of 60 diverse parents across the state, with direct personal and professional experience in all the systems that impact NJ's young children and families, are keenly aware both of the existing services and supports for young children and families, and of the quality variances in those services as well as the lack of coordination among and across those systems. We strongly support the need for a statewide approach to improve quality across settings serving children with the greatest needs and connecting families to critical services as they enter New Jersey's early care and education system. We particularly support the application's focus on:

- Rolling out of the Quality Rating Improvement Systems in sites serving children with significant needs
- Alignment of all of the state's early childhood standards from Birth to Third Grade
- Training in the progression of family engagement and health program standards
- Calibration and alignment of statewide early childhood coursework and professional development
- Investment in a data warehouse to ensure that data systems can answer critical efficacy questions
- Kindergarten to third grade teacher and leader training to ensure that preschools gains continue

SPAN will support NJ's Early Learning Race to the Top efforts in several key ways:

(a) We will share the results of the focus groups with families conducted as part of the Build NJ for Early Learning QRIS efforts, as well as the family companion rating scale developed for NJ Build and piloted with families of young children in centers participating in the Strengthening Families through Early Care and Education pilots, to assist in developing a tool for parents to rate the quality of their own child care center and to be able to provide feedback to the QRIS system about child care quality.

(b) We will provide professional development to our own staff around the resources available through the project, as well as the new systems created by the project including County Councils for Young Children.

(c) We will inform all of the components of the new system of the resources, services and supports available to families and the professionals who work with children and families through SPAN's many programs and projects, as well as our cross-project service such as family and professional development, information, and technical assistance, including our 40+ English and Spanish workshops that are recorded and housed on the SPAN website along with the powerpoints and resource materials, available 24 hours/day 7 days/week at no charge to families and professionals around education and health issues.

(d) With project funding, if available, we will:
   a. Identify potential parent leaders, and provide parent leadership development training and ongoing support for parents of young children who participate in the county Councils for Young Children, based on our existing Early Childhood Parent Leadership Development Institute previously funded by NJ's ECCS grant and our 25 years of experience providing support to parent groups;
   b. Collaborate with the NJ Department of Education in preparing a uniform set of modules of evidence-based program guidelines, standards and resources that the county-level support teams will use across settings with leaders/directors of child care, Head Start, preschool providers, and school districts;
   c. Develop training and technical assistance for families in understanding the QRIS rating information and the rating information system, and how to use it to make good decisions about early care and education for their young children; and
   d. Collaborate in project evaluation to measure the outcomes of our work.

Early childhood sets the stage for the life of every NJ child, and the engagement of their families at all levels – from their individual child and family to their service providers/schools/child care centers to their neighborhoods and communities to their county and eventually to state policy-making – is the single most important component of any approach to improving outcomes for young children. SPAN's highest priority is supporting state efforts to improve systems for NJ's most at risk children and families and educating, engaging, and empowering NJ's parents to more effectively play their important roles in the lives of their children and of the systems that serve them. We look forward to working with the NJ Department of Education to ensure that this project achieves both of those goals.

Please let us know if we can be of any further assistance.

Very truly yours,

(b)(6)

The Nicholson Foundation

October 4, 2013

The Honorable Christopher D. Cerf
Commissioner
New Jersey Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, New Jersey 08625

Dear Commissioner Cerf:

This is to express the support of The Nicholas Foundation for New Jersey's application for a US Department of Education and Health and Human Services Race to the Top Early Learning Challenge Grant. Our foundation has a long-standing interest in early care and education in New Jersey, especially in Essex County. We have reviewed the components in the application and are firm in our conviction that they will result in higher quality early learning programs and a more comprehensive, coordinated system of services for all high need young children.

We are extremely proud of New Jersey's outstanding Abbot Pre-kindergarten program, which has benefited from the rich guidance of your Department. The quality and participation in this program are nationally recognized. An Early Learning Challenge Grant will extend the lessons learned in this outstanding program to children throughout the State. Our heavy investment in New Jersey's Family Success Centers and in an improved health care system make us especially enthusiastic about the ways in which these services can be strongly linked to an improved early learning system.

We are a funder and supporter of New Jersey's launch of its Quality Rating and Improvement System, and intend to continue our partnership with the State in implementation of that system, especially in regard to its potential impact on infants and toddler care and family child care. We are enthusiastic about the possibility of providing support for technical assistance for program improvement and for incentives for participation in QRIS.

We are looking forward to working with you on this opportunity for New Jersey's young children.

Sincerely,

(b)(6)

Charles Venti, *Executive Director*, 744 Broad Street, 26th Floor, Newark, NJ 07102-3802
Cell: 908 902-6501 • Fax: 973 824-6587 • charlesventi@gmail.com

THE SCHUMANN FUND
For New Jersey

21 Van Vleck Street, Montclair, New Jersey 07042
(973) 509-9883
(973) 509-1149 (Fax)

October 2, 2013

The Honorable Christopher D. Cerf
Commissioner
New Jersey Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

I write to express the Schumann Fund for New Jersey's support for the state's application for the U.S. Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant. The Schumann Fund has a strong commitment, and has made significant investments in, the state's efforts to provide high quality early learning programs for high-need children ages birth to five in the state. We have also made substantial investments in the state's efforts to create a system of high quality early learning programs and services, and to develop and implement an effective Quality Rating and Improvement System. A Race to the Top Early Learning Challenge Grant will build on the public and private investments that have already been made here, and enable New Jersey to further expand and improve the early learning and related services that contribute to long-term success and well-being for children.

As you know, New Jersey already has one of the highest-quality preschool programs in the country, serving children living in the state's poorest school districts, the vast majority of whom are children of color. A grant to the New Jersey from the Race to the Top Early Learning Challenge Fund will enable the state to build on the foundation of excellence it has already created to create a comprehensive system of services for children birth to five, refine its Quality Rating and Improvement System and implement it statewide, better assess children's readiness for kindergarten and use information from that assessment to continue to improve the quality of services and the linkages among them.

The Schumann Fund has made extensive investments in early childhood systems and programs in New Jersey since the Fund's inception, and especially over the past 17 years. Our trustees committed to continuing that investment, and view opportunities to partner with other foundations, the private sector, and local, state and federal government entities as valuable ways to extend the impact of the investments that the Schumann Fund itself can make.

Thank you for your efforts on behalf of New Jersey's youngest children.

Sincerely,

(b)(6)

ATTACHMENT 20 - Foundations

United Way of Northern New Jersey

P.O. Box 1948 | Morristown, NJ 07962
tel: 973.993.1160 | fax: 973.993.5807 | UnitedWayNNJ.org

LIVE UNITED
United Way

September 27, 2013

The Honorable Christopher D. Cerf
Commissioner
New Jersey Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

It is with great enthusiasm that ***United Way of Northern New Jersey*** supports the New Jersey Department of Education's application for the Race to the Top Early Learning Challenge.

As part of United Way of Northern New Jersey's commitment to EDUCATION, our United Way *Success By 6* initiative works to ensure that children enter kindergarten prepared for success in school and in life. We provide services so that children feel connected, supported and engaged in their family, school, and community in their first six years of life.

The mission of United Way *Success By 6* is to ensure that all children are prepared to successfully begin school – academically, socially, emotionally, and physically – and to thrive in our increasingly complex world.

Our United Way *Success By 6* goals are to:

- Ensure children are prepared to begin and succeed in school by age six.
- Provide families with access to affordable, flexible, and quality child care programs.
- Ensure children and young people live in households free from neglect and abuse.
- Provide families with access to parenting support and education to help them get involved in their children's education.
- Ensure young children and their families are equipped to handle debilitating life experiences, recover from stressful situations, and learn skills to avoid at-risk behavior.
- Provide young children with opportunities for positive self-expression and social development.

United Way *Success By 6* is working to ensure that children, from infancy through preschool, receive a quality foundation to prepare them to enter kindergarten ready to learn, saving our communities the costly game of catch-up later in life. The interactions children have with their parents, caregivers, and teachers in their first years are critical to their social, emotional, and intellectual development. (More about our work can be found here: http://unitedwaynnj.org/ourwork/ed_successby6.php)

As such, we are thrilled to be actively partnering with the New Jersey Department of Education in the piloting of ***Grow NJ Kids*** (the State's Quality Rating Improvement System). We further look forward to assisting in any way we can to support the efforts surrounding the Race to the Top Early Learning Challenge and other important initiatives focused on improving the lives of children.

ATTACHMENT 20 - Foundations

Should you need any additional information please feel free to contact me at the office: (973) 993-1160 x116 or via mobile phone: (973) 985-0440. On behalf of United Way of Northern New Jersey, we wish you the best of luck with your application and we commit to partner with you on implementing your plan.

Sincerely,

(b)(6)

Chief Professional Officer & Director of Education

Support Center
63 West 125th St. 6th Floor
New York, NY 10027
1.877.ACELERO
www.acelero.net

October 5, 2013

Ellen Wolock, ED, Director
Division of Early Childhood
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock:

It is with great enthusiasm that I write to support the New Jersey Department of Education's application for the Race to the Top Early Learning Challenge. As you know, Acelero Learning is one of the largest Head Start programs in the State of New Jersey, serving over 1500 children and families in three different counties. We also have NJ Pre-K/Head Start blended contracts with over six different NJ districts – far more than any other provider to our knowledge. Over the last decade, we have delighted to work closely with you and your staff to help ensure every child in New Jersey is successfully prepared to start school. This grant will greatly help accelerate that work.

We are particularly excited that the NJ DOE's Race to the Top Early Learning Challenge grant will include:

1. Rollout of our Quality Rating Improvement System in sites serving high needs children
2. Alignment of all of our early childhood standards from Birth to Third Grade
3. Training in our progression of family engagement and health program standards
4. Calibration and alignment of statewide early childhood coursework and professional development
5. Gradual rollout of a kindergarten entry assessment
6. Investment in a data warehouse to ensure that our data systems can answer critical questions about efficacy
7. Kindergarten to third grade teacher and leader training to ensure that the gains made in preschool continue in the early elementary years.

We understand that since New Jersey's last application in 2011, with the help of the New Jersey Council for Young Children, the State has made great strides toward improving and aligning services for infants and young children, and have increased our chances of success. These accomplishments include developing and piloting a QRIS system, revised

program standards for early learning, increased focus on data alignment and family outreach, and continued work on early childhood workforce development and mental health issues.

For all of these reasons we are in full support of the State's RTTT application and stand ready to assist in any way we can in moving forward these important state-wide initiatives.

Sincerely,

(b)(6)

Acelero Learning
MONMOUTH/MIDDLESEX HEAD START
132 Second Street
Perth Amboy, NJ 08861
732.846.6600
www.acelero.net

October 10, 2013

Ellen Wolock, EdD, Director
Division of Early Childhood
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock,

It is with great enthusiasm that Acelero Learning Monmouth/Middlesex County, Inc. supports the New Jersey Department of Education's application for the Race to the Top Early Learning Challenge.

Acelero Learning is committed to the attainment of optimal school readiness for all infants and children. Improved access to quality early care and educational services for preschool aged children – all children in NJ, "normally developing" and children with developmental delays and/or disabilities is a critical priority. Acelero Learning (www.acelero.net) is working in communities throughout New Jersey to close the achievement gap, particularly for children with special needs. Our goal, with many partners, is to catalyze linkages between healthcare providers, families, public partners and communities. Early care and education is an optimal opportunity to improve system integration for all children, especially those who are most vulnerable.

We stand committed to partnering with you in several ways:

- To promote linkages between medical homes, hospital resources, Federally Qualified Health Centers, Early Care and Education, and other community resources to promote school readiness for children with high needs;
- To provide educational expertise and leadership by participating in the QRIS pilot and development of the new infant/toddler educational standards;
- To support the use of statewide early childhood standards through alignment with our own curricula and assessment systems; and
- To ensure that our data systems can answer critical questions about efficacy.

Should you need any additional information please feel free to contact me at (917) 364-7936 or at victor@acelero.net. On behalf of Acelero Learning Monmouth/Middlesex County, Inc. we wish you the very best of luck with your application and we fully commit to partnering with you on implementing your plan.

Sincerely,

(b)(6)

CENTER FOR FAMILY SERVICES

PREVENTION | INTERVENTION | EDUCATION

WWW.CENTERFFS.ORG

October 8, 2013

Ellen Wolock, EdD, Director
Division of Early Childhood
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock:

It is with great enthusiasm that Center For Family Services Head Start serving Camden City and Camden County, New Jersey submits this letter of support to the New Jersey Department of Education's application for the Race to the Top Early Learning Challenge.

Center For Family Services is committed to the attainment of optimal physical, mental, and social health and well being for **all** infants and children. Improved access to quality health and educational services for preschool aged children -- all children in NJ, "normally developing" and children with developmental delays and /or disabilities is a critical priority. Children who attain the optimal health are best prepared to learn in inclusive environments. Our goal, as both a Head Start Provider, and as a federally designated Promise Neighborhood, along with our many partners, is to catalyze linkages between healthcare providers, families, public partners and communities. Early care and education is an optimal opportunity to improve system integration for all children, especially those who are most vulnerable.

We are happy to commit to partner with you in several ways:

- to promote linkages between medical homes, hospital resources, Federally Qualified Health Centers, Early Care and Education, and other community resources to promote school readiness for children with high needs,
- to provide pediatric expertise and leadership from general pediatricians and developmental pediatricians,
- to continue to work with health care professionals to incorporate early identification and referral procedures within their practice protocols,
- to provide leadership representation for the ELC Advisory Council, and
- to assist in any way we can to support this important initiative.

Should you need any additional information please feel free to contact me at the office: (856) 964-2100 or via mobile phone: (856)-296-5847. On behalf of Center For Family Services, we wish you the best of luck with your application and we commit to partner with you on implementing your plan.

Sincerely,

(b)(6)

RICHARD STAGLIANO | PRESIDENT/CEO
584 BENSON STREET | CAMDEN, NJ 08103
P 856.964.1990 | F 856.964.0242

CENTER FOR FAMILY SERVICES

PREVENTION | INTERVENTION | EDUCATION

WWW.CENTERFFS.ORG

RICHARD STAGLIANO | PRESIDENT/CEO
584 BENSON STREET | CAMDEN, NJ 08103
P 856.964.1990 | F 856.964.0242

Gateway Community Action Partnership
AMERICA'S POVERTY FIGHTING NETWORK
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Gateway Community Action Partnership
RIVER'S EDGE COMMUNITY CAMPUS
110 Cohansey Street, Bridgeton, NJ 08302
(856) 451-6330 • (856) 455-7288 FAX • www.gatewaycap.org

September 25, 2013

Ellen Wolock, Ed.D
Director
Division of Early Childhood Education
PO Box 500
New Jersey Department of Education
Trenton, New Jersey 08625

Dear Ms. Wolock:

Gateway Head Start is pleased to provide the New Jersey Departments of Health, Children and Families, Education, and Human Services a letter of support for the Race to the Top Early Learning Challenge grant application.

Gateway has been pleased to be part of the development of the Quality Rating Improvement System (QRIS). As director of the Gateway Head Start center, I represented the New Jersey Head Start Association on a committee to ensure that the QRIS, Grow NJ Kids, would be an effective tool to ensure high-needs children are given the support needed to succeed in school. Gateway was also a site for gaining experience in the implementation of CLASS in preparation for the roll-out of the Grow NJ Kids.

Gateway also serves infants and toddlers in its Early Head Start program. Gateway has been involved with two of the community colleges in southern New Jersey to provide staff and parents with opportunities to attend college classes and strengthen their skills and knowledge in the field of early childhood.

Gateway has also been involved in the founding of the Cumberland County Council for Young Children. This council has provided an opportunity for parents with young children to come together with other community members to take steps to create a better foundation of services to help children and families take steps toward success.

The process of preparing the application brought together the resources of the state to help children and families. We look forward to seeing the impact of additional funding through the Race to the Top Early Learning Challenge.

Sincerely,

(b)(6)

NORTH HUDSON
COMMUNITY ACTION CORPORATION

JOSEPH M. MUNIZ
Chairperson

JOAN M. QUIGLEY
President/CEO

September 29, 2013

Attn: Ellen Wolock, Director
New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625

Dear Ellen:

The North Hudson Community Action Corporation (NHCAC) Head Start/Early Head Start (HS/EHS) Program is once again extremely excited about, and in full support of, New Jersey's application for the Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant (RTT ELC) Opportunity.

The HS/EHS Program has been a pillar in the North Hudson community for more than 30 years. Now serving 28 pregnant women and over 500 children and their families, the Program continues to cultivate a quality comprehensive program to ensure school readiness by enhancing the social and cognitive development of high need young children through the provision of education, health, nutritional, social and other parent support services. Undoubtedly, NJ's reform priorities under the RTT ELC grant mirror those of the NHCAC HS/EHS Program - ensuring that every child in New Jersey, regardless of zip code, will graduate from high school ready for college and career.

I am personally thrilled at the ongoing opportunity to: 1) highlight and model the high-quality services and collaborations that have always been part of Head Start's vision; 2) provide resources for other early childhood organizations to benefit from our practices and innovative approaches; and 3) access NJ DOE resources to further enhance the child, family, and staff outcomes currently produced by the NHCAC HS/EHS Program.

Do not hesitate to contact me if additional support information is needed.

Sincerely,

(b)(6)

NHCAC Head Start/Early Head Start

community Action PARTNERSHIP

Helping People. Changing Lives.
www.oceaninc.org

O.C.E.A.N., Inc.

P.O. Box 1029 Toms River, NJ 08754
Tel. 732-244-5333 Fax. 732-349-4227

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Donna Doherty
Head Start Director

CLIENT SERVICES
REPLY TO:

HEAD START / OCEAN, INC. KIDS CENTERS

☐ Saleem Abdullah
1 Ocean Avenue
Barnegat, NJ 08005
Tel. (609) 660-9101

☐ Berkeley
264 First Avenue
S. Toms River, NJ 08757
Tel. (732) 341-7557

☐ Brick
503 Adamston Road
Brick, NJ 08723
Tel. (732) 477-1155

☐ Manchester
2950 Wilbur Avenue
Lakehurst, NJ 08733
Tel. (732) 657-8076

☐ Toms River
1 College Drive
Toms River, NJ 08753
Tel. (732) 864-1401

☐ Lakewood
Meg Saunders,
Director
30 Eighth Street
Lakewood, NJ 08701
Tel. (732) 364-4333

October 8, 2013

New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, P.O. Box 500Trenton, NJ 08625

To Whom it May Concern:

O.C.E.A.N., Inc. is in full support of your Race to the Top Early Learning Challenge (RTT ELC) grant application.

This grant will help us to improve success in school and life by increasing access to high quality early learning programs for underserved children ages birth to five and by implementing a coordinated system of services.

There is no doubt that this grant will provide a statewide means of both improving the quality of all settings for underserved children, and connecting families to critical services upon entry to the early care and education system.

O.C.E.A.N., Inc. will make its resources available to support this grant by development and implementation of early learning standards, encouraging teachers to further their education via scholarships, work with teacher's assistants to get their CDA certification in early childhood education, as well as participate in the implementation of an electronic rating system.

It is our honor to provide this letter of support for the RTT ELC application. I can be reached at tgooding@oceaninc.org for additional information, if necessary.

Sincerely,

(b)(6)

☐ WEATHERIZATION
Todd Erickson, Manager
P.O. Box 1029
Toms River, NJ 08754
Tel. (732) 244-8176 Ext 20

☐ MORTGAGE COUNSELING
Pegeen Ford, Manager
P.O. Box 1029
Toms River, NJ 08754
Tel. (732) 244-2351 Ext. 22

☐ HOME ENERGY ASSISTANCE
Lori Sigrist, Manager
P.O. Box 1029
Toms River, NJ 08754
Tel. (732) 244-9041 Ext 16

☐ LAKEWOOD HOME ENERGY
Lori Sigrist, Manager
507 River Avenue
Lakewood, NJ 08701
Tel. (732) 942-3405

O. C. E. A. N., INC. IS AN EQUAL OPPORTUNITY EMPLOYER

United Way

PathStone
Connecting You to Opportunities

September 30, 2013

Ellen Wolock, EdD, Director
Division of Early Childhood
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock:

It is with great enthusiasm that PathStone support's the New Jersey Department of Education's application for the Race to the Top Early Learning Challenge.

PathStone is committed to the attainment of optimal physical, mental, and social health and well being for **all** infants and children. Improved access to quality health and educational services for preschool aged children -- all children in NJ, "normally developing" and children with developmental delays and /or disabilities is a critical priority. PathStone (www.pathstone.org) is working in communities throughout NJ to build, expand, and strengthen medical homes and to foster medical home neighborhoods, particularly for children with special health care needs. Children who attain the optimal health are best prepared to learn in inclusive environments. Our goal, with many partners, is to catalyze linkages between healthcare providers, families, public partners and communities… early care and education is an optimal opportunity to improve system integration for all children, especially those who are most vulnerable.

We are happy to commit to partner with you in several ways:

- to promote linkages between medical homes, hospital resources, Federally Qualified Health Centers, Early Care and Education, and other community resources to promote school readiness for children with high needs,
- to provide pediatric expertise and leadership from general pediatricians and developmental pediatricians,
- to continue to work with health care professionals to incorporate early identification and referral procedures within their practice protocols,
- to provide Migrant and Seasonal Head Start representation for the ELC Advisory Council, and
- to assist in any way we can to support this important initiative.

Should you need any additional information please feel free to contact me at the office: (717) 267-3275. On behalf of PathStone we wish you the best of luck with your application and we commit to partner with you on implementing your plan.

Sincerely,

(b)(6)

(b)(6)

Coalition of Infant/Toddler Educators

PO Box 141
Monmouth Junction NJ 08852

CITE
Coalition of Infant/Toddler Educators

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~ ~ ~

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~ ~ ~

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October 1, 2013

The Honorable Christopher D. Cerf
Commissioner
New Jersey Department of Education
100 Riverview Plaza
PO Box 500
Trenton NJ 08625-0500

Dear Commissioner Cerf:

The Coalition of Infant/Toddler Educators (CITE) supports the NJ Department of Education's application for the US Departments of Education and Health and Human Services' Race to the Top Early Learning Challenge Grant. CITE is excited about the federal government's interest in increasing access to quality care for infants, toddlers, and children through age five and the prospect of our state receiving grant funds to improve early care and education for New Jersey's youngest citizens.

CITE promotes quality infant and toddler care and education by building collaborations, providing professional development opportunities, support and resources and by influencing public policy. We are honored to be represented on the NJ Council for Young Children. CITE leadership is participating on most of the Council's committees and/or sub-committees. We are grateful for the opportunities to share the best practices of our field as New Jersey seeks to increase quality programming and services through a well thought out early care and education system.

CITE's most significant support of the Race to the Top Early Learning Challenge Grant application involves the requirement for states to implement a professional development system for all early childhood teachers and caregivers in the state, with an emphasis on individuals working with infants and toddlers. The NJ Infant/Toddler Credential outlines a path for that professional development.

The NJ Infant/Toddler Credential was created as part of *Campaign NJ: Better Baby Care,* a statewide initiative to improve the quality of care for all infants and toddlers in the state. *Campaign NJ: Better Baby Care* began in 2002 as a joint effort of CITE, the NJ Child Care Advisory Council, Professional Impact NJ, Advocates for Children of NJ, the NJ Department of Human Services and other state early childhood advocacy organizations. The credential was written with broad input from more than 100 early childhood experts and advocates and was completed in 2009. Since we are aware that NJ teachers and caregivers working with infants and toddlers are at all levels of professional development, the design includes many ways for an individual to earn the credential.

As professionals in the field, we know that we want to encourage all early childhood teachers and caregivers in all settings to begin a professional development path that could lead to undergraduate and graduate degrees in early childhood and related studies. The requirements

For the NJ Infant/Toddler Credential are rigorous and challenging. Earning the credential shows that individuals not only have the coursework knowledge, but also that they implement that knowledge and best practices in their work. For someone with an undergraduate or graduate degree, it is an additional specialization credential. For someone who is just beginning their professional development path, it is an introduction to community-based education and college coursework. Currently, courses meeting credential requirements are offered by more than a dozen colleges at locations statewide.

Our involvement in the development and implementation of the NJ Infant/Toddler Credential was the perfect precursor to our being actively involved in the development of the New Jersey Birth to Three Early Learning Standards. We look forward to remaining active on the Birth to Three Standards sub-committee of the NJ Council for Young Children as dissemination and outreach plans are designed and implemented.

CITE will continue to support the goals and requirements of the Race to the Top Early Learning Challenge Grant by our continued promotion and support of the NJ Infant/Toddler Credential and ongoing technical assistance to programs serving infants and toddlers and their families. We are encouraged by the concept of NJ's application, anticipate that all aspects will work in concert with the others, and pledge to continue to actively participate to ensure that these goals reach fruition. Please do not hesitate to call on CITE to contribute as appropriate.

Sincerely,

(b)(6)

Cc: CITE Board

CNJG

COUNCIL OF NEW JERSEY GRANTMAKERS/*Strengthening Philanthropy in our State*

Mailing Address:
101 WEST STATE STREET
TRENTON, NEW JERSEY 08608

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Nina Stack
President

September 30, 2013

Ellen Wolock, Director
Division of Early Childhood Education
New Jersey Department of Education
100 Riverview Plaza
Trenton, NJ 08625

Dear Dr. Wolock:

I am writing, as President and CEO of the Council for New Jersey Grantmakers, representing over 120 private foundations and corporate grantmakers in New Jersey, to support New Jersey's application for the Race to the Top Early Learning Challenge fund. Should New Jersey be awarded $45 million in federal funds as a result of this challenge, New Jersey, through a collaboration of the Departments of Education; Health; Children and Families; and Human Services, in partnership with the philanthropic sector and with early childhood educators, will continue to make progress toward a comprehensive system of high quality services for young children and their families. This grant will enable the state to build on the significant and successful investments it is making in preschool and Quality Rating and Improvement Systems for all early childhood programs, to continue to improve services, and make them accessible to more families throughout the state.

Your progress is of great interest to our members, many of whom make significant investments in programs that serve young children, especially children at risk. You have developed a comprehensive approach to the educational, social-emotional and health needs of children, the implementation of which will be enhanced should you be awarded the Race to the Top Early Learning Challenge funds.

Members of our philanthropic community stand ready to work, at both the state and community level, to continue to improve and expand services to young children and their families. This progress will have a salutary effect not only on these families, but also on New Jersey's economy.

Sincerely,

(b)(6)

monday morning inc.
A PROFESSIONAL CHILD CARE MANAGEMENT SERVICE

October 11, 2013

Ellen Wolock, Ed.D., Director
Division of Early Childhood Education
New Jersey Department of Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock:

I am happy to write a letter of support for the 2013 NJ application for the US Departments of Education and Health and Human Services Race to the Top Early Leaning Challenge Grant. If the New Jersey grant request is approved, I see a solid opportunity to implement a statewide system of early care and education that has long been a vision for the youngest citizens of New Jersey and their families.

I am the Executive Director of Monday Morning, Incorporated, a professional family child care system, based in Bridgewater, New Jersey. Monday Morning, Inc. was established in 1980 and has worked with a system of hundreds of family child care providers and countless parents in Central New Jersey in the last 33 years (Union, Somerset, Hunterdon, Middlesex, and Mercer Counties along with the neighboring areas of Essex and Morris Counties). MMI has always had a strong commitment to the early childhood community and has also been an active participant in national, state, and local professional associations supporting early care and education and family child care. In July, 2009, I completed my term as the President of the National Association for Family Child Care. I have remained active in the field and have consulted with other national organizations, including Zero to Three, to strengthen support services for family child care providers and advocates for early care and education.

To me, this grant would enable us to fully coordinate statewide services to infants and young children and their families throughout our state. In the last three years, the NJ Council for Young Children has led the effort to begin this work, and much has been accomplished.

- The Quality Rating Improvement System, Grow NJ Kids has been redesigned for center-based programs and field tests are in process. The redesign of a QRIS for family child care programs has been planned.
- The NJ Birth-Three Early Learning Standards have been created and are being disseminated, and the work to create implementation strategies and community outreach has begun. I was honored to be a part of that committee work.
- Additional work has been done on Data Alignment for early care and education systems, Family Outreach, and Early Childhood Workforce Development.
- NJ is improving capacity in the area of infant and early childhood mental health by

bringing in Michigan's infant mental health endorsement and expanding our use of the Pyramid Model to support social emotional development.

Throughout my career, I have been a strong advocate for improving the quality of care for the young children of New Jersey through my Board memberships in the Coalition of Infant/Toddler Educators (CITE) and other NJ early childhood organizations. I was a founding and lead member of *Campaign NJ: Better Baby Care* which created the NJ Infant/Toddler Credential and was a lead advocate for the family child care Quality Rating and Improvement System (QRIS) participating in the committee that created the original FCC QRIS. I see a statewide QRIS system as a means to not only define quality in all child care settings, but also as a blueprint to fully implement a statewide system of early care and education. If NJ is awarded this grant, I will continue to work on the goals and strategies outlined in the proposal.

Sincerely,

(b)(6)

(b)(6) Monday Morning, Inc.
(b)(6) Coalition of Infant/Toddler Educators (CITE)
568 Parkview Avenue
North Plainfield, New Jersey 07063
(b)(6)
Email: (b)(6)

NJACCRRA
NJ Association of Child Care Resource and Referral Agencies

PO Box 55816
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Phone: 732-947-8730
Fax: 609-989-806
E-mail: info@njaccrra.org

www.njaccrra.org

September 16, 2013

Chris Cerf
Commissioner
New Jersey Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf,

Thank you in advance for taking the time to read my letter. My name is Rebekka Zydel and I am President of the New Jersey Association of Child Care Resource and Referral Agencies (NJACCRRA). I am writing to urge you to identify the Child Care Resource and Referral Agencies (CCR&Rs) as providers of technical assistance, professional development, and parent engagement in your preparation of the New Jersey Race to the Top Challenge Grant Application and Grow NJ Kids.

First, and most important, the Child Care Resource and Referral Agencies are a well-established infrastructure that has strong relationships with the early childhood education providers throughout the state. The local CCR&R's work with all components of the child care industry: parents, child care providers and the agencies and entities serving parents and providers. As such, they are best prepared to identify and meet the needs of child care providers for training and technical assistance. In addition, they are most knowledgeable about other services for providers offered by state and local organizations and have experience with implementing practices and policies designed to help close the achievement gap for all children. As a long standing member of NJACCRRA, I know that when the Division of Family Development, Office of Licensing, Department of Children and Families, Department of Health and Human Services, as well as Rutgers and NIEER require data related to and information shared with the early childhood community they count on the CCR&Rs as a link to this population. I'm sure we can agree that with suitable funding and reasonable standards investing in an existing infrastructure with established relationships is wise.

New Jersey's CCR&Rs are also the leading provider of training and technical assistance for child care providers in New Jersey. CCR&Rs hire educated and experienced individuals to train and offer technical assistance to child care providers. Among the training and technical assistance staff employed at the CCR&Rs many have a Master's Degree and large majority have a Bachelor's Degree. In addition, more than half have a degree in early childhood or a related field, a vast majority have experience working with 3-and 4-year-olds as well as have experience working with infants and toddlers. CCR&Rs serve a diverse array of providers in a variety of settings including center-based, family child care, Head Start, school-age programs, and public

Pre-K. They are also responsible for conducting the home inspections for Registered Family Child Care Providers. The training and technical assistance delivered by CCR&Rs helps child care providers meet licensing requirements and improve program quality. In the past year, CCR&Rs collectively held thousands of trainings for tens of thousands of participants on a range of topics including child development, early childhood curriculum, working with children with special needs, behavior management, social-emotional development, and health and safety. In addition, the CCR&Rs conducted hundreds of technical assistance visits.

The New Jersey CCR&Rs have a long history of implementing quality improvement programs in NJ. Training and technical assistance are the major quality improvement activities that are delivered by CCR&Rs. Recent statewide initiatives include: providing training and technical assistance for the Nutritional and Physical Activity Self -Assessment for Child Care (NAP SACC) NJ Obesity Prevention Initiative; providing training and technical assistance to centers and homes implementing the Strengthening Families through Early Care and Education program Initiative (SFI); providing training that informs the child care workforce of the benefits of joining the Professional Impact NJ Registry; offering training on obtaining the Infant-Toddler Credential and Child Development Associate (CDA); and providing training in the Pre-K Classroom Assessment Scoring System (CLASS).

Through the NJ First Steps Infant/Toddler Specialist Initiative, a program of the NJ Department of Human Services, Division of Family Development , the CCR&Rs selected to provide regional training: Programs for Parents, Inc., serving the northern region and Community Coordinated Child Care of Union County (4Cs), serving the central region, provide child care program assessment; regional and statewide training; on-site consultation and technical assistance; and assistance in achieving the NJ Infant/Toddler Credential to infant toddler providers. In the past year, the First Steps grantees in collaboration with the local Child Care Resource and Referral Agency held thousands of trainings reaching tens of thousands of participants, provided coaching and program improvement for over one thousand providers; and assisted a significant number of infant- toddler caregivers in attaining their Infant Toddler Credential. This further demonstrates the need to expand this service by making the Child Care Resource and Referral Agencies a logical location to contract with the CCR&Rs to hire an Infant/Toddler Mental Health Consultant or a Child Care Health Consultant if included in the Race to the Top application.

Staff from the CCR&Rs is also involved in many of the committees of the NJ Council for Young Children. Several CCR&R staff members sit on the Early Learning and Development Standards Committee of the NJ Council for Young Children and assisted in the development of the Birth to Three Early Learning Standards. Currently, this committee is working on developing training to help bring these standards to child care providers. The CCR&R trainers are ready to bring this critical training to child care providers in their communities.

Since the beginning, the CCR&Rs have been involved in the development and implementation of a quality rating and improvement system in NJ. As members of the Program Quality Committee of the Council for Young Children, CCR&R staff helped to develop the tool and plan for implementation for Grow NJ Kids. Presently, the following CCR&Rs, Programs for Parents in Essex County, Community Child Care Solutions-Diocese of Metuchen serving Somerset and Middlesex County, and Child & Family Resources of Morris County are participating in the test drive of Grow NJ Kids. In addition, CCR&R staff serves as active members of the NJ Council for

Young Children Coordinated Data Systems Committee, Improved Outreach/Communication Committee, and Workforce Preparation Committee.

These above mentioned projects are just a few examples of utilizing an existing infrastructure, applying standards for implementation, and achieving successful outcomes. With all that is occurring in this unpredictable economic climate, why should we take any chances in potentially duplicating an existing infrastructure?

I realize that you have many things to consider in writing the Race to the Top grant and implementing Grow NJ Kids. Child Care Resource and Referral Agencies can be a valuable partner in developing a bold and comprehensive plan for raising the quality of early learning programs. But if duplicating services and not thoroughly exploring existing opportunities occurs, then are we assuring collaboration and coordination? I am hopeful you will find a way to include the Child Care Resource and Referral Agencies in this process and welcome the opportunity for further discussion. Please do not hesitate to contact me directly at 973-601-6140.

Sincerely yours,

(b)(6)

CC:

(b)(6)

NJAEYC
NEW JERSEY ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
P.O. Box 426 • Monmouth Junction, New Jersey 08852 • (732) 329-0033

September 26, 2013

Ellen Wolock, Ed.D
Director
Division of Early Childhood Education
State of New Jersey
Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500

Dear Dr. Wolock,

The New Jersey Association for the Education of Young Children, an affiliate organization of the National Associate for the Education of Young Children, supports the New Jersey Department of Education in its application for a 2014 Race to the Top Grant.

As a leading voice demanding quality early childhood education for children birth through age 8, we are excited to be part of the conversation regarding the increasing quality of all programs affecting children from birth to eight years old and their families.

The development in New Jersey of learning standards for children from birth through three and the alignment of our state early learning standards to now encompass the care and education from Birth to Grade Three are accomplishments that can only improve our ability to meet each child's needs in a coherent and progressive manner.

The Quality Rating Improvement System, which includes accreditation by the National Association for the Education of Young Children as its highest rating, and the calibration and alignment of statewide early childhood coursework and professional development will directly affect the care and education of our youngest citizens. We also applaud the state in its work to develop an infant mental health endorsement for professionals as well as the expanded use of the Pyramid Model in supporting healthy social emotional development.

The former K-8 system of teacher training and certification did not recognize the unique developmental needs of children four through eight years old. As the field of early childhood education has gown, along with the educational research that supports the delivery of the highest quality of services to our children, professional development for teachers and caregivers from birth through third grade must reflect this research and the use of pedagogy appropriate to the children' developmental levels.

Sincerely,

(b)(6)

New Jersey Association of School Administrators

920 West State Street • Trenton, New Jersey 08618-5328
609.599.2900/ Fax 609.599.1893 website: www.njasa.net

Richard G. Bozza, Ed.D.
Executive Director

October 3, 2013

Tracey Severns, Ed.D.
Chief Academic Officer
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Dr. Severns:

I am pleased to report the enthusiastic support of the New Jersey Association of School Administrators (NJASA) for the New Jersey Department of Education application for the Race to the Top Early Learning Challenge grant. The application contains key components that the NJASA leadership believes will enhance education for New Jersey's youngest learners and build upon the achievements improving and aligning services for infants and young children gained during the past few years. We believe that the following components of the application hold great value toward achieving that end:

1. Implementation of the Quality Rating Improvement System in sites serving high needs children;
2. Alignment of the early childhood standards from birth to third grade;
3. Training in our progression of family engagement and health program standards;
4. Calibration and alignment of statewide early childhood coursework and professional development;
5. Introduction of a statewide kindergarten entry assessment;
6. Selection and implementation of a data warehouse to ensure that data systems can address and assess efficacy of programs and services; and
7. Professional development for administrators and kindergarten through third grade teachers to ensure that the gains made in preschool continue throughout the early elementary years.

Please do not hesitate to call upon the Association and its members to support the important work that is being accomplished through the efforts of your staff and the Race to the Top Early Learning Challenge grant funding.

Sincerely,

(b)(6)

October 6, 2013

The Honorable Chris Cerf, Commissioner
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Commissioner Cerf:

The New Jersey Council for Young Children, the Governor's State Advisory Council (SAC), is submitting this letter to express support for New Jersey's application for the federal Race to the Top Early Learning Challenge Grant. The New Jersey Council for Young Children has played a pivotal role in the early care and education paradigm shift that has taken place at the state-level. The required membership on the Council for Young Children, stated in the Improving Head Start for School Readiness Act 2007, has created a space for intentional cooperation and alignment of many services, systems and programs at the state level. This second release of the Race to the Top Early Learning Challenge finds New Jersey perfectly poised to respond to this invitation.

Specifically, the Council for Young Children has been instrumental in the revision and system design of New Jersey's QRIS, Grow NJ Kids. The Council for Young Children also commissioned several studies: 1) New Jersey Higher Education Inventory, 2) Status of infant/toddler center-based care in New Jersey and 3) Identifying strategies to disseminate early care and education information to hard to reach parent populations. Also, committee work conducted as part of the Council for Young Children has resulted in the creation of NJ's Birth to Three Early Learning Standards, the revision of NJ's Early Care and Education Career Lattice, the revisions of the Core Competencies for Early Childhood Professionals, and the adoption of the Michigan Infant Mental Health Endorsement. In addition, the Data Committee has identified data systems in NJ and created overarching questions to form a comprehensive data system that will merge and aggregate information, already being collected by various departments and programs, to inform funding decisions, service delivery and program development. All of these activities and commissioned works have significantly contributed to the state's Race to the Top Early Learning Plan.

Although federal funding for the Council for Young Children has ended, the State is committed to maintaining the role of the Council, which is evident in the Council's prominent role in the Race to the Top Early Learning Plan. The Council for Young Children still has much work to do and successful receipt of the Race to The Top Challenge grant will help New Jersey fulfill its plan to make available high quality early learning experiences to all children and families, regardless of where they go for early care and education services.

(b)(6)

New Jersey Early Care and Education Alliance

"Standing Together to Make a Difference"
PO Box 1322 Williamstown, NJ 08094
Co-Chairs: E. Thomas 856-582-8282 Ext. 149
Marcia Bennett 732-833-7631

September 25, 2013

The Honorable Christopher D. Cerf
Commissioner
New Jersey Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Mr. Cerf,

The New Jersey Early Care and Education Alliance is a non-profit group that addresses issues relating to the care and education of children birth through age eight. This letter supports the application for the Race to the Top Learning Challenge grant.

The Alliance applauds the accomplishments of state departments and the Council in working toward a comprehensive, coordinated system for early care and education in New Jersey. The establishment of the Council has enhanced the ability of state departments to share information and decision making related to early care and education. Compatible department data systems will align and further enhance that process, aid coordinated planning, and address efficacy.

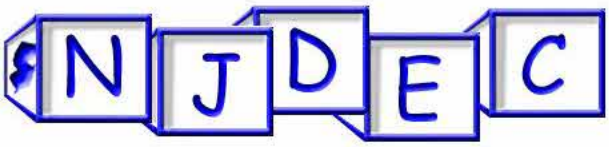
The Quality Rating Improvement System will assist programs in moving toward a better quality in a systematic way. Hopefully the Race to the Top grant would enable a more expedient implementation than is currently planned. Also related to quality is the work being done on the development of the workforce including preparation, credentials, and participation in The Registry. Articulation between two and four year institutions and the alignment of non-credit coursework including the Child Development Associate credential has long been a barrier to professional development for those already working the field of Early Care and Education. The revision of the core competency statement and the Career Lattice along with surveying presently offered credit coursework should point to the next steps needed in creating a smooth path toward a degree.

The recently published *New Jersey Birth to Three Early Learning Standards* are a welcome addition to the preschool standards maintaining the unique developmental needs of young children. The former Abbott districts have provided New Jersey with a successful model that includes appropriate curricula for young children. We are hopeful this will be kept in mind as a Kindergarten assessment is designed and there is continued alignment with preschool to early elementary grades. Training for Kindergarten to third grade teachers and especially for leadership is essential to that process.

The Department and the Council have provided a clear outline for future direction. A Race to the Top grant would help implement that direction and would provide New Jersey with a needed coordinated system for early care and education.

Sincerely,

(b)(6)



New Jersey Division for Early Childhood

www.dec-sped.org/New_Jersey_DEC

October 6, 2013

Ellen Wolock, Ed.D, Director
Division of Early Childhood Education
State of New Jersey
Department of Education
PO Box 500
Trenton, New Jersey, 08625-0500

Dear Dr. Wolock:

I am writing in support of New Jersey's application to the *Race to the Top Early Learning Challenge* grant. The focus goals of this year's application are in-line with our mission statement. We are an "*organization designed for individuals who work with, or on behalf of children with special needs, birth through age eight, and their families. We are dedicated to promoting practices and policies that support families and enhance the optimal development of children.*"

As advocates for developmentally-appropriate practices, we see such positive benefits in focusing not only on Early Childhood Standards from birth to grade three, but also on pre-professional education and on-going professional development to ensure that these practices are the hallmark of early childhood education in New Jersey. In light of the many stressors impacting families in our state, including those caused by the impact of *Super Storm Sandy,* as well as families dealing with unemployment or underemployment, we are also excited about the focus on family engagement and the positive impact this will have on the lives of the youngest residents in our state. New Jersey has had a long-term commitment to early childhood education and this grant will continue that commitment so that all young children in our state have access to quality education and care, regardless of where they live or the specific aspect to their "high needs".

NJDEC looks forward to working with others on these initiatives by sharing information with our members via our newsletters and/or providing workshops on various topics at our annual conferences. Please do not hesitate to contact us as partnership opportunities become available.

Eileen

Eileen C. McCann, MA
President, NJDEC
EMcCroker@aol.com

New Jersey PTA®
everychild.onevoice.®

Statement of Support

New Jersey Department of Education October 2013

On behalf of the 150,000 members of the New Jersey Congress of Parents and Teachers, I would like to offer our assistance and support for the New Jersey Department of Education's Race to the Top Early Learning Challenge. PTA is the largest and oldest volunteer association and our mission statement is to advocate for children and youth to provide a quality education for all.

PTA supports effective early education development programs for children from birth to age five that are adequately funded, developmentally appropriate, and coordinate comprehensive services for young children and their families. Early childhood programs should include strong family involvement components. PTA supports federal and state incentives for quality child care and preschool programs that are affordable and accessible, coordinated at all levels (federal, state and local) and ensures quality in teacher training, health and safety standards.

We support the Department of Education in their efforts to advance quality early childhood initiatives and promote family engagement.

Our organizational support will include:

- Opportunities for presentations to groups of parents throughout the State of New Jersey
- Promotion of educational information on all of our social media sites
- Distribution of materials to all of our members
- Participating in planning, attendance at meetings and assistance with implementation

Organization:

(b)(6)

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(b)(6)

(856)461-5965
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New Jersey School Boards Association

413 West State Street, P.O. Box 909 Trenton, NJ 08605-0909
Telephone: 609.695.7600 • Toll-Free: 888.88NJSBA • Fax: 609.695.0413

Lawrence S. Feinsod, Ed.D.
Executive Director

September 26, 2013

Christopher D. Cerf, Commissioner
New Jersey Department of Education
P.O. Box 500, 100 Riverview Plaza
Trenton, NJ 08625

Dear Commissioner Cerf:

I am expressing the New Jersey School Boards Association's wholehearted support of the New Jersey Department of Education's application for the Race to the Top Early Learning Challenge grant.

Our organization, which represents the state's local boards of education and includes the majority of New Jersey's charter schools, has long recognized the importance of early childhood education in the future academic success of students. NJSBA's history of support for the concept includes advocacy in the late 1970s of required programming for children with special educational needs and consistent policy beliefs recognizing the value of full-day Kindergarten and pre-school programming for all students.

NJSBA also recognizes the importance of health and family-support services within the context of pre-school education.

Based on our policies, we strongly support the goals of New Jersey's Race to the Top Early Learning Challenge application. Of significant importance are the alignment of standards for the provision of early childhood education programs, the use of data to assess the effectiveness of programs, and professional development for educators to ensure continuation of academic progress through the primary grades.

We believe that the goals outlined in the Race to the Top Early Learning Challenge grant application will enable our state to further advance early childhood education for New Jersey's children.

Sincerely,

(b)(6)

(b)(6)

c.c.: (b)(6)

New Jersey State Interagency Coordinating Council

Early Intervention For Infants and Toddlers With Disabilities

September 27, 2013

Ellen Wolock, Ed.D, Director
Division of Early Childhood
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock:

This letter from the New Jersey State Interagency Coordinating Council (SICC) is to provide support and commitment to the New Jersey Department of Education's application for the ***2013 Race to the Top Early Learning Challenge Grant*** (ELC).

The New Jersey Early Intervention System (NJEIS) provides services to approximately 22,000 infants and toddlers with disabilities and their families each year and the SICC is committed to the incentive of this application to improve access to quality health, developmental, educational and child care services for infants and toddlers across early childhood systems. The SICC finds that this grant provides an opportunity to address one of the priorities identified by the SICC to improve access for families with young children with disabilities to quality infant and toddler natural environments (child care, Early Head Start and family day care) through the ***Quality Rating Improvement System, Grow NJ Kids.*** Additionally, this opportunity will provide families increased opportunities as their children transition to preschool to participate in quality community settings prepared to include children with disabilities.

The SICC supports the NJEIS's activities to disseminate the ***New Jersey Birth to Three Early Learning Standards*** to families and providers and facilitate their use in early learning and development settings. The SICC is supportive of the alignment of standards from Birth to Third Grade.

The SICC's, Early Learning Challenge sub-committee is charged with informing SICC members of current initiatives influencing the lives of infants and toddlers. Currently, the committee is reviewing infant and toddler modules to support social-emotional development and assist in the cross system commitment to improve infant mental health and social-emotional development.

The SICC is committed to partner with this cross-system, interdepartmental initiative by:

- Contributing expertise to module development specific to infants and toddlers with disabilities and early intervention for implementation cross-sector through the training academies;
- Providing expertise in system design for the implementation of early screening tools and standards for the field;
- Advising the NJEIS system in training in the areas of family engagement; and
- Supporting, through the lead agency, child find and public awareness activities designed to increase early identification and referral to the NJEIS through the system point of entry.

Should you need any additional information please feel free to contact me by email at wmoore@childrens-specialized.org. On behalf of the SICC we wish you success with the application and commit to partner with you on implementation of New Jersey's Early Learning Challenge High Quality Plan.

Sincerely,

(b)(6)

ATTACHMENT 20 - Professional Assns and Councils

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
STATE SPECIAL EDUCATION ADVISORY COUNCIL
P.O. BOX 500
TRENTON, NEW JERSEY 08625-0500

Chris Christie
Governor

Kim Guadagno
Lt. Governor

Christopher D. Cerf
Commissioner

October 3, 2013

Dr. Ellen Wolock, Administrator
NJ Department of Education, Division of Early Childhood Education
PO Box 500, 100 Riverview Plaza
Trenton, NJ 08625-0500

Dear Dr. Wolock,

The New Jersey State Special Education Advisory Council (SSEAC) is pleased to offer our strong support for your 2013 Race to the Top Early Learning Challenge Grant application. We are comprised of parents, self-advocates, educators, and representatives of state organizations that serve youth with disabilities. We have particular interest in education and family involvement to support our youth with disabilities, so that they may have quality educational experiences that will lead to them reaching their full potential as they transition through their early learning years, school, and into adulthood.

We are hopeful that making early learning a top priority in the state will enhance the connection between Early Intervention's focus on the natural environment and the education system's focus on the Least Restrictive Environment. Your application will provide greater inclusive opportunities for young children in which they can experience natural educational settings and interact with diverse peers. This grant will also help build capacity to sustain inclusive opportunities as children transition from preschool to elementary environments and further.

We want to recognize a goal of the grant that will align early childhood standards from Birth to Third Grade. We believe this focus will provide the needed connection to standards and high expectations as the children move into educational settings focused on the Common Core State Standards and NJ Core Curriculum Content Standards. The earlier students are exposed and supported in high quality programs based on standards, the smoother and more effective the transition to school will be for these students.

Continued progression of your family outreach is an important and significant aspect of this grant. We feel that the collaboration of families and professionals in early intervention and educational settings is vital for articulation and positive outcomes for our children with disabilities. We appreciate that there will be input from families, a parent handbook, assessment

of family outcomes, and a family portal for parents to access ratings. These initiatives with consideration of cultural and linguistic competency, as well as family literacy, will lead to effective outcomes for families. All children deserve the same opportunities to participate in quality programming and benefit from the advantages gained by participation in such programs.

The council also appreciates your focus on data collection that will be used to determine the efficacy of the grant initiatives. Accountability and continued assessment is vital in determining if expected outcomes are realized.

The council enthusiastically supports your Race to the Top Early Learning Challenge Grant application and is looking forward to hearing about the exciting accomplishments from the grant.

Sincerely,

(b)(6)

(b)(6) New Jersey State Special Education Advisory Council

Listening. Learning. Leading.®

Educational Testing Service
Rosedale Road
Princeton, NJ 08541

Michael T. Nettles
Senior Vice President and
Edmund W. Gordon Chair of
Policy Evaluation and
Research Center MS 19-R
Phone: 1-609-734-1236
Mobile : 1-609-439-6055
Fax: 1-609-734-5960
Email: **mnettles@ets.org**

Wednesday, September 25, 2013

Christopher Cerf
Commissioner of Education
New Jersey Department of Education
PO Box 500
100 Riverview Plaza
Trenton, NJ 08625-0500

Dear Commissioner:

I am happy to write this letter in support of the New Jersey Division of Early Childhood Education application for the Race to the Top Early Learning Challenge (RTTT ELC) Grant proposal. Their proposal lists seven main areas of focus:

1. Rollout of Quality Rating Improvement System in sites serving high needs children
2. Alignment of all of early childhood standards from Birth to Third Grade
3. Training in progression of family engagement and health program standards
4. Calibration and alignment of statewide early childhood coursework and professional development
5. Gradual rollout of a kindergarten entry assessment
6. Investment in a data warehouse to ensure that data systems can answer critical questions about efficacy
7. Kindergarten to third grade teacher and leader training to ensure that the gains made in preschool continue in the early elementary years

Together these areas of focus will make a valuable contribution toward the state's efforts to improve the quality of early childhood education in New Jersey.

The new grant will build upon the work and accomplishments that have recently been achieved with the prior investment of Race to the Top funding. I, along with colleagues at ETS, am particularly interested in the development and implementation of the early learning standards, the data warehouse, and the kindergarten entry assessment.

I know the New Jersey Division of Early Childhood Education will submit a very high quality proposal. ETS is here to offer assistance as needed.

Best Wishes,

(b)(6)

NIEER
NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH

73 Easton Ave., New Brunswick, NJ 08901
Tel 848.932.4350 Fax 732.932.4360

October 7, 2013

Mr. Chris Cerf
Commissioner
New Jersey Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

I am writing to support New Jersey's application for a RTT-ELC grant. The state of New Jersey—including the State Advisory Committee, the Department of Education, and other state agencies who have provided superb leadership—have engaged with stakeholders throughout the state including NIEER to develop a system that provides some of the nation's best early learning programs with a focus on high needs children. NIEER has been extensively involved with the State Advisory Council and Department of Education to conduct needs assessments and assess the quality of programs for children birth to five as well as to develop future plans for systems that respond to the identified needs. No state has committed more resources to high needs young children than New Jersey and the RTT-ELC grant will support critical efforts to build on this foundation a model that will be set the bar for other states, particularly with respect to the quality needed to make substantive contributions to early learning and development for children with the greatest needs.

Recent early learning accomplishments by the state include:

1. Redesigning the QRIS and launching a test of its performance as part of the continuous improvement of QRIS as the state begins roll out.
2. Creating and disseminating New Jersey's B-3 Early Learning Standards
3. Describing the state's early care and education data systems and drafting objectives for data sharing.
4. Conducing studies of outreach to hard to reach populations, and then developing, and, implementing new models for outreach.
5. Collecting a survey on the quality of early childhood coursework and participation to provide input to the now revised early childhood workforce core competency and knowledge framework and career lattice.
6. Increasing our capacity in infant and early childhood mental health by adopting Michigan's infant mental health endorsement and expanding our use of the Pyramid Model to support socio-emotional development.

New Jersey has proposed a comprehensive set of activities to be supported with the RTT-ELC grant that address the identified needs our children, particularly the most vulnerable, some of whom live in areas that are among the poorest in the United States despite the overall affluence of our state. These activities include:

1. Rollout of a well-tested and effective QRIS prioritizing all sites serving high needs children.
2. Alignment of all of our early childhood standards from birth through third grade.
3. Training in our progression of family engagement and health program standards.
4. Calibration and alignment of statewide early childhood coursework and professional development.
5. Rollout of the kindergarten entry assessment.
6. Creation of a well-functioning data warehouse to inform policy and practice.
7. Integrated preschool and kindergarten to third grade teacher and leader training to help ensure that the gains made in preschool continue in the early elementary years.

I am pleased that NIEER will be able to help support these activities. For example, NIEER will be participating in the validation of the QRIS, collecting valid and reliable data on program quality, and working with the Department on the provision of leadership academies focused on early education excellence. The needs assessment activities supported by the state in which we have participated have generated an unprecedented level of enthusiasm for moving ahead in New Jersey to improve early learning programs beginning with infants and toddlers and continuing through the early grades. An ELC-RTT grant would enable the state to provide the resources that would build on this enthusiasm to produce tremendous progress for young children and their families.

Sincerely,

(b)(6)

Board of Governors Professor of Education, Rutgers--The State University of New Jersey

ATTACHMENT 20 - Research and Resource Organizations

NJ State Library
An affiliate of Thomas Edison State College

PO Box 520
Trenton, New Jersey 08625-0520

609-278-2640
www.njstatelib.org

September 30, 2013

The Honorable Christopher D. Cerf
Commissioner, New Jersey Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

The New Jersey State Library supports the New Jersey Department of Education (DOE) and its programs and other agencies working together to apply for the Race to the Top Early Learning Challenge Grant Opportunity. At the New Jersey State Library we believe access to information and libraries empowers people, organizations and government. As the leader of the more than 2,000 member libraries in the NJ Library Network, the State Library takes a proactive and innovative approach in guiding libraries and providing information to foster a literate, productive and competitive New Jersey.

The public library is often the first place that many families of children ages birth to five go for books, services and resources. Low-income or disadvantaged families are particularly likely to use the free resources available to them in public libraries. They offer storytimes and other programs that model strategies for parents to use to help their children develop early literacy skills. They also have non-print resources like computers and e-readers that help promote early learning and school readiness for families and their children. Many libraries already work with state agencies such as Early Head Start as well as their local child care and preschool agencies to provide regular programming for children from birth to age five. The libraries also provide information on health care providers and educational services, such as lists of local day care facilities and preschools available in the area.

All of the public libraries in New Jersey, through the State Library's NJ Library Network, will support the RTT-ELC Program by working with other educational agencies to provide resources, information about local health care resources, free computer access and meeting room space and opportunities for professional development for staff working with young children. School librarians in high schools that offer educational classes for pregnant and parenting teens can also assist by providing materials to help them nurture their child's early learning and developmental needs.

The Public Library Association and the Association for Library Service to Children (ALSC) of the American Library Association published a revised edition of its early literacy toolkit in 2011 called Every Child Ready to Read® @ your library® (ECRR) that many libraries purchased and

use in their regular programming. This resource provides a curriculum and materials to help parents and caregivers recognize and foster the early literacy development of their children from birth to age five. Public libraries can support RTT- ELC Program by making these toolkits available for all agencies working with all children and their families, regardless of their developmental needs.

The Youth Services Specialist from the State Library currently represents the interests of the Gloucester County public libraries at the NJ DOE's Division of Early Childhood Education - New Jersey Council for Young Children's Parent-Led Cumberland County Council for Young Children (CYC) pilot program. The Youth Services Specialist would be happy to continue to provide representation at future CYC meetings.

Studies have shown that people who regularly use libraries are better readers, higher achievers, and more successful workers. The New Jersey State Library, through its member libraries in the NJ Library Network, is committed to assisting agencies in implementing the components of the RTT-ELC Program by continuing to offer resources and services free to their youngest users and their families to help them to achieve success in school and in lifelong learning.

Sincerely,

(b)(6)

ATTACHMENT 20 - Health Organizations

American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™
New Jersey Chapter

New Jersey Chapter Executive Committee

President
Margaret C. Fisher, MD, FAAP
Chair, Department of Pediatrics
Medical Director
The Children's Hospital at
Monmouth Medical Center
300 Second Avenue
Long Branch, NJ 07740

Vice President
Elliot H. Rubin, MD, FAAP
University Pediatric Associates, PA
317 Cleveland Ave. 2nd Floor
Highland Park, NJ 08904

Vice-President Elect
Jeffrey Bienstock, MD, FAAP
PediatriCare Associates
20-20 Fair Lawn Avenue
Fairlawn, NJ 07410

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1285 Broad Street
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Immediate Past President
Stephen G. Rice, MD, PhD, MPH, FACSM, FAAP
Director, Sports Medicine Fellowship
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Jersey Shore University Medical Center
1945 State Route 33
Neptune, NJ 07754

Chapter Executive Director
Fran Gallagher, MEd
3836 Quakerbridge Road, Suite 108
Hamilton, NJ 08619
Phone: 609-842-0014
Fax: 609-842-0015

September 30, 2013

Ellen Wolock, Ed.D
Director
Division of Early Childhood Education
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock,

On behalf of the NJ Chapter, American Academy of Pediatrics (NJAAP), and the Pediatric Council on Research and Education (PCORE), the quality improvement arm of the NJAAP, we are pleased to submit this Letter of Support for the New Jersey Department of Education's application for the Race to the Top Early Learning Challenge grant.

NJAAP/PCORE is dedicated to improving the health and well-being of the children of NJ by working with healthcare professionals to improve health policies and practices and to educate primary care providers and parents on preventative health topics within the context of a family centered medical home. Our quality improvement programs provide effective and culturally competent messages about the importance of early detection of developmental delays by incorporating developmental screening tools and appropriate referral to early intervention services to promote child physical, social-emotional, cognitive and behavioral health and wellbeing. In addition to partnering with DCF on the Help Me Grow initiative, NJAAP/PCORE currently collaborates with the Central Jersey Family Health Consortia and the Statewide Parent Advocacy Network (SPAN) on programs to support families and improve health outcomes for young children.

NJAAP/PCORE is pleased to continue our collaborative work together to ensure early and appropriate referrals and linkages for parents and families of young children across the state.

Sincerely,

(b)(6)

CJFHC
Central Jersey
Family Health Consortium

2 King Arthur Court, Suite B
North Brunswick, NJ 08902
P 732-937-5437
F 732-937-5540
www.cjfhc.org

September 26, 2013

The Honorable Chris D. Cerf
Commissioner
New Jersey Department of Education
100 River View Plaza
PO Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

I am pleased to submit this letter of support from the Central Jersey Family Health Consortium, Inc., (CJFHC) to the NJ Department of Education (DOE) for your application to the US Department of Education Race to the Top Early Learning Challenge (RTT-ELC) grant.

As a regional perinatal health Consortium, our mission is to improve the health of women of childbearing age, infants, and children in the region through the collaborative efforts of member hospitals, providers, and consumers. CJFHC primary service area includes Hunterdon, Somerset, Middlesex, Mercer, Monmouth and Ocean Counties. The Consortium has a long standing history of working collaboratively with state and local partners to provide services to pregnant women and families in the region. CJFHC is pleased to be a part of the planning and implementation of this important initiative. Currently, the Consortium operates a variety of programs that support health services and health education in our region, including the following:

- Strong Start for Mothers and Newborns Initiative CMS grant, an effort by the US Department of Health and Human Services, aims to reduce preterm births and improve outcomes for newborns and pregnant women. Utilizing the Centering Pregnancy model of enhanced prenatal care, the program will offer Centering/Group prenatal care that incorporates peer-to-peer interaction in a facilitated setting for health assessment, education and psycho-social support.

- Mid-Jersey CARES (Collaboration, Advocacy, Resources, Education and Services) for Special Children Collaborative, a Regional Early Intervention Collaborative (REIC) and Mercer Early Intervention Service Coordination whose goal is to help coordinate, strengthen and improve early intervention services for children with special needs, ages birth to 3, and their families.

- Parent and Home Visitor Connection, a central intake and referral system in Middlesex and Somerset Counties. The central intake works to ensure pregnant and parenting women are connected to evidenced based home visitation services such as Health Families, Parents as Teachers, Nurse Family Partnership, Parent Child Home, Early Head Start and other community based resources.

- Healthy Families Program of Middlesex and Monmouth and Somerset Parents as Teachers Home Visiting Programs working to provide support services and linkages, education on child development and healthy parenting behaviors, and early identification of development delays using the ASQ-3 and ASQ-SE with families from pregnancy to age 3.

CJFHC fully supports the goals of RTT-ELC to improve early-learning and the development of programs for young children include and increasing the number of low-income and disadvantaged children in each age group of

ATTACHMENT 20 - Health Organizations

infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs, and assist in the design and implementation of early learning and services.

Should you have any questions or need additional information, please feel free to contact me at (732)937-5437.

Sincerely,

(b)(6)

Children's Specialized Hospital

Amy B. Mansue
President and CEO
Children's Specialized Hospital
200 Somerset Street
New Brunswick, NJ 08901

September 26, 2013

To Whom It May Concern:

Children's Specialized Hospital (CSH) is a specialized pediatric rehabilitation hospital. CSH wholeheartedly supports the New Jersey Department of Education's (NJDOE) application for the U.S. Department of Education's and Health and Human Services' "Race to the Top Early Learning Challenge" grant opportunity. New Jersey is a leader in high-quality preschool programs through its partnerships with child care centers and low-income public school districts. Although there are many programs across our state serving high-needs children, the quality varies greatly; and there is a disconnect among programs.

CSH provides early intervention services in five counties. Early intervention, although funded by NJDOH, is a family's first introduction into their baby/toddler's education. Through early intervention, relationships are built between educators, therapists and parents. It is this partnership, between parents and the educational system that fosters parental involvement and growth. This collaboration empowers parents and sets the tone for the child's future educational endeavors.

IDEA has mandated transition services from early intervention into preschool services. Service Coordination has forged wonderful relationships with local school districts to ensure that each child receive the most beneficial and appropriate services. This grant will enable us to build on what is working, expand and improve quality among all programs, and establish a more coordinated approach to early childhood education in our state.

We have a long history of working with NJDOE and its Office of Early Childhood Education. Since 2002, we have been working with NJDOE to evaluate the quality of preschool classrooms in our low-income districts. We have the capacity and expertise to conduct evaluations necessary for a QRIS system as well as to assess overall quality improvement in a diversity of programs. We are willing to partner with NJDOE in whatever tasks are needed to work to improve the quality of education for our state's young children and families. We are in full support of this initiative.

Sincerely,

(b)(6)

Kimberly Friddell, M.Ed
Executive Director, IMPACT Program
240 South Sixth Street
Vineland, NJ 08360
Office: (856) 794-6700 ext 6659
Fax: (856) 362-8976
Email: friddelk@ihn.org
Website:www.InspiraHealthNetwork.org

September 26, 2013

The Honorable Christopher D. Cerf
Commissioner
New Jersey Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

I am pleased to submit this letter of commitment from INSPIRA Health Network to the State of NJ Department of Education (DOE) for your application to the US Department of Education for the NJ Race to the Top Early Learning Challenge.

INSPIRA Health Network is the designated lead for the parent-led Cumberland County Council for Young Children (CCCYC) funded by the New Jersey Council for Young Children and the New Jersey Department of Children and Families' (DCF). The CCCYC is a place where parents can come together as active community partners to share and learn about issues that affect the health, education and well-being of their children, AND, offer ideas, opinions and solutions for ways to build stronger connections for children and families. The goals of the CCCYC are to ensure policies and services are meeting the needs of families in Cumberland County, to ensure the children of Cumberland County are ready for school and will sustain development and learning gains and to engage parents and stakeholders as New Jersey's tiered quality rating system is implemented.

The Cumberland County Council for Young Children currently has over twenty active parents/guardians, community based organizations, school district personnel, Head Start and other interested stakeholders. Monthly meetings are held at locations throughout the county, with day and evening sessions. Participants are provided information from community agencies (transportation providers, school districts, etc); an opportunity to share successes and concerns on areas identified as areas of need (such as being able to receive an evaluation for their child)and have selected to work on subcommittees focusing on the parent identified need areas: transportation, education, health, community resources and events. The Council also has a Steering committees which has developed a parent need assessment, will review results of this assessment when it is returned, and identify presenters for future meetings. The steering committee meets regularly.

Inspira's IMPACT program provides multiple services to infants, young children and families. Services include: 1) two Family Success Centers that provide parents with the supports needed to promote family success and allow families to advocate for the needs

of their children and themselves; 2) Triple P Positive Parenting program for parents/caregivers of children birth to age 5. This evidenced based, parent education program provides parents with the necessary skills to implement positive discipline and reduce child abuse and neglect; 3) Parent Linking Program in Cumberland County- provides child care, health education, social services and other supports to teen parents who attend High School in Vineland, NJ, allowing the teen to graduate, learn about child development, reduce abuse and deter a repeat pregnancy; 4) An accredited Child Care Center in Vineland. 5) nursing services to the preschool providers that contract with Vineland Public Schools. 6) Family Outreach Program provides the support of Masters Level Social Workers to the Family Workers employed by the school district contracted preschools in Bridgeton, Millville and Vineland.

For this Race to the Top Early Learning Challenge, INSPIRA Health Network will be an active partner in the NJ's high quality early learning state Plan as we serve a model for the expansion of County Councils for meaningful family engagement.

Sincerely,

(b)(6)

ATTACHMENT 20 - Health Organizations

Nurse-Family Partnership
Helping First-Time Parents Succeed®

September 30, 2013

The Honorable Chris D. Cerf
Commissioner - New Jersey Department of Education
100 River View Plaza
PO Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

I am pleased to submit this letter from the Nurse-Family Partnership (NFP) National Service Office (NSO) to the New Jersey Department of Education (NJ-DOE) in support of your application to the United States Department of Education for the Race to the Top-Early Learning Challenge (RTT-ELC).

The Nurse-Family Partnership is an approved evidence-based nurse home visiting model that works with first-time at-risk mothers and their children/families from early in pregnancy through the child's second birthday. The NFP model aims to improve pregnancy and birth outcomes, improve child health and development and improve a family's economic self-sufficiency. The power of NFP's innovative program is that it successfully blends nursing assessments; preventive services, health education, guidance, education, care coordination; and case management in a proven model that has been shown to improve care, improve health, and reduce costs to publicly-funded programs. We are excited to say NFP is located in all 21 of New Jersey's counties and serves approximately 1500 families at any given time.

The long-standing and intensive therapeutic relationship developed by NFP nurse home visitors is proven to help reduce poor birth outcomes, language delays, cognitive impairments and other conditions that prevent children from excelling in school. Research supports that children's early language and cognitive development are associated with school performance and later earnings in life. NFP can help ensure school readiness for young children born into families at risk, and prevent poor school starts that can lead to a lifelong struggle with educational achievement. Mothers have difficulty caring well for their children when they suffer from symptoms of depression, limited intellectual functioning and a diminished belief in their ability to manage their lives, especially when they are surrounded by social disadvantage. Research on the Nurse-Family Partnership shows that nurse-visited children fare better in both cognitive and language development, as well as score higher on achievement test scores in reading and math than their control-group counterparts making NFP a natural partner in ensuring New Jersey's children are better prepared to start school and achieve academic excellence.

Nurse Family Partnership fully supports the goals of RTT-ELC which aims to improve early-learning and the development of programs for young children as well as increase the number of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs. NFP stands ready to assist in the design and implementation of quality early learning services for families throughout the state of New Jersey and across the country.

Sincerely,

(b)(6)

Nurse-Family Partnership National Service Office

1900 Grant Street, Suite 400 | Denver, CO 80203-4304
303.327.4240 | Fax 303.327.4260 | Toll Free 866.864.5226
www.nursefamilypartnership.org

Parents as Teachers

Board of Directors
2012–2013
Officers
(b)(6)

Members
(b)(6)

President & CEO
(b)(6)

Ex-Officio Members
(b)(6)
Commissioner of Education,
(b)(6)

Founding Director
(b)(6)

September 26, 2013

The Honorable Chris D. Cerf
Commissioner
New Jersey Department of Education
100 River View Plaza
PO Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

On behalf of the national office for Parents as Teachers (PAT), I am pleased to submit this letter of support to the NJ Department of Education (DOE), for its application to the US Department of Education for the Race to the Top-Early Learning Challenge (RTT-ELC).

Parents as Teachers is an approved evidence-based home visiting model providing broad context of parenting education and family support, and building protective factors, especially for those families in vulnerable situations from pregnancy to toddler years. We are happy to say that PAT Programs are located in all 21 counties in New Jersey. Parents as Teachers values parents as their child's first and most influential teachers. We believe all young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic or economic considerations. PAT helps all children enter school ready to learn.

PAT is designed to enhance parent knowledge of child development and improve parenting practices, increase early detection of developmental delays and health issues, promote safe and healthy relationships to prevent child abuse and neglect, and improve school readiness and school success. Children who participate in PAT are more advanced at age 3, in language, social development, problem solving and other cognitive abilities. Parents who participate in PAT are more confident about their parenting and are more involved in their children's schooling…a key component of a child's success in school.

Through advocacy and outreach, Parents as Teachers serves as a major voice for early childhood education, and therefore champions the critical role of parental involvement and early intervention in the education continuum. Parents as Teachers fully supports the goals of RTT-ELC to improve early-learning and the development of programs for young children; increasing the number of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs, and will assist as necessary in the design and implementation of early learning and services for families in New Jersey.

Parents as Teachers remains committed to being a partner in the delivery of high quality services for young children and their families.

Sincerely,

(b)(6)

(b)(6)
Executive Vice-President and COO

BEST Nonprofit Charities of America

BBB Wise Giving Alliance Standards
stlouis.bbb.org

Parents as Teachers

Board of Directors
2012–2013

Officers

(b)(6)

Members

(b)(6)

President & CEO

(b)(6)

Ex-Officio Members

(b)(6)

Founding Director

(b)(6)

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www.snjpc.org

Judy Donlen RN, DNSc, JD
Executive Director

Margaret Fernandes, MD
President, Board of Directors

Southern New Jersey
PERINATAL COOPERATIVE

MEMBER HOSPITALS

AtlantiCare Regional Medical Center, Mainland and City Campuses

Cape Regional Medical Center

Cooper University Hospital

Kennedy University Hospital, Washington Township Campus

Our Lady of Lourdes Medical Center

Shore Medical Center

South Jersey Healthcare Elmer Hospital

South Jersey Healthcare Regional Medical Center

The Memorial Hospital of Salem County

Underwood-Memorial Hospital

Virtua Memorial

Virtua Voorhees

The Cooperative is the state licensed maternal and child health consortium of health care providers and consumers serving pregnant women, infants and children in the seven county southern New Jersey region.

September 26, 2013

The Honorable Chris D. Cerf
Commissioner
New Jersey Department of Education
100 River View Plaza
PO Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

I am pleased to submit this letter of support from the Southern New Jersey Perinatal Cooperative (SNJPC) to the NJ Department of Education (DOE) for your application to the US Department of Education Race to the Top Early Learning Challenge (RTT-ELC) grant.

SNJPC is a licensed, maternal and child health consortium that serves the seven southern counties of NJ. SNJPC mission is to improve perinatal and pediatric health in South Jersey. For over 30 years, we have educated our community, advocated for system improvements, and engaged with stakeholders to strengthen families. SNJPC operates programs across the region to ensure every child a healthy start and every parent has the tools to safeguard their family. SNJPC programs focus on health services, health education, family engagement and much more. Current programs include:

Early Intervention Service Coordination: Service Coordinators serve families in five counties in their homes to assure that appropriate and timely early intervention services are initiated for children with special needs, ages birth to 3, and their families.

Central Intake and referral system in Camden and Atlantic Counties. Central intake ensures that pregnant and parenting women are connected to evidenced-based home visitation services such as Healthy Start, Healthy Families, Parents as Teachers, Nurse Family Partnership, Early Head Start and other community based resources. Central Intake is closely linked to Outreach and Education efforts in those counties to link high risk families to essential services.

Home Visiting Services: Healthy Families Program of Atlantic County, Camden County Parents as Teachers and Nurse Family Partnership of Camden and Burlington Counties work to provide support services and linkages, education on child development and healthy parenting behaviors, and early identification of development delays using the ASQ-3 and ASQ-SE with families from pregnancy to age 3.

Infant & Family Development is intended for new parents in Atlantic County. The Infant and Family Development program helps build nurturing homes for newborns with education to strengthen parenting skills and in-home evaluations to keep a family on track with important developmental milestones.

Personal Responsibility and Education Program (PREP) helps South Jersey youth make smart choices about sex. Specialists use an evidence-based curriculum and visit schools and community centers, to talk with teens about diseases, relationships, sex, financial security, and future goals.

SNJPC fully supports the goals of RTT-ELC to improve early-learning, develop programs for young children, include and increase the number of low-income and disadvantaged infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs, and to assist in the design, implementation and integration of the system of early learning and services in New Jersey.

My staff and I look forward to our continued partnership.

Sincerely,

(b)(6)

Judy Donlen, RN, JD, DNSc
Executive Director

Dear Commissioner Cerf:

I am writing this letter in support of The Cumberland County Council for Young Children.

I am a parent member of the CCCYC and have attended several of the meetings. I am a part of the steering committee and also a member of The Parent Advisory Board of the Family Success Center of Commercial Township.

I feel the CCCYC is very important in Cumberland County; it gave a voice to the parents who are in need and got the info out that there are programs to assist them, such as The Family Success Centers. The CCCYC and FSC have gone to great lengths to help the communities of Cumberland County.

The CCCYC has really gathered the parents and gave them a collective voice on the issues they face in raising their children in Cumberland County. The CCCYC and FSC have been so beneficial in helping me as I take care of my two children. I have found a place in the FSC that I can go and get assistance and information when I need it. I then can share this with the CCCYC and all the parents can discuss their concerns with their child's education, transportation issues, healthcare and finding employment to support our families.

I value the knowledge I have gained and opportunity I have to be a part of the CCCYC and The FSC.

Thank-you,

(b)(6)

Dear Commissioner Cerf:

I am writing this letter in support of The Cumberland County Council for Young Children.

I am a parent member of the CCCYC and also a part of the steering committee. I am the Board President of the Robbinstown Free Public Library in Port Norris and a member of the Parent Advisory Board of The Family Success Center of Commercial Township.

I feel the CCCYC is important for Cumberland County because they are helping the parents with the education and special needs of their children. It also helps the parents with finding and/or receiving resources. The CCCYC gives the voice to the parents so their concerns can be heard. The parents need someone to listen to their concerns and help them get heard in order for each family to be able to support and better provide for their families.

The Family Success Center of Commercial Township has been the major link to the CCCYC for myself and my family. I have learned a lot from being a part of the CCCYC and gained a wealth of informational knowledge to continue to help in any way I can.

(b)(6)

October 2, 2013

The Honorable Christopher D. Cerf
Commissioner
New Jersey Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf;

This letter is being sent on behalf of the parent-led Cumberland County Council for Young Children (CCYC), led by INSPIRA Health Network, funded by the New Jersey Council for Young Children and the New Jersey Department of Children and Families' (DCF).

As a parent leader and Community Advisory Board member of the Inspira Family Success Center, Vineland, NJ, I strongly support this council and feel it is a place where parents and community can come together to discuss local issues about health, education and general needs of our children. It is also an opportunity to work with other parents, agencies and state officials in finding solutions to our challenges, supporting our strengths, and building communications.

For this Race to the Top Early Learning Challenge, the Cumberland County Council for Young Children will be an additional source of support in working together to make our families and communities strong to provide a strong foundation for early learning.

(b)(6)

Volunteer Parent Leader

Build the Future

Creating a Roadmap for Success: The Need for a Quality Rating and Improvement System in New Jersey

A report from the Build Initiative, a project coordinated by the Association for Children of New Jersey.

April 2010

Special Acknowledgment

Children's Futures and the William Penn Foundation provided generous financial support for the QRIS Pilot and this policy paper. The Schumann Fund for New Jersey provided support for ACNJ's early learning advocacy. The Association for Children of New Jersey, a statewide child advocacy organization, served as project facilitator. The Trenton QRIS pilot was staffed by Beth Ann Gardiner, Cindy Jackson and Maisah Foote of the Child Care Connection, the child care resource and referral organization for Mercer County. The author is indebted to them for their ideas and expertise, hard work and sense of humor. Technical assistance for the Camden participants and the Camden County Department of Children's Services, the child care resource and referral agency for Camden County was provided by Suzanne O'Connor, United Way of Southeastern Pennsylvania; Sister Donna Minster and Ritamarie Giosa, Camden DCS; and Angela Connor, The Center for Children and Childhood Studies. Parent focus groups were conducted under the direction of Diana Autin, Statewide Parent Advocacy Network.

BUILD Subcommittee on QRIS

- ACNJ – Amanda Blagman, Cynthia Rice, Cecilia Zalkind
- National BUILD – Deb Stahl
- Child Care Connection & NJACCRRA – Nancy Thomson
- Children's Futures – Melinda Green*
- DCF/OOL – Janet Hochman
- DHS/DFD – George Kobil*, Shonda Laurel, Beverly Wellons
- DHS/OECE – Terri Buccarelli*
- DHSS – Judy Hall*
- DOE- Michael Luft*
- Family Child Care – Sue Williamson
- NJAEYC – Lorraine Cooke
- PINJ – Theresa Caputo, Aimee Gelnaw*
- Southeast Regional Key – Debra L. Lawrence

** Over the years that the QRIS subcommittee worked together, these members changed career positions. We have listed them with their original affiliations.*

Written by Amanda Blagman, Senior Policy Analyst

Build
Strong Foundations For Our Youngest Children

www.acnj.org

The Build New Jersey team is coordinated by the Association for Children of New Jersey
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Build the future

Creating a Roadmap for Success: The Need for a Quality Rating and Improvement System in New Jersey

Recommendation:
New Jersey should institute a voluntary, statewide quality rating and improvement system for all providers of early care and education.

The evidence is clear that high quality early care and education works to improve child outcomes. New Jersey preschoolers participating in state-funded programs are already demonstrating gains over time on state and national standardized tests; a testament to their participation in programs designed to increase school readiness. Parents too are sharing anecdotes about the observable educational and social growth they see in their children. But not all of New Jersey's young children attend programs that operate under the same high standards. Infants, toddlers and preschoolers attending services outside of the state-funded school districts do not have the same resources or guidance when it comes to quality improvement.

A Quality Rating and Improvement System (QRIS) is a mechanism to align knowledge of best practices for young children in education and care. New Jersey needs to build a system of quality standards and improvement that all providers of early care and education can follow regardless of the age of the children served or the location of the service delivery. Parents need to be able to understand the quality of services that their child care dollars purchase. BUILD partners have developed a QRIS and field-tested it to determine its effectiveness as a tool to measure and enhance child care service quality.

At the present time, federal funds for early care and education, including the development of quality rating and improvement systems, are being considered in Congress. New Jersey is struggling with an early childhood learning system that is splintered and with significant state financial decisions that will affect all of its citizens, especially the youngest. The state needs to be poised to take advantage of new funding opportunities and new strategies to assure the delivery of quality early care and education services for young children.

Learn more at www.acnj.org

Build's Mission

Every family with infants and young children in New Jersey will have access to comprehensive, high quality early learning opportunities.

Introduction

The purpose of this paper is to provide a concise introduction to quality rating and improvement systems for early care and education programs and to make recommendations for the adoption of such a system in New Jersey. This is a policy area that has seen considerable national growth in the last several years and which has tremendous support through the New Jersey BUILD Initiative. Potential federal funding opportunities make the understanding and adoption of this quality improvement strategy timely. The experience of six early care and education programs piloting the process provides data that informs the lessons learned on the road to building a quality rating and improvement system. *Creating a Roadmap for Success* is a briefing paper for policy makers and an introduction to the institutions, programs and people that can make QRIS work.

The wisdom of ensuring that children attend high-quality early learning programs is clear. Numerous studies show a return on investment as a result of targeted funding spent on such programs. But early care and education program directors need external assistance in the form of resources and strategic guidance to continue to improve. Families need information about the quality of services available that will assist in the selection of early care and education providers to match their particular needs. To this end, measures of quality paired with improvement incentives, generally referred to as QRIS, have emerged from grassroots efforts and are now in widespread use across the country.

In 2006, the New Jersey BUILD Initiative created a blueprint for early childhood systems development. Among the articulated goals of that plan was to strengthen a good foundation by building on the existing state-funded preschool program standards.[1] This included the recommendation to improve the quality of the child care system by establishing a pilot program in two counties to implement and evaluate a quality incentive initiative for child care programs.[2] Through the work of a BUILD subcommittee, a Quality Rating and Improvement Scale was developed which incorporated standards of quality laid out in a tiered system that would provide a roadmap for early learning programs. BUILD NJ has developed a five-step quality rating and improvement system which offers incentives and technical assistance to early learning programs as they improve.

The Association for Children of New Jersey (ACNJ), lead organization for BUILD NJ, Child Care Connection and Camden County Department of Children's Services assisted six child care centers in Trenton and Camden in the use of this scale to achieve changes that would raise the centers' quality. With funding provided by Children's Futures and the William Penn Foundation, this innovative project was designed to model the implementation of a quality rating and improvement system throughout New Jersey.

ATTACHMENT 22

New Jersey's Quality Rating and Improvement System (QRIS) 2013

Grow NJ Kids

Center-Based Self Assessment

Grow NJ Kids

Helping New Jersey's Youngest Kids Thrive

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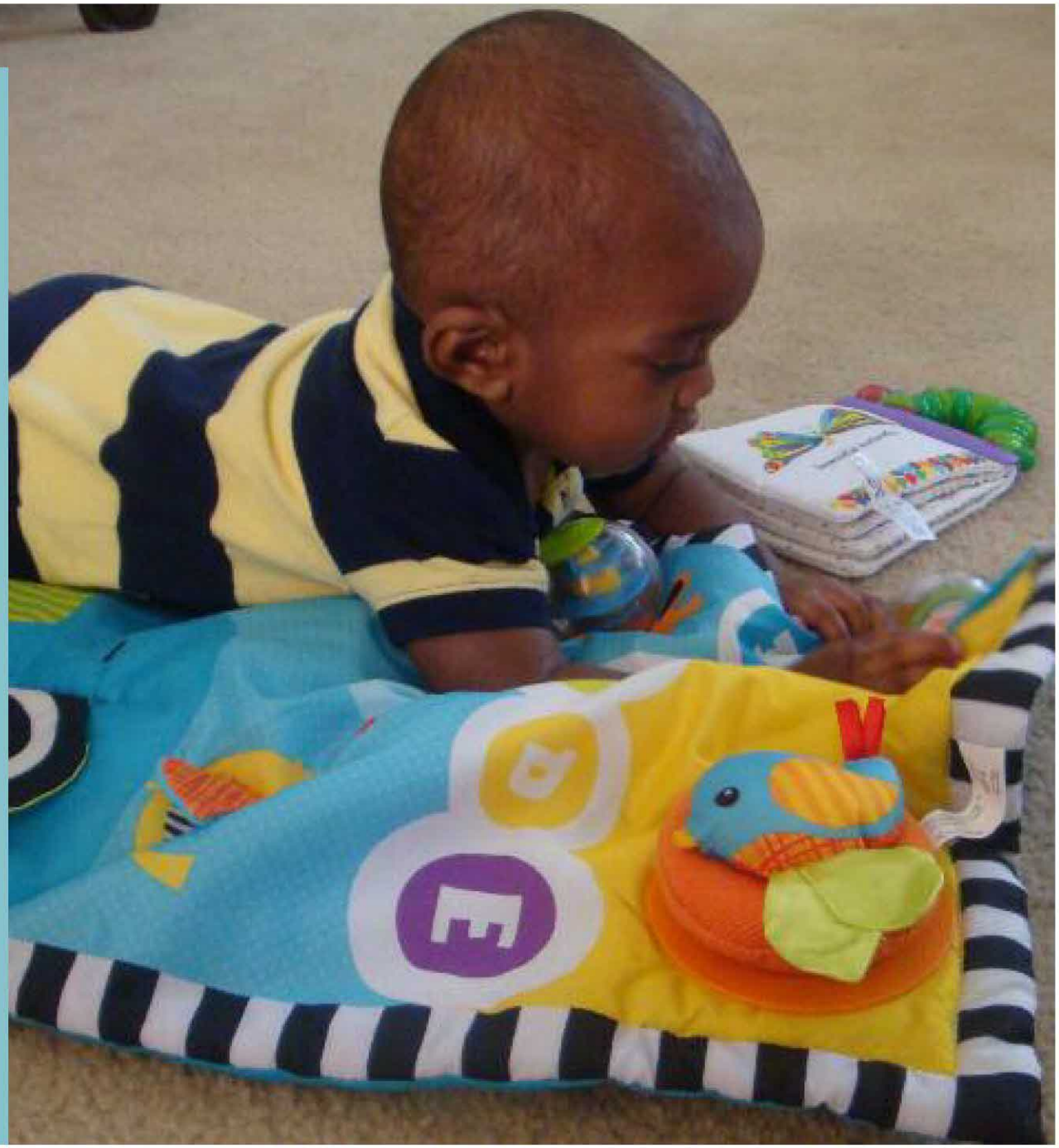
Category

1

Safe, Healthy Learning Environments



ATTACHMENT 22

Grow NJ Kids

Safe, Healthy Learning Environments

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 1						
1.3.1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.	Yes No	License in good standing or program meets EEC Licensing Standards.	NJ Child Care License Certificate	Child Health & Safety Key Indicator #3 Safe Physical Environments	NAEYC – Required State Child Care License NECPA- Required State Child Care License
LEVEL 2						
2.3.1	Meets all criteria in Step 1.	Yes No				
2.3.2	The program provides evidence of using a self reflective process to develop their written quality improvement plan based on the results of their ITERS-R and/or ECERS-R assessment and the Grow NJ Kids standards for Safe, Healthy Learning Environment.	Yes No	ITERS-R and/or ECERS-R self assessed score average of 3 with no single subscale below 2 and Quality improvement plan describing how program plans to move to the next QRIS level	Rating Scale Protocols Program improvement plan	Child Health & Safety Key Indicator #3 Safe Physical Environments *Note: Not based on Grow NJ Kids*	NECPA Self Assessment Tool Note: Not based on Grow NJ Kids NAEYC Self Assessment Tool Note: Not based on Grow NJ Kids
2.3.3	The program implements national health and safety standards and embeds practices into the daily routine.	Yes No	Health and Safety Policies & Procedures	Policy & Procedure Manual Program Plan	Child Health & Safety Key Indicator #3 Safe Physical Environments	NECPA II-50
2.3.4	The program provides daily physical activities for children to support gross motor skills and promote physical fitness.	Yes No	Let's Move Child Care Checklist	Daily Schedule Lesson Plan	Child Health & Safety Key Indicator #3 Safe Physical Environments	NECPA III-68 I-24
2.3.5	The program assures that food, including snacks, is prepared, served and stored in a manner which promotes good health and hygiene.	Yes No	Nutrition Policies	Program Plan USDA Child Food Program Audit/Review NJ Child Care Licensing DOH Inspection	Child Health & Safety Key Indicator#4 Healthy Practices & Routines	NECPA III-50 II-60

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Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 2						
2.3.6	The program maintains current health records for each child that includes information regarding: age appropriate immunizations, preventive health screenings and instructions for children with special medical needs.	Yes No	Child Health Record or Child Health File	Policy & Procedure Manual Parent Handbook	Child Health & Safety Key Indicator#4 Healthy Practices & Routines	NECPA II-73
2.3.7	The program supplies information and resources to parents/families about health insurance enrollment, state nutrition programs, immunization schedules, lead poisoning, and mandatory lead screening.	Yes No	Parent Handbook Parent Information Board	Parent Trainings and/or Parent Resources Partnership Agreements	Family & Community Community Partnership Key Indicator #5	NECPA II-94
2.3.8	The program provides information and resources to parents/families regarding the benefits of outdoor play/physical fitness, nutrition and obesity.	Yes No	Parent Information Board Parent Newsletter Parent Handbook Fliers	Parent Trainings Agendas and/or Parent Meeting Minutes ShapingNJ Resources	Family & Community Engagement Key Indictor #2 Parent-Child Relationship	NECPA II-89
2.3.9	The program has a policy and procedure manual available to staff and parents/families that includes: A. Immunization requirements B. Medication administration C. Prevention of infections D. Exclusion E. Inclusion of children with special needs.	Yes No	Health & Safety Policies Exclusion Policy Inclusion Policy	Policies & Procedures Manual Parent Handbook	Child Health & Safety Key Indicator #1 Access to Health & Dental Care	NECPA II-6 & 7 II-18 & 19
2.3.10	The program conducts daily inspections of the outdoor play area.	Yes No	Outdoor Play Area Inspection Log	Checklist Policy & Procedure Manual	Child Health & Safety Key Indicator #3 Safe Physical Environments	NECPA II-38 – 41

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 2						
2.3.11	All children with special health care needs have a medical care plan completed by a physician/nurse practitioner and a corresponding implementation plan to assure that medical care plan is followed as instructed.	Yes No	Child Medical Care Plan Implementation Plan	Policy & Procedure Manual IEP/IFSP	Child Health & Safety Key Indictor #1 Access to Health & Dental Care	NECPA II-50C II-52 II-54
2.3.12	Safeguards are used with all medications for children including specific training of and an annual training by a health professional on the practice of medication administration & storage.	Yes No	Medication Administration Policy	Policy & Procedure Manual Training Agenda Training Sign In Sheet NJ Registry	Child Health & Safety Key Indicator #3 Safe Physical Environments	NECPA II – 50
2.3.13	Parents/families are notified of communicable health concerns and medical emergencies.	Yes No	Sample letter to parent/family	Policies & Procedures Manual Parent Handbook	Child Health & Safety Key Indicator #1 Access to Health & Dental Care	NECPA II-44
2.3.14	At least one staff member in each classroom has a Certificate of Completion of pediatric first aid training and cardio-pulmonary resuscitation (CPR).	Yes No	Child CPR & First Aid Training	CPR & First Aid Certificates	Management Systems Key Indicator #3 Human Resources	NECPA II-27a
2.3.15	The names and primary location of the First Aid & CPR certified individuals are posted in each classroom.	Yes No	Pediatric First Aid & CPR Certificates	Policies & Procedures Manual		
LEVEL 3						
3.3.1	Meets all criteria in Step 2.		Health Consultant/ Health Manager Resume	Consultant Contract Health Manager Job Description Policy & Procedure Manual Copy of inspection report	Management Systems Key Indictor #3 Human Resources	NECPA II-54
3.3.2	The program has access to a consultant who is a health professional or a health professional with specific training in health consultation for birth to 5 programs who visits once annually to conduct a health and safety assessment or to address health and safety concerns.					

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Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 3						
3.3.3	A program that cares for infants and toddlers must have a policy that supports breastfeeding friendly principles, including accepting and storing breast milk and providing a comfortable place for lactating mothers.	Yes No	Breast feeding Policy	Policies & Procedures Manual Parent Handbook	Child Health & Safety Key Indicator #4 Safe Physical Environments	NAEYC 5.3.10
3.3.4	The program has a written policy promoting nutritious meals and snacks as defined by United States Department of Agriculture (USDA) guidelines.	Yes No	Nutrition Policy	Policy & Procedure Manual Menus Parent Handbook	Child Health & Safety Key Indicator #4 Healthy Practices & Routines	NECPA II-64
3.3.5	The program is respectful of religious and dietary restrictions.	Yes No	Nutrition Policy	Policies & Procedures Manual Parent Handbook	Family & Community Engagement Key Indicator #1 Partnership with Families	NAEYC Expanded Family Survey
3.3.6	The program provides family health and safety workshops and/or resources annually in topics that include: preventive health care, mental /behavioral health issues, nutrition and obesity, medication administration policies and procedures, oral health practices, communicable disease prevention.	Yes No	Parent Workshop Schedule with topics and/or Parent Newsletter and/or Parent Resources	Parent Handbook Parent Information Bulletin Board	Family & Community Engagement Key Indicator #1 Partnership with Families	NECPA II-89 & 92
LEVEL 4						
4.3.1	Program meets all criteria in Step 3.	Yes No				
4.3.2	The program has a system for daily age-appropriate oral health practices for all children.	Yes No	Room/Classroom Schedule	Policy & Procedure Manual Parent Handbook	Child Health & Safety Key Indicator #4 Safe Physical Environments	

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Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 4						
4.3.3	The program demonstrates that playgrounds are inspected annually to assure that play equipment is safe and accommodates abilities, needs and interest of each age group the program serves.	Yes No	Lesson Plan Outdoor Play Area Inspection Policy	Policy & Procedure Manual Outdoor Play Area Inspection Report	Child Health & Safety Key Indicator #3 Safe Physical Environments	NECPA 11-40 11-41 II-42

Category

2

Curriculum & Learning Environment

ATTACHMENT 22

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 1						
1.1.1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.	Yes No	License in good standing or program meets EEC license standards.	NJ Child Care License Certificate	Child Health & Safety Key Indicator #3 Safe Physical Environments	NAEYC – Required State Child Care License NECPA – Required State Child Care License
LEVEL 2						
2.1.1	Meets all criteria in Step 1.	Yes No				
2.1.2	The program has evidence of a process of self-study and a written quality improvement plan is based on the Grow NJ Kids guidelines for Program/Learning Environment.	Yes No	Explanation from Director describing self study process	Program Improvement Plan	HS Monitoring 2012 Management Systems Key Indicator #1 Program Planning Note: Not based on Grow NJ Kids	NAEYC – Self Study Tool Note: Tool is not based on Grow NJ Kids NECPA – Self Study Tool Note: Tool is not based on Grow NJ Kids
2.1.3	The NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards documents are provided and discussed with all teaching staff.	Yes No	Verification that each of the teaching staff has received a copy of the documents.	Training Certificate Training Agenda Registry Signed Receipt	Head Start Act 642A(14)(B)	
2.1.4	The program is preparing to adopt a State approved research-based, validated curriculum, that is aligned to the NJ Birth to Three Standards and /or the NJ Preschool Teaching and Learning Standards.	Yes No	Documentation of process demonstrating teacher and parent involvement	Committee names and affiliation Minutes from Meetings Guidance used to ascertain curriculum selection	Child Development & Education Key Indicator #1 School Readiness	

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 2						
2.1.5	Center-based sites serving infants and toddlers achieve, at a minimum, an overall average score of 3 on the ITERS-R with no single subscale below a 2, Head Start, Center and School-based sites serving preschool children achieve, at a minimum, an overall average score of a 3 on the ECERS-R with no single subscale below a 2..	Yes No	Protocol	Training Agenda Training Certificate Registry		
2.1.6	Results of daily child observation in all developmental domains are integrated into staff planning and family communications.	Yes No	Observation Form	Program Policy & Procedure Communication to families Observation notes Lesson Plan	Child Development & Education Key Indicator #1 School Readiness	
2.1.7	The program provides an accepting, diverse environment which is nurturing and supportive of all children (culture, language, ethnicity, gender, family composition and physical and learning differences).	Yes No	Philosophy Statement Mission Statement Non-discriminatory Policy	Marketing Materials	Child Development & Education Key Indicator #1 School Readiness	NECPA III-34
2.1.8	The program supports child development & diversity by allowing children to use home language, gestures, communication devices, sign language, and pictures to communicate when needed.	Yes No N/A	Language Policy	Policies & Procedures Manual	Child Development & Education Key Indicator #1 School Readiness	NECPA III-40 III-54
2.1.9	Program has a system in place for staff to note and report developmental concerns to supervisor.	Yes No	Referral Policy	Copy of Referral Form Evidence of formal partnership w/Early Intervention and/or LEA – Special Ed.	Child Health & Safety Key Indicator #2 Screening & Referrals	

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Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 2						
2.1.10	The classroom teacher participates, at the request of the parent/family, with parents/families and members of early intervention or child study teams in the process of developing and or updating the IFSPs/IEPs.	Yes No	Evidence of fromal partnership with: Early Intervention and/or LEA	Policies & Procedures Manual Letter to Families Parent Handbook	Family & Community Engagement Key Indicator #3 Parent's as Their Child's Educator	
2.1.11	When the program is aware of children who have an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), the program requests a copy, reviews it and incorporates the objectives into daily lesson planning.	Yes No	Lesson Plan Written explanation of individualizing process	Policies & Procedures Manual	Family & Community Engagement Key Indicator #3 Parent's as Their Child's Educator	NECPA II-82 & 83
2.1.12	The program has written policies establishing guidance to external agency staff that provides specially designed instruction or related services within the classroom.	Yes No	Evidence of formal partnership with external agencies providing support services.	Policies & Procedures Manual	Child Development & Education Key Indicator #5 Community Partnership	
2.1.13	The program has a transition plan supporting children moving from one group or setting to another (i.e. group to group, early intervention to preschool, preschool to kindergarten)	Yes No	Transition Plan	Policies & Procedures Manual Parent Handbook	Family & Community Engagement Key Indicator #5 Community Partnership	NECPA I- 31 I-32 I-33 I-34 I-35
LEVEL 3						
3.1.1	Must meet all Step 2 criteria	Yes No				

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 3						
3.1.2	Individual activity plans and/or lesson plans reflect the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards based on children's individual differences.	Yes No	Program has a policy on the use of state standards for infant/toddlers and/or preschool	Program Plan Lesson Plan	Child Development & Education Key Indicator #1 School Readiness	
3.1.3	Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 4 on the ITERS-R with no single subscale below a 3. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 4 on the ECERS-R with no single subscale below a 3.	Yes No	Protocol	Training Agenda Training Certificate Registry		
3.1.4	Programs use structured classroom observation tools to focus on curricular areas such as literacy, math, science and diversity.	Yes No	Sample Observation Forms	Program Plan Training evidence on tool Registry	Child Development & Education Key Indicator #1 School Readiness	
3.1.5	The program uses a formative assessment aligned to the curriculum that addresses all developmental domains.	Yes No	Sample Protocol	Program Plan Training evidence on tool Registry	Child Development & Education Key Indicator #1 School Readiness	NECPA II-80
3.1.6	A state approved developmental screening is used to identify children who may need further evaluation or intervention strategies. The ESI-R or Brigance is used in preschool programs. ASQ or BDI is used in infant and toddler programs.	Yes No	Sample Protocol	Program Plan	Child Health &Safety Key Indicator #2 Screening & Referrals Note: No mention of state approved	NECPA II-63 Note: No mention of state approved.

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 3						
3.1.7	Staff makes appropriate modifications and/or accommodations based on children's specific needs when necessary.	Yes No	Individualizing approach to early care and/or education policy	Program Plan Parent Handbook	Child Development & Education Key Indicator #3 Individualizing	NECPA II- 96
3.1.8	Formative assessment results are shared with parents/families and used by staff to plan and individualize learning opportunities.	Yes No	Parent-Teacher Meeting Minutes Program policy on assessment results	Program Plan Copy of Letter Parent Handbook Parent-Teacher Meeting Minutes and/or agenda	Child Development & Education Key Indicator #1 School Readiness	NECPA II-95
3.1.9	Data from the formative assessment and environmental measures are used to inform program improvement, student progress, and professional developmental plans.	Yes No	Explanation from director describing the use of data to inform program improvement	Program Plan and/or Policies & Procedures Manual Professional Development Schedule and Topics	Child Development & Education Key Indicator #1 School Readiness	
LEVEL 4						
4.1.1	Must meet all Step 3 criteria	Yes No				
4.1.2	The state approved research-based developmentally appropriate curriculum is fully implemented based on lesson planning, classroom observations and professional development.	Yes No	Curriculum Fidelity Checklist	Lesson Plan Classroom Observation Form Professional Development Plan	Child Development & Education Key Indicator #1 School Readiness	

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 4						
4.1.3	Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.0 on the ITERS-R with no single subscale below a 4. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.0 on the ECERS-R with no single subscale below a 4.	Yes No	Sample Protocol			
4.1.4	Early learning programs use an additional State approved program observation instrument to focus on specific instructional supports and interactions and further inform the quality improvement plan.	Yes No	Sample Protocol	Training Agenda or Program Plan or Registry or Professional Development Schedule w/ Topics		
4.1.5	Staff use formative assessment data to inform instruction and determine overall trends in children's development and learning.	Yes No	Explanation from director describing the use of data in determining child development trends	Lesson plans Professional Development topics	Child Development & Education Key Indicator #1 School Readiness	NECPA II-80 Note: No mention of formative assessment
4.1.6	A State approved behavioral screening is used to identify children who may need further evaluation or intervention strategies.	Yes No	Sample Protocol	Program Plan	Child Development & Education Key Indicator #1 School Readiness	NECPA II-63
4.1.7	The program has documentation of a transition plan for all children. For children who exhibit particular challenges or changes, these are addressed in their individual plans. This information is shared with the child's next placement.	Yes No	Transition Plan	Program Plan Individual Plans	Family & Community Engagement Key Indicator #4 Parents in Transition	NECPA II-98

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Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 4						
4.1.8	Program staff demonstrate the development of partnerships and professional relationships with parents/families, agencies, consultants and organizations in the community that further the program's capacity to meet the needs and interests of the children and parents/families that they serve (i.e., advisory council)	Yes No	Parent Partnership Agreement and/or Community/Agency Agreements	Parent Handbook Program Plan	Child Development & Education Key Indicator #5 Community Partnership	

Category

3

Family and Community Engagement

ATTACHMENT 22

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 1						
1.2.1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.	Yes No	License in good standing or program meets EEC license standards.	NJ Child Care License Certificate	Child Health & Safety Key Indicator #3 Safe Physical Environments	NAEYC – Required State Child Care License NECPA- Required State Child Care License
LEVEL 2						
2.2.1	Meets all criteria in Step 1.	Yes No				
2.2.2	Program utilizes the Strengthening Families Protective Factor Framework to assess their engagement of and interactions with parents and families. The program completes the Strengthening Families Self Assessment tool and uses it to identify strengths and areas for improvement. The program actively seeks input from staff and parents/families in the development of the SF assessment process and quality improvement plan.	Yes No	Quality improvement plan	Strengthening Families Self Assessment document.		
2.2.3	Program fosters a positive relationship with parents/families upon the child's enrollment. --a) solicits information from the family regarding their cultural background, preferences, and home language, and their child's interests, abilities, and special needs.	Yes No	Program must describe in writing how they obtain information on the enrolled child's cultural background, home language, child's interests, abilities and needs.	Parent Handbook Form Copies of completed forms	Family & Community Engagement Key Indicator #1 Partnership with Families	NECPA II-90

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 2						
2.2.4	In addition, the program--b) conducts at least one planned event per year, such as a general orientation and open house. Orientation shall include core elements--center philosophy, curriculum overview, center policies and protocols, Birth to 3/Preschool Standards, role of parents in early care & education, SF handout, the importance of maintaining both English and home languages with children, etc.	Yes No	Fliers and/or Pictures and/or Agenda	Parent Handbook	Family & Community Engagement Key Indicator #2 Parent-Child Relationships *Note: Not specific to group events.*	NECPA II-88
2.2.5	Program is responsive to the language and literacy levels of parents. Centers provide written and oral communication to families in their preferred language(s) using bilingual staff/trained interpreters (complying with confidentiality obligations) to assist with communication and outreach (visits or phone calls) to parents/families with limited English proficiency, as needed.	Yes No N/A	Copy of written communication to parents. Communication must be in English and, at least, the language spoken by the majority of families	Parent Handbook	Family & Community Engagement Key Indicator #3 Parents as Their Child's Educator	
2.2.6	Program shares information, in writing, with parents/families on their individual child/children: Infant and toddler – daily preschoolers – weekly	Yes No	Copy of information shared	Parent Handbook	Family & Community Engagement Parents as Their Child's Educator	NECPA III-36

ATTACHMENT 22

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 2						
2.2.7	Program provides ongoing opportunities for two-way communication with parents/families as a core component of the child assessment process--encouraging parents to share with center staff the child's activities and behaviors at home or in other settings.	Yes No	Program describes, verbally and/or in writing, opportunities provided to parents/families that allow and encourage two-way communication.	Parent Handbook	Family & Community Engagement Key Indicator #1 Partnership with Families	NECPA II-8
2.2.8	Program develops a Community Resource Handbook that includes: community and school-based resources and/or direct services to promote child/family safety, health and stability. The handbook is provided to all parents/families and is updated yearly.	Yes No	Community Resource Handbook	Parent Handbook		
2.2.9	For children in Early Intervention, special education or with special health needs: program includes parents and families as equal partners in the planning process--IFSP/IEP planning, goal development, implementation, intervention, and ongoing advocacy and support.	Yes No	Evidence of formal partnership with Early Intervention and/or LEA	Parent Handbook	Family & Community Engagement Key Indicator #3 Parents as Their Child's Educator	
2.2.10	Program anticipates transitions that impact children, i.e. classroom level changes or kindergarten entry; and includes families in the transition planning process. Program completes a written transition plan to support the child's physical and social-emotional development, and learning goals.	Yes No	Written description of program's transition philosophy, policies & practices around transition, including into the program, out of the program and (if applicable) within the program.	Parent Handbook	Family & Community Engagement Key Indicator #4 Parents in Transition	NECPA II-98

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 3						
3.2.1	Must meet all Step 2 criteria	Yes No				
3.2.2	Program uses the completed Strengthening Families Self-Assessment to develop a SF Quality improvement plan. The plan will address the seven core strategies: 1) Facilitate Friendships & Mutual Support, 2) Strengthen Parenting, 3) Respond to Family Crises, 4 Link Families to Services & Opportunities, 5) Facilitate Children's Social & Emotional Development, 6) Respond to Early Warning Signs of Child Neglect or Abuse, and 7) Value & Support Parents.	Yes No	Strengthening Families Quality improvement plan	Parent Handbook		
3.2.3	Program asks all newly enrolled families to complete the SF Protective Factor Survey. Survey results are tallied, summarized, and submitted for review.	Yes No	Sample Strengthening Families Protective Factor Survey. and Report summarizing aggregated findings.	Parent Handbook		

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 3						
3.2.4	Program establishes a parent/family group to engage enrolled families and support their participation in the education of their children. The group meets at least two times per year, and provides input and advise on the center's SF Quality improvement plan; reviews center policies, procedures and practices; strengthens parent-staff communication.	Yes No	Names of participants in the Parent/Family Group and Agenda and/or Minutes	Parent Handbook and Strategic Plan and/or Program Plan		
3.2.5	Program promotes multicultural learning opportunities by requesting that participating parents/family members share examples of their cultural practices (books, food, music, clothing, etc.) in parent meetings, as well as in their child's classroom.	Yes No	Written description about the process used to collect, consider and implement parent/family cultural practices into the program. and Program philosophy on working with children and families from diverse ethnicities, cultures and languages.	Parent Handbook		
3.2.6	Program holds, at least, two family education workshops per year on topics such as: early literacy, positive parent-child interactions, cultural awareness, developmental issues, and/or other topics that address the needs and interests of children and families. Whenever possible, sessions are delivered in the languages of the participants or translators/interpreters are available.	Yes No	Fliers or Agenda and/or Attendance	Parent Handbook		NECPA II-89

ATTACHMENT 22

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 3						
3.2.7	The program encourages parents/families to visit and participate in center activities during the school day and/or for special after hours meetings and events.	Yes No	Written description that captures the program's philosophy about parent engagement activities to promote, encourage and support parent involvement in the program.	Parent Handbook	Family & Community Engagement Key Indicator #1 Partnership with Families	NECPA II-88
3.2.8	Program offers a home visit to all enrolled families and completes visits for at least 50% of families. Home visits are conducted using standard guidelines and provide an opportunity to observe the child in his/her natural environment; and provide follow-up about parent-child interaction, child development, play and learning activities, early literacy, etc.	Yes No	Home Visit Notes/Minutes Home Visit policy and/or procedure	Parent Handbook	Family & Community Engagement Key Indicator #3 Parents as Their Child's Educator	
3.2.9	Program identifies at least one parent to participate in and represent the center on a local or regional community advisory council (i.e. this could be the County Council for Young Children).	Yes No	Written description of the program's recruitment, selection and ongoing support of parents to represent the agency.	Parent Handbook List of community organizations where parent representatives are involved.		
LEVEL 4						
4.4.1	Must meet all Step 3 criteria	Yes No				
4.4.2	Program reviews and updates the SF Self-Assessment and SF Quality improvement plan annually, and continues to demonstrate success in integrating the seven core strategies (identified in Level 3) into the work of the center.	Yes No	Updated Strengthening Families Self –Assessment and corresponding quality improvement plan	Strategic Plan and/or Program Plan		

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 4						
4.2.3	Program asks all newly enrolled families to complete the SF Protective Factor Survey (PFS) and has at least a 60% completion rate. Survey results are tallied, summarized, analyzed, and submitted for review. [The PFS is an annal activity.]	Yes No	Written description of Strengthening Families Protective Factors Survey implementation.	Parent Handbook		
4.2.4	Program has an active parent/family group that meets at least three times per year, and provides input and advise on the center's SF Quality improvement plan; reviews center policies, procedures and practices; strengthens parent-staff communication.	Yes No	Roster of Policy Council members and Minutes	Parent Handbook		NECPA II-1 Note: No reference as to number of meetings per year.
4.2.5	Program offers at least two home visits to all enrolled families and completes two visits for at least 75% of families. Similar to Level 3, home visits follow standard guidelines and provide an opportunity to observe the child in his/her natural environment; and provide follow-up about parent-child interaction, child development, play and learning activities, early literacy, etc.	Yes No	Home Visit Notes/Minutes and Home Visit policy and/or procedure	Parent Handbook and Training Agenda or Agency professional development schedule	Family & Community Engagement Key Indicator #3 Parent As Their Child's Educator	

ATTACHMENT 22

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 4						
4.2.6	Program identifies at least two parents to participate in and represent the center on a local or regional community advisory council	Yes No	Written description reflects the program's process in recruiting and selecting parents to represent the agency.	Parent Handbook List of community organizations where parent representatives are involved	Family & Community Key Indicator #5 Community Partnerships	

Category

4

Workforce/ Professional Development

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 1						
1.4.1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.	Yes No	License in good standing or program meets EEC license standards.	License Certificate	Child Health & Safety Key Indicator #3 Safe Physical Environments	NAEYC – Required State Child Care License NECPA- Required State Child Care License
LEVEL 2						
2.4.1	Meets all criteria in Step 1.	Yes No				
2.4.2	The program has of a process of self-study and a written quality improvement plan is based on the Grow NJ Kids guidelines for Program/Learning Environment.	Yes No	Program Improvement Plan		Management Systems Key Indicator #1 Program Planning *Note: Not based on Grow NJ Kids*	NAEYC – Self Study Tool *Note: Tool is not based on Grow NJ Kids* NECPA – Self Study Tool Note: Tool is not based on Grow NJ Kids
2.4.3	The program demonstrates that all teaching staff has completed annual professional development training as specified in the NJ Registry (minimum of 20 hours annually).	Yes No	NJ Registry verification	Certificate of Attendance and/or Transcript and/or NJ Registry	Child Development & Education Key Indicator #4 Quality Teaching & Learning	NECPA II-32 & 33
2.4.4	All teaching staff and program administrators/directors reflect on their own performance through feedback from family and/or teacher surveys.	Yes No	Written teacher evaluation process	Family and/or teacher surveys	Child Development & Education Key Indicator #4 Quality Teaching & Learning Note: No mention of administrators/directors	

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 2						
2.4.5	The program has an agency training plan that includes training in the adopted curriculum.	Yes No	Agency training plan		Child Development & Education Key Indicator#2 Curriculum Selection & Implementation	NECPA II-33
2.4.6	All teaching staff have received an introduction 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	NJ Registry	Certificate of Attendance	Child Development & Education Key Indictor #1 School Readiness	
2.4.7	All teaching staff have received introductory training in the adopted curriculum, including the design of the learning environment to meet the needs of all children.	Yes No	NJ Registry	Certificate of Attendance	Child Development & Education Key Indicator#2 Curriculum Selection & Implementation Note: Not specific to design of learning environment	NECPA II-33
2.4.8	All teachers have received training in the administration of the adopted developmental screening.	Yes No	NJ Registry	Certificate of Attendance	Child Health & Safety Key Indicator #2 Screening and Referrals Note: Mentions use but not training on the tool.	
2.4.9	All teachers have received training in the administration of the adopted developmental assessment.	Yes No	NJ Registry	Certificate of Attendance	Child Development & Education Key Indicator #1 School Readiness Note: Mentions use but not training on the tool	

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 2						
2.4.10	All teaching staff have 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.	Yes No	NJ Registry	Certificate of Attendance	Child Development & Education Key Indicator #1 School Readiness *Note: Does not specifically mention special needs*	
2.4.11	All teaching staff, administrators/supervisors have received training in the NJ Core Competencies and NJ Career Lattice	Yes No	NJ Registry	Certificate of Attendance		
2.4.12	Supervisor(s) of teaching staff must have, at a minimum, a CDA in the age group that the program serves. If no CDA, the program must have a plan for supervisor(s) to attain a CDA. This plan must also be reflected in the supervisor's individual professional development plan. If the supervisor already holds a CDA, but no degree the individual professional development plan should reflect formal education goals aligned with the NJ Career Lattice.	Yes No	NJ Registry	CDA certificate or other certification/degree		NECPA II-14 Note: No mention of individual professional development plan
2.4.13	At least, 20% of the child care teaching staff have a CDA, in the age group of the children in their room/classroom or are in the process of attaining a CDA. If no CDA, program must have a professional development plan ensuring, at least, 20% of the teachers will attain a CDA with the appropriate age group. This plan must be reflected in the teacher's individual professional development plan.	Yes No	NJ Registry	CDA certificate or Program and Individual Professional Development Plan *Note: Infant/Toddler teaching staff can have a NJ Infant/Toddler Credential*		NECPA II-27b Note: No mention of individual professional development plan

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 3						
3.4.1	Must meet all Step 2 criteria	Yes No				
3.4.2	All Early Head Start, Head Start, Center and School-based program teaching staff participate in the NJ Registry	Yes No	NJ Registry Membership			
3.4.3	All teaching staff and administrators/directors have received formal training from the curriculum developer/trainer in the adopted curriculum	Yes No	NJ Registry	Certificate of Attendance		
3.4.4	All teaching staff have received professional development in the adopted formative assessment, including child observation skills, developmental benchmarks and recording information.	Yes No	NJ Registry	Certificate of Attendance	Child Development & Education Key Indicator #1 School Readiness Note: Mentions use but not PD opportunities	
3.4.5	Administrators/directors provide aggregated classroom and child data to teachers to collaboratively develop a plan to improve program level and room/classroom level quality.	Yes No	Written documentation of process used to implement aggregated information.	Forms or Minutes or Program Plan	Child Development & Education Key Indicator #1 School Readiness	
3.4.6	Based on trends reflected in child and classroom data (i.e., missing or low performance areas), the professional development plan is adjusted to strengthen teaching practices in those areas.	Yes No	Written documentation of process used to inform the Professional Development Plan.	Professional Development Plan	Child Development & Education Key Indicator #1 School Readiness	
3.4.7	Administrators/directors have received training in evaluating and observing teachers both formally and informally.	Yes No	NJ Registry	Certificate of Completion		

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 3						
3.4.8	All teaching staff receive an annual written performance evaluation conducted by their supervisor which includes a self-assessment and an individual professional development plan. The professional development plan is revisited throughout the year.	Yes No	Policy on staff performance evaluations	Sample Self Assessment and Individual Professional Development Plan and Copy of completed evaluation	Child Development & Education Key Indicator #4 Quality Teaching & Learning	
3.4.9	Administrator/director has a membership in at least one early childhood professional organization	Yes No	Membership verification			NECPA II-30 Note: Not specific to the administrator or the director
3.4.10	The program offers professional development in The Pyramid Model (CSEFEL) and social and emotional development supporting children with special needs, supporting teacher-child interactions, supporting English language learners, cultural competence, transitions, and the Strengthening Families Protective Factors.	Yes No	NJ Registry	Certificate of Attendance/Completion		
3.4.11	At least, 35% of the child care teaching staff have a CDA, in the age group of the children in their room/classroom. If no CDA, program must have a professional development plan ensuring at least, 35% of the teachers will attain a CDA with the appropriate age group. This plan must be reflected in the teacher's individual professional development plan		NJ Registry	CDA certificate or Program and Individual Professional Development Plan *Note: Infant/Toddler teaching staff could have a NJ Infant/Toddler Credential*		NECPA II-28b Note: No mention of an individual professional development plan

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 4						
4.1.1	Must meet all Step 3 criteria	Yes No				
4.4.2	Differentiated training is provided based on the experience and needs of the educational staff.	Yes No	Written process used to determine differentiated training	Agency Training Plan and Individual Professional Development Plan		
4.4.3	The professional development plan includes the use of a curriculum implementation or fidelity checklist/instrument to demonstrate implementation of the adopted curriculum.	Yes No	Program Professional Development Plan and Individual Professional Development Plan	Curriculum Fidelity Checklist		
4.4.4	Teachers have opportunities to share collected child anecdotes and work samples, with each other, to improve and maintain their reliable use of the adaptive formative assessment.	Yes No	Written process of teacher planning opportunities, content, and follow up.	Minutes and/or Agenda or Pictures		
4.4.5	The program analyzes the data generated from staff's professional development needs surveys, and child and classroom data to inform the individual professional development plan and the agency training plan.	Yes No	Written process used to inform Professional Development Plan	Written report from aggregated data on staff's professional development needs. and Written report from aggregated data on child and classroom data.		
4.4.6	The program has an advisory group that includes parents and community representatives that assist in the analysis of collected data to inform the agency training plan and strategize how to improve program quality.	Yes No	Written documentation of roles and responsibilities of advisory group.	Advisory group membership list with affiliation	Program Governance Key Indicator #1 Structure & Participation	

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 4						
4.4.7	The administrator/director is an active participant in at least one professional early childhood association (e.g., attends conferences, conducts presentations, or participates in advocacy activities within the past two years).	Yes No	Written documentation verifying administrator/director active participation	Conference Program or Committee membership or Rsume/Vital		
4.4.8	Administrator/ Directors participate in professional development activities based on their professional development plan	Yes No	Written documentation verifying administrator/ director's active participation	Individual Professional Development Plan		
4.4.9	Administrator/Director has membership in two early childhood professional organizations or has one professional membership and one program level membership.	Yes No	Membership verification	Membership Card or Program Membership Card/Letter		NECPA II-30 Note: Not specific to the administrator or the director
4.4.10	Program has fully implemented a research-based system that provides teaching staff, in particular, with strategies that promote social-emotional competence and effectively address challenging behaviors.	Yes No	Each classroom has conducted the Pyramid Model TPOT and/or TPITOS assessment.	Sample TPOT and/or TPITOS protocol.		
4.4.11	Non-instructional staff, such as lunch assistants, bus drivers, and specialists, receive information about social-emotional development in young children, developmentally appropriate practices, diversity and receive an overview of the age-appropriate standards, and appropriate adult-child interactions.	Yes No	Non-instructional staff individual Professional Development Plan	Agendas and/or Sign In Sheets		

ATTACHMENT 22

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 4						
4.4.12	At least, 50% of the child care teaching staff have a CDA, in the age group of the children in their room/classroom. If no CDA, program must have a professional development plan ensuring; at least, 50% of the teachers will attain a CDA with the appropriate age group. This plan must be reflected in the teacher's individual professional development plan	Yes No	NJ Registry	CDA certificate or Program and Individual Professional Development Plan Note: Infant/Toddler teaching staff could have a NJ Infant/Toddler Credential		NECPA II-28b Note: No mention of an individual professional development plan

Category 5

Personnel

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 1						
2.5.1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.	Yes No	License in good standing or program meets EEC license standards.	NJ Child Care License Certificate	Child Health & Safety Key Indicator #3 Safe Physical Environments	NAEYC – Required State Child Care License NECPA- Required State Child Care License
LEVEL 2						
2.5.2	Meets all criteria in Step 1.	Yes No				
2.5.3	The program has evidence of a process of self-study and a written quality improvement plan is based on the Grow NJ Kids guidelines for personnel.	Yes No	Written Program Improvement Plan	Program Improvement Plan	Child Health & Safety Key Indicator #3 Safe Physical Environments Note: Not based on Grow NJ Kids	NECPA Self Assessment Tool Note: Not based on Grow NJ Kids NAEYC Self Assessment Tool Note: Not based on Grow NJ Kids
2.5.4	The program has a personnel and program manual for staff and handbook for families. Handbook is available in the home language representative of the families at the program or hold review meetings with interpreter.	Yes No	Manuals and Handouts	Personnel Manual and/or Program Manual and Parent Handbook	Management Systems Key Indicator #1 Program Planning Family & Community Engagement Key Indictor#1 Partnerships with Family	NECPA II-6 II-7
2.5.5	All staff receive a copy of the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and sign-off on their commitment to the code.	Yes No	NAEYC's Code of Ethical Conduct	Signed receipts that teaches staff, in particular, have received a copy.		

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
			LEVEL 2			
2.5.6	The program has a written mission statement and philosophy that are communicated to staff and families. Staff is provided with job descriptions that identify responsibilities that assist in fulfilling the mission of the program	Yes No	Written Mission Statement Written Philosophy Statement Job descriptions		Management Systems Key Indicator #3 Human Resources	NECPA II-23 I-8
2.5.7	According to ADA, the program has an inter-agency agreement with local school district and early intervention service coordination unit.	Yes No	Agreement		Child Health & Safety Key Indicator #2 Screening & Referral	NECPA II-82 & 83
2.5.8	The program has marketing/communication and recruitment strategies in place. These strategies include communication methods prepared in multiple languages as appropriate to the community and representative of the families attending the program.	Yes No	Written Marketing and/or Communication Plan Recruitment Plan	Program Plan and/or Policies & Procedures Manual Marketing materials	ERSEA Key Indicator #1 Recruitment & Enrollment	NECPA I-7 & 8
2.5.9	The program uses a financial record keeping system to track revenue and expenses	Yes No	Sample tracking report			NECPA II- 19b
2.5.10	Program administration provides opportunities for staff to attend professional development events/activities that foster an organizational climate that includes trust, collaboration, and inclusion among employees. Program administration incorporates staff's input and feedback obtained through surveys.	Yes No	Individual Professional Development Plan Agency Professional Development Plan	Sample Survey Explanation of the process used to include staff input into program improvement strategies. PINJ Registry PD Certificates	Management Systems Key Indicator #3 Human Resources	NECPA II-32 & 33

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 2						
2.5.11	The program attempts to recruit bilingual teachers reflective of the community.	Yes No N/A	Recruitment Plan for hiring.	Program Plan and/or Policies & Procedures Manual		
2.5.12	The program has the following available to all staff: an "at-will employment statement" if applicable, equal employment opportunity/affirmative action statement, harassment-free workplace statement; and annual health and workplace safety training requirements.	Yes No	"At-will" Employment Statement and/or EEO Statement Non-Discrimination Policy			
2.5.13	The program holds monthly staff meetings that include progress on the quality improvement plan as an agenda item.	Yes No	Staff Meeting Minutes Staff Meeting Agendas Staff Meeting Sign-in Sheets	Policies & Procedures and/or Program Plan		
LEVEL 3						
3.5.1	Must meet all Step 2 criteria	Yes No				
3.5.2	The program offers, at a minimum, monthly staff meetings to discuss curriculum planning	Yes No	Program Professional Development Schedule with Topics	Staff Meeting Minutes Agendas		
3.5.3	The program has established an advisory council (Active Board), which includes appropriate and diverse community representatives who meet regularly to assist with program improvement, quality, and fiscal soundness.	Yes No	Advisory Council/ Committee	Policies & Procedures and/or Bylaws	Program Governance Key Indicator #2 Roles, Responsibilities & Training	NECPA 11 – 2 & 3

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
			LEVEL 1			
3.5.4	Programs led or governed by a board of directors, Board of Education, advisory council or other similar group, have written policies defining their roles and responsibilities.	Yes No	Written policies defining role and responsibilities.	By laws		
3.5.5	The program has a salary scale guide based on responsibility, level of education, training and years of Early Care and Education (ECE) experience	Yes No	Program Salary Guide	Policies & Procedures and/or Salary Comparison Report	Fiscal Integrity Indicator #4 Compensation	
3.5.6	The program provides at least two of the following basic benefits to fulltime staff: Paid sick leave, paid vacation, paid holidays, health insurance, child care benefit, tuition reimbursement, pension or family leave.	Yes No	Verification of benefits.	Policies & Procedures and/or Staff Handbook	Fiscal Integrity Key Indicator #4 Compensation	NECPA I-19 I – 19a
3.5.7	The program has documentation of one staff recognition activity per year.	Yes No	Staff Recognition documentation	Staff Handbook and Newspaper article and/or Agency Newsletter and/or Flier		II – 34
3.5.8	The program analyzes and uses the data from the feedback surveys to continuously inform the program improvement plan and annual budget.	Yes No	Staff Surveys Parent Surveys Community Surveys	Staff Handbook Policies & Procedures Manual or Written explanation describing the program's process for continuous improvement	Management Systems Key Indicator #1 Program Planning	NECPA II - 91

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 4						
4.5.1	Must meet all Step 3 criteria	Yes No				
4.5.2	The program has a strategic or business plan which is revised and updated at least once every five years. The plan includes the implementation of a salary plan with incremental increases for each salary level. Increases must be based on a formula that considers performance, responsibilities, increased education and experience.	Yes No	Business Plan and/or Strategic Plan		Program Governance Key Indicator #3 Reporting to Governance Body & Policy Council	NECPA I – 5 & 6
4.5.3	The program provides at least three basic benefits to full-time staff including health insurance with 50% of the employee's premium paid by the program and two of the following: paid sick leave, paid vacation, paid holidays, health insurance, child care benefit, tuition reimbursement, pension or family leave.	Yes No	Verification of benefits. Staff Recognition verification Pictures	Policies & Procedures Staff Handbook Pictures and/or Fliers	Fiscal Integrity Key Indicator #4 Compensation	NECPA I-19 I – 19a
4.5.4	The program holds at least two staff recognition activities per year.	Yes No	Staff Recognition documentation	Staff Handbook and Newspaper article and/or Agency Newsletter and/or Flier		

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 4						
4.5.5	The program provides paid planning time for full-time teaching staff as reflected in the policy manual.	Yes No	Staff schedule reflects planning time	Policies & Procedures Staff Handbook		
4.5.6	The program has a method of tracking teacher retention and a plan for addressing turnover.	Yes No	Tracking report	Policies & Procedures	Management Systems Key Indicator #2 Ongoing Monitoring	NECPA II – 34
4.5.7	The program's fiscal specialist or designee analyzes financial statements and creates quarterly reports to ensure fiscal integrity and inform the business plan.	Yes No	Fiscal Quarterly Reports Policy on fiscal integrity protocols	Program Plan and/or Fiscal operative SOP	Fiscal Integrity Key Indicator#2 Reporting	NECPA I – 19b
4.5.8	The program includes an internal and external annual audit.	Yes No	Internal Fiscal Audits External Fiscal Audits		Fiscal Integrity Key Indicator #1 Fiscal Management Systems	

Category

6

Program Administration & Management

ATTACHMENT 22

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 1						
2.6.1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.	Yes No	License in good standing or program meets EEC license standards.	NJ Child Care License Certificate	Child Health & Safety Key Indicator #3 Safe Physical Environments	NAEYC – Required State Child Care License NECPA- Required State Child Care License
LEVEL 2						
2.6.2	Meets all criteria in Step 1.	Yes No				
2.6.3	The program has evidence of a process of self-study and a program improvement plan is based on the Grow NJ Kids guidelines for Program/Learning Environment.	Yes No	Program Improvement Plan		Management Systems Key Indicator #1 Program Planning Note: Not based on Grow NJ Kids	NECPA Self Assessment Tool Note: Not based on Grow NJ Kids NAEYC Self Assessment Tool Note: Not based on Grow NJ Kids
2.6.4	The program has a written mission statement and philosophy.	Yes No	Mission Statement and Philosophy Statement	Program Plan and Policy & Procedure Manual and Marketing Materials		NECPA II-23 I-8
2.6.5	The program has a policy and procedures manual that is made available to staff and parents/families.	Yes No	Policy & Procedure Manual		Management Systems Key Indicator #1 Program Planning	NECPA II-6 II-18 II-20
2.6.6	The program has a written plan for emergencies including evacuation routes and practice drills. Plan includes individual instructions for particular children and staff with disabilities as applicable	Yes No	Emergency & Evacuation Procedures	Practice Drill Log and Program Plan and Training Agenda and Parent Handbook		NECPA II-70 II-71 II-72

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 2						
2.6.7	The program has outreach and recruitment strategies in place. Written materials and broadcast strategies are prepared in multiple languages as appropriate according to the community.	Yes No	Recruitment Plan	Program Plan Parent Handbook Recruitment Policy	ERSEA Key Indicator #1 Recruitment & Enrollment	NECPA II-91
2.6.8	The program uses an electronic financial record keeping system to track revenue and expenses.	Yes No	Sample tracking report			NECPA I-19b
2.6.9	The program must provide evidence that it is compliant with all state, federal and local laws.	Yes No	Current Child Care License Satisfactory Monitoring Report SAVS		Management Systems Key Indicator #2 Ongoing Monitoring	
2.6.10	Administrators/directors, parents/families, staff and other routinely participating adults are surveyed regarding their knowledge of and satisfaction with program services.	Yes No	Survey	Report based on aggregated data from survey	Management Systems Key Indicators #1 Program Planning	NECPA II-37
2.6.11	According to ADA, the program has an inter-agency agreement with local school district and early intervention service coordination unit.	Yes No	Inter-agency Agreement		Child Health & Safety Key Indictor #2 Screening & Referrals	
LEVEL 3						
3.6.1	Must meet all Step 2 criteria	Yes No				
3.6.2	Programs led or governed by a board of directors, board of education, advisory council or other similar group, have written policies defining their roles and responsibilities.	Yes No	Written policies defining roles & responsibilities	By-laws	Program Governance Key Indicator #2 Roles, Responsibilities & Training	NECPA II-2 & 3

ATTACHMENT 22

Standard Number	Standard	Meets Standard Circle One)	Requirements	Documentation	Office of Head Start Monitoring Tool (2013)	Accreditation NAEYC NECPA
LEVEL 3						
3.6.3	Financial policies and procedures are established based on professional accounting standards.	Yes No	Written policies & procedures	Policies & Procedures Manual Financial Operations Manual	Fiscal Integrity Key Indicator #1 Financial Management Systems	
3.6.4	The program has a marketing plan to maximize full enrollment.	Yes No	Marketing Plan	Enrollment Status Recruitment Policies, Practices & Procedures Program Plan	ERSEA Key Indicators #1 Recruitment & Enrollment	
3.6.5	The program has a projected one-year operating budget, including a statement of income and expenditures.	Yes No	One year budget		Fiscal Integrity Key Indictor #1 Financial Management Systems	
3.6.6	The program analyzes and uses the data from the feedback surveys to continuously inform the program improvement plan and annual budget.	Yes No	Program Improvement Plan Annual budget	Explanation describing survey feedback impact on program planning and how these influences are supported by the budget	Management Systems Key Indicator #1 Program Planning	
LEVEL 4						
4.6.1	Must meet all Step 3 criteria	Yes No				
4.6.2	The program's financial system includes an annual budget.		Annual budget	Fiscal Policies and/or Financial Operations Manual	Fiscal Integrity Key Indicator #1 Financial Management Systems	
4.6.3	The program includes an internal and external annual audit.		Internal & External Audit			

ATTACHMENT 22

New Jersey Department of Children & Families
New Jersey Department of Human Services
New Jersey Department of Education
New Jersey Department of Health
New Jersey Head Start Collaboration Office

ATTACHMENT 23
Grow NJ Kids Logic Model

INPUTS	ACTIVITIES	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
Early Learning and Development Commission	Provide governance and policy leadership	State systems aligned and working together Timeline – 12/2014	Policy and budgetary support to continue expanding Grow NJ Kids Timeline – 12/2016
Grow NJ Kids: Five tiered quality rating and improvement system	Ensure programs use common standards, comprehensive curricula and formal developmental assessments	Sites use standards, curricula and formal developmental assessments that is aligned with the curricula Timeline – 12/2015	All sites use standards, curricula and formal developmental assessment to fidelity. Timeline -12/2017
Grow NJ Kids supports: curriculum training, coaching, incentives and resources	Provide various supports and incentives to encourage and guide sites through the QRIS system	20% of sites achieve levels 3, 4 and 5 Timeline-5/2015	65% of sites achieve levels 3, 4 and 5 Timeline – 5/2016
Grow NJ Kids publicity	Reach parents/families with information about quality components of early care and education	Parents will begin to discuss components of quality with providers and others Timeline-9/2014	Parents will intentionally choose early care and education programs in Levels 3, 4 and 5 Timeline – 9/2016
Grow NJ Kids : Parent-led County Councils	Provide parents a space to influence services and programs	Parents provide feedback and input on Grow NJ Kids and publicity strategies on quality care and early learning. Timeline – 8/2014	Parents/families promote Grow NJ Kids in their communities Timeline – 8/2017

ATTACHMENT 24

professional IMPACT NJ
advocating growth for early childhood educators

Proposed Changes to NJ Registry Career Lattice/Training Levels
PINJ Clearinghouse Committee/NJCYC Workforce Committee
August 15, 2013
"A Career Lattice for members of the early childhood workforce."
NJ Registry members will renew membership every three years as follows:
Instructional staff (including Directors, Head Teachers, Group Teachers, Instructors/Trainers): 60 hours (20 hours per year)
Assistant Teachers, Family Child Care Providers, and Non-Instructional staff: 30 hours (10 hours per year)

NJ Registry Lattice Level	*NJ Registry Lattice Level Requirements*
V	**Advanced Degreed Professional** EC or related Masters, EdD or PhD
IV	**Bachelors Degreed Professional *Plus* License/Endorsement related to Early Childhood** Bachelors PLUS: P-3, Nursery, N-K, K-5, or K-8 Teacher Certification; Social Work; OR proposed NJ Infant Mental Health Endorsement
III	**Degreed Professional** Associates or Bachelors in Early Childhood, Child Development, Human Services or related fields; OR NJ OOL Director approval; OR NJ OOL Head Teacher approval; OR NJ OOL Group Teacher approval with child-related Associates or Bachelors degree; OR Associates or Bachelors degree plus NJ Infant/Toddler Credential or NJ Administrators' Credential; OR Bachelors degree with Healthy Families/Parents as Teachers/Nurse-Family Partnership home visitor 30-hour certificate; OR Bachelors degree with Clinical Social Work (CSW) Credential (National Association of Social Workers)
II	**Credentialed Professional** CDA, CCP, NJ Infant/Toddler Credential, NJ Administrators' Credential, NJ Family Development Credential, US DOL Child Development Specialist, NJ OOL Group Teacher approval with CDA/CCP or 15 college credits, Healthy Families (PCA America)/Parents as Teachers (Parents as Teachers National Center)/Nurse-Family Partnership (Nurse-Family Partnership National Service Office) home visitor 30-hour certificate
I	**Entry Professional** (vocational school, high school, non-credit training, college credit non-degreed, unrelated degree)

ATTACHMENT 24

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Instructor Approval System

Instructors renew every three years through submission of documentation to the NJ Registry and peer review for validation of status.

Minimum NJ Registry Lattice Level	*Instructor Level and Requirements*
V	**Master Instructor** • Completion of Professional Impact NJ's 40 hours mentor/leadership professional development • A minimum of three years full-time work experience directly with children in a regulated early childhood setting, and with adults as a learning partner, coach, or technical assistance specialist at an R&R Agency, consulting firm or college/university. • Demonstration of 100 clock hours within the past three-year period (33 hours per year)] responsible for the professional development of other adults
III with Bachelors Degree	**Instructor** • Completion of Professional Impact NJ's 30 hours mentor/leadership professional development • A minimum of three years full-time work experience directly with children in a regulated early childhood setting, and with adults as a learning facilitator • Demonstration of 60 clock hours within the past three-year period (20 hours per
III with Associates Degree	**Associate Instructor** • Completion of Professional Impact NJ's 24 hours mentor/leadership professional development • A minimum of three years full-time work experience directly with children in a regulated early childhood setting, and working with adults as a learning facilitator • Demonstration of 45 clock hours within the past three-year period (15 hours per year) responsible for the professional development of other adults
II	**Apprentice Instructor** • Completion of Professional Impact NJ's 12 hours mentor/leadership professional development • A minimum of two year full-time work experience directly with children in a regulated early childhood setting, and working with adults under the supervision of a Mentor/Coach • Demonstration of 21 clock hours within the past three-year period (7 hours per year) responsible for the professional development of other adults

DRAFT

CENTER FOR THE STUDY OF SOCIAL POLICY'S
strengthening families
A PROTECTIVE FACTORS FRAMEWORK

The Protective Factors Framework

What We Know: ***Families thrive when protective factors are robust in their lives and communities.***

Using the Strengthening Families Approach, more than 30 states are shifting policy, funding and training to help programs working with children and families build protective factors with families. Many states and counties also use the Protective Factors Framework to align services for children and families, strengthen families in the child welfare system and work in partnership with families and communities to build protective factors. For more information and many tools and options for implementation, visit www.strengtheningfamilies.net.

Nationally, Strengthening Families is coordinated by the Center for the Study of Social Policy (CSSP) and supported by national partner organizations including:

- Child Welfare Information Gateway
- The Finance Project
- FRIENDS National Resource Center
- The National Alliance of Children's Trust and Prevention Funds
- Parents As Teachers
- United Way Worldwide
- ZERO TO THREE

Five Protective Factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies support the common-sense notion that when these Protective Factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors are also "promotive" factors that build family strengths and a family environment that promotes optimal child and youth development.

Parental Resilience

No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.

Social Connections

Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back", an important part of self- esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

Concrete Support in Times of Need

Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

Knowledge of Parenting and Child Development

Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

Social and Emotional Competence of Children

A child or youth's ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.

ATTACHMENT 25

CENTER FOR THE ADVANCEMENT OF SOCIAL POLICY'S
strengthening families
A PROTECTIVE FACTORS FRAMEWORK

Mobilizing partners, communities and families to build family strengths, promote optimal development and reduce child abuse and neglect

The Strengthening Families Approach

- Benefits ALL families
- Builds on family strengths, buffers risk, and promotes better outcomes
- Can be implemented through small but significant changes in everyday actions
- Builds on and can become a part of existing programs, strategies, systems and community opportunities
- Is grounded in research, practice and implementation knowledge

Levers

Community and multi-system leaders act to build sustainable infrastructure through key levers for change:

- Parent Partnerships
- Policy/Systems
- Professional Development

Strategies

Community programs and worker practice consistently:

- Facilitate friendships and mutual support
- Strengthen parenting
- Respond to family crises
- Link families to services and opportunities
- Value and support parents
- Further children's social and emotional development
- Observe and respond to early warning signs of abuse and neglect

Protective Factors

Families and communities build protective factors that also promote positive outcomes:

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Social and emotional competence of children

Results

- Strengthened families
- Optimal child development
- Reduced child abuse & neglect

A New Vision

Families and communities, service systems and organizations:

- Focus on building protective and promotive factors to reduce risk and create optimal outcomes for all children, youth and families
- Recognize and support parents as decision-makers and leaders
- Value the culture and unique assets of each family
- Are mutually responsible for better outcomes for children, youth and families

ATTACHMENT 26

THE HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

PROMOTING FAMILY ENGAGEMENT AND SCHOOL READINESS, FROM PRENATAL TO AGE 8

U.S. Department of Health and Human Services

Administration for Children and Families

Office of Head Start

THE NATIONAL CENTER ON Parent, Family, and Community Engagement

ATTACHMENT 26

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ATTACHMENT 26

DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
370 L'Enfant Promenade, S.W.
Washington, D.C. 20447

August 15, 2011

Dear Head Start Colleagues,

I am pleased to introduce the Head Start Parent, Family and Community Engagement (PFCE) Framework, the first of its kind. The Parent, Family and Community Engagement Framework provides programs with a research based, organizational guide for implementing relevant Head Start Program Performance Standards. The PFCE Framework marks the beginning of a new wave of technical assistance resources that will be made available to programs in the coming year through the National Center on Parent, Family and Community Engagement.

Because supporting children's school readiness is an ongoing partnership between staff and families, the PFCE Framework is a tool that all staff and families can use. I invite you to review this valuable resource and to consider ways to improve and promote parent and family engagement in your program. The PFCE Framework can be used in program-wide strategic planning, program design and management, systems of continuous improvement, professional development for staff, and with governing bodies and parent groups. It can be used to help improve program services or to inform community partners about Head Start parent and family engagement goals and the importance of those goals for school readiness.

Families play a critical role in helping their children be ready for school and for a lifetime of academic success, and Head Start and Early Head Start programs are valuable partners with families in this endeavor. Head Start Parent Involvement has continually evolved since its inception in 1965. The Head Start Parent, Family and Community Engagement Framework begins the next chapter in Head Start's long history of leading the field in engaging families and supporting children's ongoing learning and development.

Thank you for the work you do every day for children and families.

(b)(6)

ATTACHMENT 27

Stepping Stones to Caring for Our Children:

National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs,

Third Edition

PROTECTING CHILDREN FROM HARM

American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™

APHA American Public Health Association

National Resource Center for Health and Safety in Child Care and Early Education

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Stepping Stones to
Caring for Our Children:
National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs,
Third Edition

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National Resource Center for Health and Safety in Child Care and Early Education

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Availability

The full texts of *Stepping Stones to Caring for Our Children,* Third Edition and *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs*, Third Edition are available online through the National Resource Center for Health and Safety in Child Care and Early Education website (http://nrckids.org/CFOC3/index.html).

Print copies of the comprehensive source document *Caring for Our Children,* Third Edition are available from the American Academy of Pediatrics (http://www.aap.org) and the American Public Health Association (http://www.apha.org/publications/bookstore/).

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ATTACHMENT 27

National Resource Center for Health and Safety in Child Care and Early Education

Stepping Stones to Caring for Our Children, 3rd Edition

Compliance/Comparison Checklist

***Stepping Stones*, Third Edition was developed to be used by multiple audiences to prevent harm and adverse outcomes in children in all early care and education settings.**

Suggestions for Use of the Compliance/Comparison Checklist:

- **By licensing staff who want to compare *Stepping Stones* standards to the subject areas covered in their state regulations and determine where there are gaps and where regulations should be added.**
- **By caregivers/teachers/directors who want to be sure they are complying with those standards that have the most potential to prevent harm to children in their settings.**
- **By families who want to be sure their child's early care and education program is complying with these important standards.**
- **By child care health consultants and trainers to assess what topics need to be covered when consulting or training caregivers/teachers/directors.**

Compliance/Comparison Checklist

CFOC3 Standard Number	*CFOC3* Standard Title	Compliance/ Comparison	
		Yes	No
Chapter 1 - Staffing			
1.1.1.1	Ratios for Small Family Child Care Homes		
1.1.1.2	Ratios for Large Family Child Care Homes and Centers		
1.1.1.3	Ratios for Facilities Serving Children with Special Health Care Needs and Disabilities		
1.1.1.4	Ratios and Supervision During Transportation		
1.1.1.5	Ratios and Supervision for Swimming, Wading, and Water Play		

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CFOC3 Standard Number	*CFOC3* Standard Title	Compliance/ Comparison	
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CFOC3 Standard Number	*CFOC3* Standard Title	Compliance/ Comparison	
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CFOC3 Standard Number	*CFOC3* Standard Title	Compliance/ Comparison	
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Availability

The full texts of *Stepping Stones to Caring for Our Children,* Third Edition and *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs*, Third Edition are available online through the National Resource Center for Health and Safety in Child Care and Early Education website (http://nrckids.org/CFOC3/index.html).

Print copies of the comprehensive source document *Caring for Our Children,* Third Edition are available from the American Academy of Pediatrics (http://www.aap.org) and the American Public Health Association (http://www.apha.org/publications/bookstore/).

National Resource Center for Health and Safety in Child Care and Early Education

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Head Start Program Performance Standards

45 CFR Chapter XIII
(10-1-09 Edition)

[With Part 1307. Federal Register

U.S. Department of Health and Human Services
Administration for Children and Families
Office of Head Start

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		GRANT YEARS						
	Year 1	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4			
Rating model	2013 (Test D	2014 (FCC Pil	2015	2016	2017	2018	2019	2020
Cohort 1 - # sites	**56**	-	**28**	-	**42**	-	**21**	-
Level 4 or 5 (10%)	6		3		7		4	
Level 3 (40%)	22		11		28		14	
Level 1 or 2 (50%)	28		14		7		4	
Cohort 2 - # sites	-	**417**	-	**209**	-	**313**	-	**156**
Level 4 or 5	-	42		21		52		26
Level 3		167		83		209		104
Level 1 or 2	-	209		104		52		26
Cohort 3 - # sites	-	-	**439**	-	**220**	-	**329**	-
Level 4 or 5	-	-	44		22		55	
Level 3			176		88		220	
Level 1 or 2	-	-	220		110		55	
Cohort 4 - # sites	-	-	-	**439**	-	**220**	-	**329**
Level 4 or 5	-	-	-	44		22		55
Level 3				176		88		220
Level 1 or 2	-	-	-	220		110		55
Cohort 5 - # sites	-	-	-	-	**439**	-	**220**	-
Level 4 or 5	-	-	-	-	44		22	
Level 3					176		88	
Level 1 or 2	-	-	-	-	220		110	
Cohort 6 - # sites	-	-	-	-	-	**451**	-	**226**
Level 4 or 5	-	-	-	-	-	45		23
Level 3						180		90
Level 1 or 2	-	-	-	-	-	226		113
Cohort 7 - # sites	-	-	-	-	-	-	**315**	-
Level 4 or 5	-	-	-	-	-	-	32	
Level 3							126	
Level 1 or 2	-	-	-	-	-	-	158	
Cohort 8 - # sites	-	-	-	-	-	-	-	**307**
Level 4 or 5	-	-	-	-	-	-	-	31
Level 3								123
Level 1 or 2	-	-	-	-	-	-	-	154
Total sites rated	**56**	**417**	**467**	**648**	**701**	**983**	**885**	**1,018**

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Grow NJ Kids Selection Process

Each year, NJ will enroll an average of 434 early care and education programs, with 90% receiving state or federal funds to serve high needs infants and young children and 10% without any state or federal support.

Although the impetus for the QRIS is to increase quality in early care and education programs who primarily serve infants and young children with high needs, we know from research that fee-for-service providers do not always provide high quality services. In applying this 90-10 split, we are investing the most resources on the neediest programs, but not ignoring the fact that high quality care and early education is birthright to all of NJs children.

To ensure the 90-10 split, we will implement a 50-point selection process. The selection criteria were developed taking into account 2013 data on child care subsidies from the New Jersey Department of Human Services, Division of Family Development (DFD), as well as 2013 Kids Count information from Advocates for Children of New Jersey (ACNJ). Although DFD's child care subsidy numbers indicate pockets of poverty and low income, ACNJ's Kids Count information provided data on counties that dropped in their ratings on measures of child well-being, e.g., poverty, child health and maternal health. The selection criteria are sensitive to information from both sets of data.

The selection process involves assigning points based on: areas of service, program type, and program components. The criteria were set up to allow the neediest programs to garner the most points. For example, programs from the 5 counties with the highest number of children with child care subsidies and those in counties negatively impacted by Hurricane Sandy, will receive 10 points for "area of service", which is the highest points awarded for this area. Programs funded to provide subsidized child care (public), Head Start, Early Head Start or state-funded preschool will be awarded an additional 8 points. Program components such as NJ Workforce Registry participation, and having no Licensing health/safety enforcements within the six months prior to QRIS application will allow for even more points. The higher the points, the higher the program places on the selection list.

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The following information will provide the service area ranking and selection criteria:

Selection Criteria: Service Area

Ranking	County	Points Awarded
1	Essex	10
2	Passaic	10
3	Hudson	10
4	Middlesex	10
5	Union	10
6	Atlantic	10
7	Bergen	10
8	Ocean	10
9	Monmouth	10
10	Cape May	10
11	Cumberland	9
12	Camden	9
13	Morris	9
14	Mercer	9
15	Gloucester	8
16	Somerset	8
17	Burlington	8
18	Warren	7
19	Sussex	7
20	Salem	7
21	Hunterdon	7

Total number of points for **Service Area** _____

Selection Criteria: Program Type

Program Type	Points Awarded
Subsidized Child Care (public)	2
Subsidized Child Care (private)	1
Head Start	2
Early Head Start	2
State-funded Preschool (DOE)	2
District Program – ELLI/ECPA (DOE)	1
Public or Private School for the Disabled	2

Total number of points for **Program Type** _____

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Selection Criteria: Program Components

Program Components	Points Awarded
Receive state or federal funds to serve infants or young children (check those that apply) : DOE-funded program (Abbott)__ DOE-funded program (Other)__ CCDF-funded program (subsidy) __ Early Head Start or Head Start__ 619-funded program (self contained) __ Public or Private School for the Disabled__	8
Program has had no Licensing health/safety enforcements within the six months prior to application	5
Program participates in USDA Child Care Food Program	5
Program is in "good standing" with state/federal funding regulations	5
Program is enrolled in the NJ Registry	5
Program serves English language learners	5
Program serves young children with disabilities	5

Total amount of points for **Program Components** _____

	Total Number of Points Awarded
Service Area	
Program Type	
Program Components	
Total Points Awarded	

New Jersey Council for Young Children

More than Marketing: A New Jersey Study on Outreach to Underserved Populations Ages Birth to Five

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ATTACHMENT 32

DRAFT

Grow NJ Kids
Center
and
School-Based Standards

QRIS Rater Checklist
2013

Level 3		
Safe, Healthy Learning Environments		
Standard	**Required Observation Measure**	**Required Documentation**
Notes	ITERS-R/ECERS-R reliable rater score of 4 with no subscale below 3. **ITERS Score**_____ **ECERS Score**_____ CLASS reliable rater score of 3 or higher across all domains. **Emotional Support**_____ **Classroom Organization**_____ **Instructional Support**_____ Note: In the dimension of Negative Climate, program must score a 2 or less.	ITERS-R/ECERS-R Protocol Yes No CLASS Protocol Yes No
Program conducts daily health and safety checks on playgrounds and has a system to identify/address health and safety concerns in and around the building	Notes	Health/Safety Checklist Yes No
Programs serving infants and toddlers must have a policy that supports breastfeeding friendly principles, including accepting and storing breast milk and providing a comfortable place for lactating mothers.	Notes	Breastfeeding Policy Yes No
Program has a written policy ensuring nutritious meals and snacks are promoted and/or provided as defined by United States Department of Agriculture (USDA) guidelines and is respectful of religious and dietary restrictions.	Notes	Written policy on food service including program adherence to religious and dietary restrictions Yes No Sample Menus Yes No
Staff are trained to work with children with special diets, allergies and specialized feeding issues	Notes	List of trainings provided to staff on dietary preferences and requirements for children. Including training content and resume and/or credentials of trainer. Yes No

The program provides family health and safety workshops and/or resources annually in topics that include: preventive health care, mental/behavioral health issues, nutrition and obesity, medication administration policies and procedures, oral health practices, communicable disease prevention.	Notes	List of trainings provided to parents with sign-in sheets. Information on training content. Resume or credentials of trainer. Yes No

LEVEL 4		
Safe, Healthy Learning Environments		
Standard	**Required Observation Measure**	**Required Documentation**
Notes	ITERS-R/ECERS-R reliable rater score average of 5 with no subscale below 4. **ITERS Score_____** **ECERS Score _____** **CLASS reliable rater score of 4 or higher across all domains.** **Emotional Support_____** **Classroom Organization_____** **Instructional Support_____** Note: In the dimension of Negative Climate, program must score a 2 or less.	ITERS-R/ECERS-R Protocol Yes No CLASS Protocol Yes No
The program utilizes a health consultant annually to conduct a file audit on children's immunizations, Well Baby Visits, etc.	Notes	Sample report/communication to parents by program about health and wellness checks. Yes No and/or Program plan Yes No
The program has a system for daily age-appropriate oral health care for all children	Notes	Program Plan Yes No And/or Plan for oral health system Yes No
Program maintains one teacher or teacher assistant in each room has a pediatric First Aid & CPR Certificate	Notes	First Aid & CPR Certificates Yes No
The program demonstrates that playgrounds are	Notes	Evidence that playground and equipment are inspected

inspected annually by a qualified professional to assure that play equipment is safe and accommodates abilities, needs and interest of each age group served		annually including appropriateness of equipment for age group Yes No

LEVEL 5		
Safe, Healthy Learning Environments		
Standard	**Required Observation Measure**	**Required Documentation**
Notes	ITERS-R/ECERS-R reliable rater score average of 6 with no subscale below 5 **ITERS Score**_____ **ECERS Score**_____ CLASS reliable rater score of 5 or higher across all domains. **Emotional Support**_____ **Classroom Organization**_____ **Instructional Support**_____ Note: In the dimension of Negative Climate, program must score a 2 or less.	ITERS-R/ECERS-R Protocol Yes No CLASS Protocol Yes No
Program with parental consent, provides (directly or through collaboration) vision, hearing and dental screenings and shares results with families.	Notes	Copy of Consent Form Yes No And Evidence of health screenings findings provided to parents/program. Yes No
All teaching staff, identified as part of the adult:child ratio, have a Certificate of Completion in Pediatric First Aid and Cardio-Pulmonary Resuscitation (CPR)	Notes	First Aid & CPR Certificates Yes No

Level 3		
Curriculum & Learning Environment		
Standard	**Required Observation Measure**	**Required Documentation**
Notes	ITERS-R/ECERS-R reliable rater score of 4 with no subscale below 3. **ITERS Score**_____ **ECERS Score**_____ CLASS reliable rater score of 3 or higher across all domains. **Emotional Support**_____ **Classroom Organization**_____ **Instructional Support**_____ Note: In the dimension of Negative Climate, program must score a 2 or less.	ITERS-R/ECERS-R Protocol Yes No CLASS Protocol Yes No
Individual activity plans and/or lesson plans reflect the NJ Birth to Three Early Learning Standards and/or the NJ Preschool Teaching and Learning Standards based on children's individual differences.	Notes	Director submits a brief description describing how curriculum aligns with the NJ BTT – ELS and/or NJ PT&LS; b). (1- 3pages, maximum) Yes No
Program implements a structured observation tool to focus on curricular areas.	Notes	Sample Structured Observation Protocol Yes No
Program uses a research-based assessment tool that addresses all developmental domains. *Note: Developmental assessment must be aligned with program's curriculum.*	Notes	Formative Assessment Protocol Yes No

ATTACHMENT 32

Program uses a valid and reliable developmental screening tool to identify children who may need further evaluation or intervention strategies. *Note: State-funded preschool programs must us a state approved screening tool.*	Notes	Formative Screening Protocol Yes No
Staff make appropriate teaching and learning modifications and/or accommodations, based on findings from developmental screening tools, research-based assessments and information gathered through observation to address children's specific needs, when necessary.	Notes	Director submits a brief description describing how the curriculum is adapted to meet needs of children in the program. (1- 3pages, maximum) Yes No
Research-based screening and assessment results are shared with parents/families.	Notes	Sample letter Or Description of the programs strategy to share screening and assessment results with parents/families, at least 2 times in a 10 month period. Yes No

LEVEL 4		
Curriculum & Learning Environment		
Standard	**Required Observation Measure**	**Required Documentation**
Notes	ITERS-R/ECERS-R reliable rater score average of 5 with no subscale below 4. **ITERS Score**_____ **ECERS Score** _____ CLASS reliable rater score of 4 or higher across all domains. **Emotional Support**_____ **Classroom Organization**_____ **Instructional Support**_____ Note: In the dimension of Negative Climate, program must score a 2 or less.	ITERS-R/ECERS-R Protocol Yes No CLASS Protocol Yes No
Research-based, developmentally appropriate curriculum is fully implemented. *Note: State-funded preschool programs must use a state approved curriculum.*	Notes	Curriculum Implementation Checklist/Fidelity Assessment Yes No
State-funded preschool programs use an additional State approved standardized program observation instrument to focus on specific instructional supports and interactions that further inform the program improvement plan.	Notes	Observation Protocol Yes No
Data from developmental screenings, developmental assessments and environmental measures are used to	Notes	1. Program Plans and/or Policy and Procedure Manual 2. Individual Professional Development Plans and/or

inform program practices, student progress and professional developmental plans.		Agency Training Plan, and 3. Documentation of child data use Yes No
Staff use research-based assessment data to identify overall trends in children's development and learning.	Notes	Documentation identifying trends in child development and learning. Yes No
Program has documentation of a transition plan for all children, which include parent/family input. This information should be shared with child's parent/family as well as the next placement.	Notes	Transition Plan Yes No
Program demonstrates partnerships and professional relationships with agencies, consultants and organizations, in the community, that further the program's capacity to meet the needs and interests of the children and parents/families that they serve.	Notes	Evidence of community engagement

LEVEL 5		
Curriculum & Learning Environments		
Standard	**Required Observation Measure**	**Required Documentation**
Notes	ITERS-R/ECERS-R reliable rater score average of 6 with no subscale below 5 **ITERS Score**_____ **ECERS Score**_____ CLASS reliable rater score of 5 or higher across all domains. **Emotional Support**_____ **Classroom Organization**_____ **Instructional Support**_____ Note: In the dimension of Negative Climate, program must score a 2 or less.	ITERS-R/ECERS-R Protocol Yes No CLASS Protocol Yes No
All new staff receive an agency/program orientation	Notes	Orientation Plan and/or Materials Yes No
Staff receive ongoing formal professional development and supervision in how to support positive relationships through warm and nurturing interactions	Notes	1. Individualized Professional Development Plans 2. Agency Training Plan, and/or 3. NJ Registry

		Yes No
Staff engage children in meaningful conversations, use open-ended questions and provide opportunities for children to developmentally appropriate oral vocabulary building throughout the day.	Notes	Video clip Yes No
Staff scaffold children's language to support the development of more complex receptive and expressive language, support children's use of language in the sharing of ideas, problem solving and in making positive peer interactions.	Notes	Video clip Yes No
Staff utilize teaching strategies that engage children in learning experiences that promotes critical thinking skills.	Notes	Video clip Yes No

Level 3		
Family and Community Engagement		
Standard	**Required Observation Measure**	**Required Documentation**
Program asks all newly enrolled parents/families to complete the Strengthening Families Protective Factor Survey. *Notes: Survey results are tallied, summarized and aggregated to inform program policies and procedures regarding parents/families.*	Strengthening Families Protective Factor Survey	1. Completed Strengthening Families Protective Factor Survey 2. Grow NJ Kids Program Improvement Plan Yes No
Program establishes a parent/family group to engage enrolled families and support their participation in the education of their children. *Note: The group meets, at least two times per year, to provide input on the program's family and community engagement practices.*	Notes	1. Parent/Family Group Agenda 2. Parent/Family Group meeting Sign-In Sheet Yes No
Program promotes multicultural learning opportunities that include parent/family participation in planning and implementation.	Notes	Program policy/policies on cultural and linguistic practices Yes No
Program holds, at least, two family education workshops per year on topics such as: early literacy, adult/family literacy, positive parent-child interactions, cultural awareness, developmental concerns and/or other topics	Notes	1. Family Education Workshop Sign-In Sheet 2. Family Education Workshop Agenda Yes

that address the identified needs and interests of the enrolled parents/families. *Note: Translators/Interpreters are provided for ESL parents/families.*		No
Program actively encourages parents/families to visit and participate in center activities. *Note: Strategies include outreach to fathers.*	Notes	Program policy on parent/family engagement Yes No
Program offers 1 home visit to all enrolled parents/families and completes visits for, at least, 25% of parents/families. Purpose of home visit is to observe child in natural environment, provide individual information on child's progress and discuss parent's early learning and education goals for their child/children. Note: Home visits are conducted according to guidance developed by program and parent group.	Notes	1. Letter to parents explaining/scheduling home visit 2. Home visit documentation Yes No
Program identifies, at least, one parent to participate in and represent the program on a local or county advisory council.	Notes	Evidence of parent participation on advisory committee/council. Yes No

LEVEL 4		
Family and Community Engagement		
Standard	**Required Observation Measure**	**Required Documentation**
Program reviews and updates the Strengthening Families Self –Assessment annually to ensure family and community engagement practices align with the SF seven core strategies.	Notes	Director submits, brief, documentation describing family and community engagement continuous improvement practices using the Strengthening Families program and/or Head Start's family and community engagement framework Yes No
Program has an active parent/family group that meets, at least three times per year, to provide input on the program's family and community engagement policies, procedures and practices.	Notes	1. Parent/Family Group Meeting Sign-In Sheet 2. Parent/Family Group Meeting Agenda 3. Parent/Family Group Meeting Minutes Yes No
Program provides parents/families with opportunities to participate in leadership and decision-making roles.	Notes	Evidence that program provides leadership and decision-making roles to parents/families Yes No
Program supports parents/families to become effective and knowledgeable advocates for their child's/children's early care and education opportunities.	Notes	Evidence that program supports parents/families to be advocates for their children Yes No
Program uses a variety of methods to communicate with parents/families about curriculum objectives, early learning and education goals and effective strategies to support learning at home.	Notes	Evidence of communication strategies Yes No

Program offers two home visits to all enrolled parents/families and completes visits for, at least, 60% of parent/families. *Note: Home visits are conducted according to guidance developed by program and parent group.*	Notes	1. Letter to parents explaining/scheduling home visit 2. Home visit documentation Yes No
Program identifies, at least, two parents to participate in and represent the program on a local or community advisory committee/council.	Notes	Evidence of parent participation on advisory committee/council. Yes No

LEVEL 5		
Family and Community Engagement		
Standard	**Required Observation Measure**	**Required Documentation**
Programs are fully integrating the Strengthening Families Principles and Seven Core Strategies and/or the Head Start Family and Community Engagement Framework.		Evidence that programs have fully integrated the Strengthening Families Program and/or Head Start's Family and Community Engagement Framework Yes No
Program fully collaborates with community partners to create a supportive system that supports strengths, responds appropriately to needs and is inclusive and respectful of culture for all enrolled parents/families.		Evidence of collaborative relationships with community agencies and organizations. Yes No

Level 3		
Workforce/Professional Development		
Standard	**Required Observation Measure**	**Required Documentation**
Notes	ITERS-R/ECERS-R reliable rater score of 4 with no subscale below 3. **ITERS Score**_____ **ECERS Score**_____ CLASS reliable rater score of 3 or higher across all domains. **Emotional Support**_____ **Classroom Organization**_____ **Instructional Support**_____ Note: In the dimension of Negative Climate, program must score a 2 or less.	ITERS-R/ECERS-R Protocol Yes No CLASS Protocol Yes No
All Early Head Start, Head Start, Center and School-based early care and education program staff are enrolled in the NJ Registry, Professional Impact New Jersey		Evidence of membership Yes No

(PINJ)		
All teaching staff and supervisors/directors have received training from the curriculum developer/trainer in the selected curriculum.	Notes	Formal professional development as indicated by NJ Registry and/or Individual Professional Development Plan Yes No
Teaching staff have received professional development in: • Selected formative assessment • Child Observation & Recording • Developmental Benchmarks	Notes	Formal professional development as indicated by NJ Registry and/or Individual Professional Development Plan Yes No
Supervisors/Directors have received training in evaluating and observing teachers both formally and informally.	Notes	Formal professional development as indicated by NJ Registry and/or Individual Professional Development Plan Yes No
All teaching staff receive an annual written performance evaluation, conducted by their supervisor. *Note: Performance Evaluation includes a self-assessment portion and the process results in an individualized professional development plan*	Notes	Description of the annual performance evaluation process and Copy of evaluation, self assessment and individualized professional development plan Yes No

LEVEL 4		
Workforce/Professional Development		
Standard	**Required Observation Measure**	**Required Documentation**
Notes	ITERS-R/ECERS-R reliable rater score average of 5 with no subscale below 4. **ITERS Score**_____ **ECERS Score** _____ CLASS reliable rater score of 4 or higher across all domains. **Emotional Support**_____ **Classroom Organization**_____ **Instructional Support**_____ Note: In the dimension of Negative Climate, program must score a 2 or less.	ITERS-R/ECERS-R Protocol Yes No CLASS Protocol Yes No
Programs provide and/or make the following trainings available to staff:	Notes	Evidence of the following trainings: • Pyramid Training (CSEFEL)

• Supporting children with Special Needs • Supporting children who are English Language Learners • Cultural Competence • Transitions		and • Strengthening Families Protective Factors and/or • Head Start Family and Community Engagement Framework Yes No
Differentiated training is provided to staff based on experience, job responsibility and individual professional development plans.	Notes	Formal professional development as indicated by NJ Registry and/or Training Agenda (Content), Handouts & Trainer resume and Individual Professional Development Plan for participants Yes No
Individual Professional Development Plan includes the use of a curriculum implementation or fidelity checklist/instrument *Note: Curriculum Implementation Checklist or Curriculum Fidelity Instrument ensure full implementation of curriculum as designed by curriculum developers.*	Notes	Curriculum Implementation Checklist or Curriculum Fidelity Instrument Protocol Yes No
Teachers have planned opportunities to share collected child observations and work samples with each other to improve and/or maintain their individualizing curriculum skills, early learning and/or lesson planning and reliable use of the formative assessment.		Schedule of Structured Planning Time Yes No
Administrators/Directors participate in professional development activities based on identified areas of professional growth		Administrator/Director Individual Professional Development Plan and Evidence of PD activity Yes No
Administrator/Director has a membership in, at least, one early childhood professional organization		Evidence of membership Yes No
Supervisors/Directors provide aggregated classroom and child data to teachers to collaboratively develop a plan to improve program quality in specific areas.		Evidence of aggregated classroom level data and Evidence of program planning using classroom level data Yes No
Non-instructional staff receive information on: • Developmentally Appropriate Practices • Diversity • Overview of age appropriate standards • Positive adult-child interactions.		Training Agendas and Training Sign-In Sheets Yes No

Note: Non-instructional staff include: lunch assistants, bus drivers, maintenance, volunteers, etc.		Note: Sign-In Sheet must have staff name and position.

LEVEL 5		
Workforce/Professional Development		
Standard	**Required Observation Measure**	**Required Documentation**
Notes	ITERS-R/ECERS-R reliable rater score average of 6 with no subscale below 5 **ITERS Score**_____ **ECERS Score**_____ CLASS reliable rater score of 5 or higher across all domains. **Emotional Support**_____ **Classroom Organization**_____ **Instructional Support**_____ Note: In the dimension of Negative Climate, program must score a 2 or less.	ITERS-R/ECERS-R Protocol Yes No CLASS Protocol Yes No
Supervisors/Directors analyze data to inform professional	Notes	Evidence of program's process in using data to inform professional

development plans and agency/program training plans. *Note: Specific data would include staff professional development surveys, parent surveys, child assessment results, room/classroom assessment findings, etc.*		development plans and program/agency training plans. Yes No
Program has an advisory group that includes parents and community stakeholders who provide input and feedback for the purpose of continuous program improvement.		List of advisory group members And Agendas & Corresponding Minutes Yes No
Administrator/Director is an "active participant" in, at least, one professional early childhood association or early childhood related association. *Note: "Active participation" means attends conferences, conducts presentations or participates in early childhood advocacy activities.*		Evidence of "active participation" in a professional early childhood related organization Yes No

Level 3		
Administration and Management		
Standard	**Required Observation Measure**	**Required Documentation**
Notes	ITERS-R/ECERS-R reliable rater score of 4 with no subscale below 3. **ITERS Score**_____ **ECERS Score**_____ Program Administration Scale (PAS) of 4 or higher. **PAS Score** _____	ITERS-R/ECERS-R Protocol Yes No Program Administration Scale Yes No

Programs led or governed by a Board of Directors, Board of Education, advisory council or other similar group, have written policies defining their roles and responsibilities	Notes	Bylaws and/or Standard Operating Procedures or Program Plans Yes No
Financial policies and procedures are established based on professional accounting standards.	Notes	Standard Operating Procedures or Document that states program's financial operations procedures Yes No
Program has a marketing plan to maximize full enrollment.	Notes	Marketing Plan Yes No
Program has a projected one-year operating budget, including a statement of income and expenditures	Notes	Budget & Statement Yes No
Program managers, staff and parent/family input are solicited, on an annual basis, to evaluate the program.	Notes	Evidence of input solicitation Yes No
Program uses, at least, 3 types of internal communication to inform staff of program activities, policies, etc.	Notes	Evidence of 3 sources of internal communication Yes No
Program provides staff with, at least, one benefit. *Note: Benefit examples include paid vacation time, sick time, health insurance, tuition/professional development reimbursement, retirement plan, etc.*	Notes	Benefit policy and/or Employee Handbook Yes No
Staff are given feedback that provide examples of best practice , at least monthly.	Notes	Employee Handbook and/or Education Supervisor Role & Responsibilities or Education Supervisor Job Description Yes No

LEVEL 4		
Administration and Management		
Standard	**Required Observation Measure**	**Required Documentation**
Notes	ITERS-R/ECERS-R reliable rater score average of 5 with no subscale below 4. **ITERS Score**_____ **ECERS Score** _____ Program Administration Scale (PAS) of 5 or higher. **PAS Score** _____	ITERS-R/ECERS-R Protocol Yes No Program Administration Scale Protocol Yes No
The program analyzes and uses the data from feedback surveys to continuously inform the program	Notes	Evidence of continuous improvement process that informs program improvement plan and annual budget

improvement plan and annual budget.		and Program Improvement Plan and Annual Budget Yes No
Program has a quarterly review conducted of the accounting records by an independent party who has accounting or bookkeeping expertise.	Notes	Quarterly Review Reports and Accounting/Bookkeeping Expert resume/contract Yes No
Program tracks and monitors teacher turn over and has a plan for addressing turn over.	Notes	Evidence of tracking and monitoring of teacher turn over And Teacher Turn Over Plan, if needed Yes No
Program has a system to support the career development of staff through a career ladder. Note: Example, as part of staff evaluation, supervisor and/or Mentor meet with staff to monitor progress towards career goals.	Notes	Evidence that career goal meetings occur, at least, annually. Yes No
Program has a Staff Salary Scale, based on comparable rates of others in the community with the similar employment responsibilities and levels of education.	Notes	Salary Comparability Survey Yes No
Programs not governed by a Board of Directors, Board of Education or an advisory body will establish an advisory committee/council that is reflective of the community. The Committee/Council should meet regularly. Members should have some understanding of early care and education program operations. The purpose of this Committee/Council is to assist program administration with objective feedback and input on continuous program improvement and fiscal soundness.	Notes	List of Advisory Committee/Council Members And Meeting Agendas & Corresponding Minutes Yes No
Program has a strategic business plan that is reviewed and updated, at a minimum, every 3 years	Notes	Strategic Business Plan And Evidence of 3 year reviews Yes No
Program staff and governing and/or advisory body are involved in the development of the business plan.	Notes	Evidence that governing or advisory body and staff are involved in the development of the business plan. Yes No
Program has a system of technology that allows for data collection and tracking program information.	Notes	Generate data reports And/or Generated program tracking information Yes No
The program tracks and monitors absences of individual children and contacts families when children are absent	Notes	Child Absentee Report Yes No

more than 20% in a month.		
Program shares results of the program environmental rating with governing board/advisory body, funders, staff and families	Notes	Evidence of rating information shared with governing board/advisory body, funders, staff and families Yes No
Program's financial system includes an annual budget and an annual report that is disseminated to governing bodies/advisory group, parents/families, community partners, and funders	Notes	Annual Budget and Annual Report and Evidence of budget and report dissemination to governing bodies/advisory group, parents/families, community partners, and funders Yes No
Program's fiscal specialist or designee analyzes financial statements and creates quarterly reports to ensure fiscal integrity and inform the business plan.	Notes	Evidence of fiscal specialist or designee's process in creating informed quarterly reports. And Evidence of fiscal specialist or designee's process in informing the business plan using the fiscal analysis. Yes No
Program has an internal and external annual audit	Notes	Audit Report Yes No
An outside audit is conducted, annually, by a certified public accountant.	Notes	Audit Report Yes No
Program offers, at least, two benefits to staff	Notes	Employee Handbook
Program provides staff with ongoing mentoring that includes demonstration of best practices on a monthly basis	Notes	Evidence that program provides ongoing mentoring opportunities on a monthly basis Yes No

LEVEL 5		
Administration and Management		
Standard	**Required Observation Measure**	**Required Documentation**
Notes	ITERS-R/ECERS-R reliable rater score average of 6 with no subscale below 5 **ITERS Score**_____ **ECERS Score**_____ Program Administration Scale (PAS) of 6 or higher. **PAS Score** _____.	ITERS-R/ECERS-R Protocol Yes No Program Administration Scale Yes No

ATTACHMENT 32

Program demonstrates systematic opportunities for teachers to engage in reflective teaching practices through the use of peer groups, coaches and/or mentors	Notes	Evidence of reflective teaching practices through peer groups, coaching and/or mentors Yes No
Results from annual staff and family input are used to develop/inform a comprehensive written program improvement plan	Notes	Comprehensive Program Improvement Plan Yes No
Program has an incentive program that rewards each educator that achieves the next step on the NJ Registry Career Lattice		Evidence of incentive program Yes No

ATTACHMENT 33

EARLY HEAD START
National Resource Center

School Readiness Goals for Infants and Toddlers in Head Start and Early Head Start Programs: Examples from the Early Head Start National Resource Center

The Improving Head Start for School Readiness Act of 2007 requires programs to address and strengthen school readiness for all of the children they serve, ages birth to five. The Act and Head Start Program Performance Standard 1307 define school readiness goals in this way:

§ 1307.2 *School readiness goals* mean the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten.

In very broad terms, the Office of Head Start's definition of school readiness is that "children are ready for school, families are ready to support their children's learning, and schools are ready for children".[i] Head Start leaders must identify the knowledge and skills children demonstrate when they are *school ready*. A clear articulation of these goals enables Head Start staff and families to choose and implement the most effective curriculum, and assessments.

According to § 1307.3(b)(1)(i) and (ii), Head Start programs serving infants and toddlers are required to establish program goals for improving school readiness of children that:

- Appropriately reflect the ages of children participating in the program;
- Align with the Head Start Child Development and Early Learning Framework (HSCDELF) in the five essential domains –
  - Social and Emotional Development
  - Language Development and Literacy
  - Approaches Toward Learning
  - Cognition and General Knowledge
  - Physical Well-Being and Motor Development
- Align with State early learning guidelines; and
- Align with the requirements and expectations of the schools, as they apply to infants and toddlers.

ATTACHMENT 33

EARLY HEAD START
National Resource Center

What Is Unique About School Readiness for Infants and Toddlers?

Babies are born ready to learn. Adults encourage this capacity by providing very young children with the experiences and nurturing relationships they need. This ensures that they will develop the skills that are related to their later success in school and in life.[ii]

A large body of research on brain development and how infants learn clearly identifies the importance of learning in the context of relationships. The social and emotional development of young children and the nature of their relationships and attachments are critical to their development. It is through these relationships and interactions with families and other adults that infants and toddlers learn and develop.

The foundations for school readiness begin in pregnancy and continue for the first three years. For infants and toddlers, school readiness refers to the developing capacity of children to self-regulate; develop close, secure personal relationships with adults and peers; demonstrate curiosity in, pay attention to and explore people and objects in the environment; demonstrate a sense of self-confidence; and communicate effectively. This developing capacity depends on the child having good health and receiving proper nutrition. And it all happens within the context of close, nurturing, culturally responsive relationships with parents, caregivers, extended family, and community.

Effective school readiness goals for infants and toddlers reflect an understanding and acknowledgment of:

- The rapid period of growth and development that occurs during the infant and toddler years;
- The critical nature of relationships with responsive, caring adults;
  - These relationships help to mediate experiences for infants and toddlers. Adults in ongoing, meaningful relationships with very young children help to manage, or regulate the child's reactions; help the child to feel safe exploring; provide rich language experiences; encourage movement and handling of materials; help the child to learn the beliefs and values of the culture; and provide engaging play environments.
- The critical impact of brain development occurring prenatally and during the infant and toddler years on all later learning;
  - Early experiences, supported by loving adults, are essential to the brain developing the healthy connections needed for learning.
- The foundational nature of developing skills, knowledge, and attitudes in the infant and toddler years necessary for success in school and for later learning and life; and
- The fact that development and learning are rooted in culture and supported by the family.
  - The child's language/s, knowledge, traditions, and family expectations are the primary influences on development.

The pathway of development toward any goal may look different at different times during the first three years of life. For example, a goal for motor development might be "By age three, children are able to use their body and hands to achieve their goals." Young infants may demonstrate progress toward that goal by being able to lift their head, roll over, and hold (but not let go of) a small toy. Older infants may

demonstrate progress by sitting unassisted, crawling, and handling toys, such as stack rings, with intention. Toddlers may demonstrate progress by walking (unsteadily at first), crouching and standing, and handling blocks, markers, and books.

Programs should prioritize the use of home language with very young children. They should be intentional in how the home language is used and when English is introduced. Programs should strive to hire staff who speak the language/s of the families and children. When this is not possible, supports should be in place to maximize experiences of infants and toddlers that are culturally and linguistically consistent. Programs should also have a written plan that addresses the language approach for supporting children who are dual language learners. The plan should include how home language is used and when English can be introduced.

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EARLY HEAD START
National Resource Center

Determining School Readiness Goals for Infants and Toddlers

To assist Head Start and Early Head Start programs in their efforts to meet the requirement of § 1307, the Office of Head Start outlines four ***School Readiness Action Steps:***[iii]

1. Establish goals for improving school readiness across domains;
2. Create and implement an action plan for achieving the established school readiness goals;
3. Assess child progress on an ongoing basis and aggregate and analyze data at multiple times throughout the year; and
4. Examine data for patterns of progress for groups of children in order to revise, or develop and implement plans for program improvement.

This document is intended to support action step 1 by providing examples of school readiness goals for infants and toddlers related to the five essential domains of the ***Head Start Child Development and Early Learning Framework.***[iv]

These examples of goals are aligned with the ***School Readiness Goals for Preschool Children in Head Start Programs*: Examples from the National Center on Quality Teaching and Learning** and incorporate the unique features of infant and toddler development.[v] Like the *School Readiness Goals for Preschool Children in Head Start Programs*, these are broad statements intended to demonstrate progress towards the development of skills and competencies needed for later success in school.

The goals are applicable to infants and toddlers enrolled in Early Head Start and Migrant and Seasonal Head Start programs in all program options. While these goals do not represent the full breadth of growth and development occurring during the first three years of life, they offer examples of what goals in the five domains might look like for a young infant, older infant, and toddler. Because age groupings vary across curricula, assessment tools, and early learning guidelines, programs may choose to use the age grouping definitions with which they are most familiar. As programs develop goals, it is important to be aware that state early learning guidelines, assessment tools, and curricula may have differing definitions of goals as well as benchmarks and indicators. The goals included here offer a broad range, but are not meant to typify the number of goals a program develops.

Because of the integral aspect of the parent and family influence on infant and toddler development and learning, programs are highly encouraged to align their goals for infants and toddlers with the ***Parent, Family and Community Engagement Framework: Promoting Family Engagement and School Readiness from Prenatal to Age 8.***[vi]

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Examples of Goal Statements

Social and Emotional Development Goals for Infants and Toddlers

Goal 1: Children will develop and engage in positive relationships and interactions with adults.
Goal 2: Children will begin to develop personal relationships with peers.
Goal 3: Children will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation).
Goal 4: Children will begin to learn and internalize rules, routines, and directions.
Goal 5: Children will begin to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture.

Goal 1

Children will develop and engage in positive relationships and interactions with adults.

For young infants, this includes turning to adults for security and comforting, play, information, and language; and watching adults to judge their emotional state.

For older infants, this includes relationships with adults becoming more multifaceted, including using the adult to help accomplish the child's goals.

For toddlers, this includes establishing at least one on-going, meaningful attachment relationship with an adult. It also includes understanding that others may have beliefs, intentions, and desires that differ from their own.

Goal 2

Children will begin to develop personal relationships with peers.

For young infants, this includes showing interest in peers, especially in their emotional expressions.

For older infants, this includes actively demonstrating interest in peers, e.g., offering toys, following, touching, and babbling to them.

For toddlers, this includes developing friendships over time; comforting a friend who is unhappy; playing with peers for extended periods of time; carrying on conversations; laughing together; and missing a peer who is absent.

Goal 3

Children will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation).

For young infants, this includes allowing a trusted adult to help them calm with words and touch, along with self-soothing efforts such as finger-sucking or holding a comforting toy.

For older infants, this includes sometimes being able to calm with thumb sucking or a comforting toy, sometimes with an adult's support. As they near 18 months, they begin to lose some control and may tantrum when distressed.

For toddlers, this includes trying to control their actions, perhaps by saying "No, no" as they throw toys. Toddlers may take a blanket to a quiet area and rest when distressed. They will often seek a familiar adult for comfort.

Goal 4

Children will begin to learn and internalize rules, routines, and directions.

For young infants, this includes recognizing and anticipating daily routines, e.g., anticipating eating when an adult brings a bottle out or expecting an adult to come when they cry out after a nap.

For older infants, this includes anticipating and participating in home and classroom routines and following rules when directed, such as clearing dishes from the table after meals, walking to the changing table for a diaper change, and brushing teeth after eating.

For toddlers, this includes learning and understanding rules but not always having the self-regulation to follow them. It also includes repeating rules to others and trying to learn the rules of their society. Toddlers will often test to see if a rule will be enforced.

Goal 5

Children will begin to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture.

For young infants, this includes showing interest in their bodies and the many different things they are able to do, such as watching and using their hands, moving with purpose, self-feeding finger foods, and manipulating toys and materials effectively.

For older infants, this includes completing their own goal-directed activity and recognizing their own accomplishments while learning the rules and values of their family and culture, such as being purposeful in their use of toys and materials, smiling or laughing as they move from crawling to walking, learning new words, demonstrating interest in other children (e.g., spontaneously hugging another child, calling another child "friend"), and showing care and cooperation (e.g., pat a child who is crying on the back, help put toys away).

For toddlers, this includes showing awareness of their own thoughts, feelings, and preferences as well as those of others (e.g., use words such as *you*, *me*, *I*, *he*, *she*, and *mine*); identifying themselves and using their own name when asked; identifying gender and other basic similarities and differences between themselves and others; wanting to take care of themselves; showing completed projects to an adult; and seeking help from an adult after trying something new or challenging.

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National Resource Center

Examples of Goal Statements

Approaches Toward Learning Goals for Infants and Toddlers

Goal 1: Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.
Goal 2: Children will demonstrate persistence in learning and discovery.
Goal 3: Children will learn and use words to describe what they are thinking and doing.

Goal 1

Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.

For young infants, this includes being awake and alert for increasing amounts of time and using different actions and modalities in exploring objects or interacting with people.

For older infants, this includes remembering where to find favorite toys or books if they are always kept in the same place; and actively exploring interactions with other people, a variety of materials in the environment, and their own changing physical capacities.

For toddlers, this includes being flexible in trying out different solutions to problems; awareness of change; active exploration; asking questions; and the beginning of symbolic play.

Goal 2

Children will demonstrate persistence in learning and discovery.

For young infants, this includes regulating and prolonging attention with the support of a responsive adult.

For older infants, this includes maintaining interest in interactions or exploration during waking hours, such as sitting on an adult's lap and listening to all of a simple book.

For toddlers, this includes maintaining attention long enough to complete activities and experiences that interest them, such as completing a simple puzzle, listening to an entire story, building a block structure, spending time at a playdough table, and playing pretend games.

Goal 3

Children will learn and use words to describe what they are thinking and doing.

For young infants, this includes having ongoing, meaningful relationships with adults who provide a rich language environment.

For older infants, this includes learning the names of objects and actions from an involved adult and beginning to name some objects and actions they are doing.

For toddlers, this includes using language to ask for help, to communicate during pretend play, and to converse with others about what they are doing.

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Examples of Goal Statements

Language and Literacy Development Goals for Infants and Toddlers

Goal 1:	Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other language/s).
Goal 2:	Children will understand and begin to use oral language for conversation and communication.
Goal 3:	Children will hear and distinguish the sounds and rhythms of language.
Goal 4:	Children will begin to learn and demonstrate how print works.
Goal 5:	Children will engage with stories and books.

Goal 1

Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other language/s).

For young infants, this includes looking at a person who is speaking; enjoying an adult's singing, laughing, and talking; and participating in turn-taking conversations with adults through facial expressions, gestures, cooing, babbling, and signing.

For older infants, this includes incorporating an increasing number of non-verbal communications, such as pointing, head turning, hand motions; beginning to use proto words (such as wa-wa for water); and making the transition to spoken language, using the names of objects, activities, and friends.

For toddlers, this includes a "language explosion," moving from two-word sentences to recounting events.

Goal 2

Children will understand and begin to use oral language for conversation and communication.

For young infants, this includes developing the reciprocal pattern of conversation by taking turns with an adult who is talking with them.

For older infants, this includes using language or language-like sounds in "conversations" with adults and friends and using one or two words to communicate.

For toddlers, this includes understanding and following directions, such as "Bring your coat and your hat"; remembering words to songs and fingerplays; conversing with friends; using language to describe an event (seen or imagined) and to plan or negotiate play; and add *ing* to a verb or s to a noun.

Goal 3

Children will hear and distinguish the sounds and rhythms of language.

For young infants, this includes attending to the languages spoken around them as they develop a cognitive map of the sounds of these languages.

For older infants, this includes enjoying playing with language-like sounds.

For toddlers, this includes making language sound generalizations, such as using the "s" sound for plurals and creating words like *mouses*; and enjoying rhymes.

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Goal 4

Children will begin to learn and demonstrate how print works.

For young infants, this includes looking at photos as an adult describes them; exploring books by mouthing, chewing, patting, and banging; and holding a book and trying to turn the pages.

For older infants, this includes making sounds when looking at pictures in books (e.g., saying "a, a" when looking at a picture of a cat); turning pages of a book, sometimes turning more than one at a time; recognizing a favorite book by its cover; scribbling with a crayon; and pretending to read environmental print (e.g., print on a cereal box).

For toddlers, this includes using writing instruments; dictating words and watching an adult write them down; and recognizing familiar logos.

Goal 5

Children will engage with stories and books.

For young infants, this includes looking at pictures in a book; responding to an adult's excited voice when reading a story; and looking at books every day.

For older infants, this includes pointing to pictures when named by an adult. Older infants may look at books on their own.

For toddlers, this includes "reading" a familiar story to friends or stuffed animals; handling books; and listening to longer stories and talking about the characters.

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Examples of Goal Statements

Cognition and General Knowledge Goals for Infants and Toddlers

Goal 1: Children will learn and begin to use math concepts during daily routines and experiences.
Goal 2: Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.
Goal 3: Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information.

Goal 1

Children will learn and begin to use math concepts during daily routines and experiences.

For young infants, this includes recognizing the difference in number of small sets of objects, such as being surprised when watching two objects dropped into a box but finding only one object in the box.

For older infants, this includes using shape sorting boxes; using words such as *big, little, more* and *one, two, three*; and noticing the size, shape, and color of objects.

For toddlers, this includes sorting the circles separately from the squares, even though each comes in red, blue, and yellow; setting a plate at each chair at meal time; and understanding spatial relationships to solve problems.

Goal 2

Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.

For young infants, this includes sucking, holding, looking, touching, throwing, dropping, vigorously moving toward or away from objects and people.

For older infants, this includes categorizing, matching, and ordering some objects such as piling toy animals together; matching socks; putting red blocks together; organizing three objects from small to large with help; and using tools to solve problems.

For toddlers, this includes attending to the properties of things that cannot be seen, such as time, cause, or loved ones who are not present. They use an understanding of spatial relationships to solve problems; remember where to find their jackets or certain toys; and ask questions such as "Why?," "When?," and "Where?"

Goal 3

Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information.

For young infants, this includes remembering that people and objects exist even when they are out of sight (person or object permanence).

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For older infants, this includes using understanding of cause and effect to predict events and solve problems, e.g., building a block tower and knocking it down; using a jack-in-the box; and dropping objects repeatedly off the side of the table.

For toddlers, this includes saying what will happen next in a familiar story; knowing the words to songs; remembering a game played the day before; and showing interest in the idea that they were small and are now growing.

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Examples of Goal Statements

Physical Well-Being and Motor Development Goals for Infants and Toddlers

Goal 1: Children will develop control of large muscles for movement, navigation, and balance.
Goal 2: Children will develop control of small muscles for manipulation and exploration.
Goal 3: Children will learn and begin to demonstrate healthy and safe habits.

Goal 1

Children will develop control of large muscles for movement, navigation, and balance.

For young infants, this includes raising the head and body against gravity; balancing during sitting and crawling; practicing many movements with "body babbling" (apparently random movement that develops into purposeful action); and rolling, rocking, and crawling to move from place to place.

For older infants, this includes moving in a variety of ways, such as cruising, walking, and toddling; and climbing and moving from one position to another while maintaining balance and coordinating body movements.

For toddlers, this includes moving with more confidence and coordinating body movements for a purpose.

Goal 2

Children will develop control of small muscles for manipulation and exploration.

For young infants, this includes shaking objects; reaching, holding, and transferring objects from hand to hand; picking up and releasing objects; and sitting and using hands.

For older infants, this includes using hands to play with toys and tools and coordinating hand and body movements.

For toddlers, this includes using markers; building with blocks; brushing teeth (with adult help); dressing dolls; and putting a four piece puzzle together.

Goal 3

Infants and toddlers will learn and begin to demonstrate healthy and safe habits.

For young infants, the responsibility belongs to parents and other caretaking adults.

For older infants, this may include anticipating washing hands before and after eating and brushing teeth.

For toddlers, this includes dressing and undressing themselves; brushing their teeth; washing hands independently; getting a tissue for a runny nose; drinking from an open cup; learning to use the toilet; choosing a food to eat when given several nutritious choices; and trying new foods when offered.

All photos: EHS NR

[i] Office of Head Start, http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach

[ii] Rebecca Parlakian, *Before the ABCs: Promoting School Readiness in Infants and Toddlers* (Washington, DC: ZERO TO THREE, 2003).

[iii] http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/curriculum/SchoolReadiness.htm

[iv] http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/cdelf

[v] http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/sr-goals-2012.pdf

[vi] http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf

THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old

U.S. Department of Health and Human Services
Administration for Children and Families
Office of Head Start

ATTACHMENT 34

This document was prepared under Contract no. HHSP233201000415G of the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, by the Head Start Resource Center, 1000 Wilson Blvd., Suite 1000, Arlington, VA 22209.

ATTACHMENT 34

DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Office of Head Start
1250 Maryland Avenue, SW
8th Floor
Washington, DC 20024

December 2010

Dear Head Start Colleague,

I am pleased to share this revision of the Head Start Child Outcomes Framework, renamed The Head Start Child Development and Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old. The changes to the revised Framework are designed to provide more clarity to the domains and domain elements of the original Framework and do not create new requirements for Head Start grantees.

The original Framework, published in 2000, was a groundbreaking document reflecting early childhood research at the time, as well as requirements of the 1998 Head Start Act. Its release created a wave of activity that focused Head Start grantees on key elements of school readiness and moved many states to develop early learning standards that mirrored elements of the Framework.

The early childhood field has changed dramatically. The population of children served by Head Start and other early childhood programs continues to grow more diverse. New research has improved our understanding of school readiness, and the Improving Head Start for School Readiness Act of 2007 has increased the Framework's role in Head Start programs. In addition, almost every state now has early learning standards. Also, new reporting systems have emerged at the state level and through the Office of Special Education Programs (OSEP) within the U.S. Department of Education. The Framework is revised in light of these realities.

We expect the revised Framework to be used by programs in curriculum and assessment decisions just as the original Framework was intended to be used. It should also continue to be used to connect child assessment data to aspects of Head Start program design, including school readiness goals consistent with state and local expectations, if appropriate. Additionally, we expect it will guide the collection of child assessment data for other early childhood reporting systems, if locally required. When used in these ways, the revised Framework will provide data for program self-assessment and promote continuous quality improvement in programs and child well-being and success.

The Office of Head Start is pleased to lead the field with this work. We hope that the revised Framework will continue to guide all programs serving 3 to 5 year old children, including children who are dual language learners and children with disabilities, on the key elements of school readiness.

Thank you for the work you do every day for children and families.

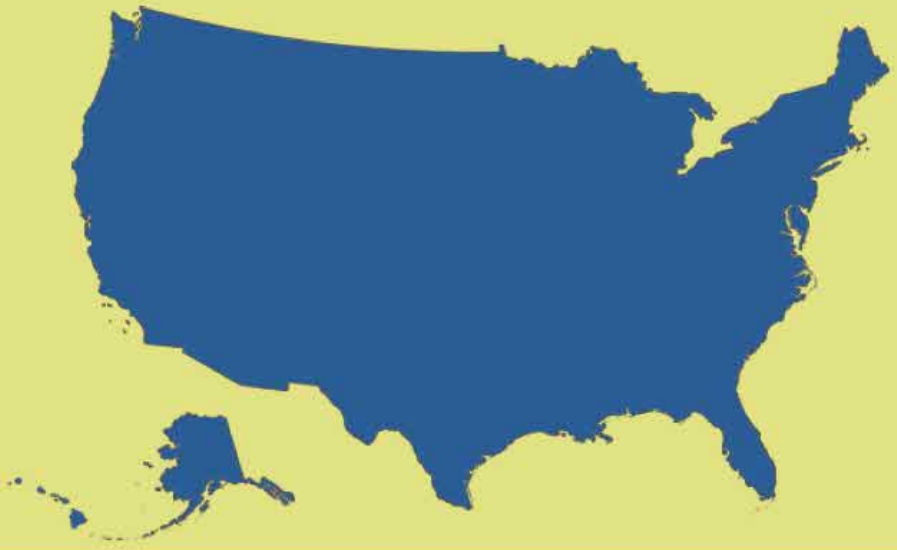
Sincerely,

/ Yvette Sanchez Fuentes /

Yvette Sanchez Fuentes
Director
Office of Head Start

ATTACHMENT 35

Early Learning Guidelines for Infants and Toddlers: Recommendations for States



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ATTACHMENT 35

INTRODUCTION

In this document, ZERO TO THREE presents recommendations to assist states in creating or revising Early Learning Guidelines for Infants and Toddlers (ELG/ITs). These guidelines consist of "widely accepted expectations for learning" for children from birth to three.[1] Even though states are not required by federal mandate to enact such guidelines, nearly half have developed them and others are working on them.

As states have developed these guidelines, the unique features of this age range pose some equally unique challenges and questions:

- How can we best create guidelines that will inform adults who work with infants and toddlers about how and what these children are learning?
- How can we use these frameworks to help connect the learning foundations set in infancy with later school success?
- How can we write guidelines that appreciate the natural trajectory of learning in the first three years of life and do not set unrealistic expectations or pressures for babies to perform academically?
- How do we gain access to the loosely organized infant toddler field that includes thousands of families, friends, and neighbors who provide unregulated care?
- How do we describe the formation of basic learning processes that cut across domains, such as attention, memory, problem-solving, curiosity, initiative, and persistence?
- How can we create frameworks that incorporate the importance of the adult-child relationship?
- How can we include in guidelines expectations and values that support the development of a child's cultural identity?

ZERO TO THREE's Commitment to This Issue

ZERO TO THREE: The National Center for Infants, Toddlers, and Families—a leading national organization serving the infant and toddler field—offers these recommendations as a framework to states seeking to create useful guidelines. Learning guidelines have the potential to advance the field by increasing awareness of what infants and toddlers are learning. This new awareness for families and caregivers may have significant impact on later development, on providing the conditions infants and toddlers need to learn effectively, and on promoting quality early experiences to improve child outcomes. Drawing on the expertise of national leaders, we propose these recommendations for states to consider so they can design an inclusive process and develop accurate, research-based guidelines.

Beginning with the work of the National Infant and Toddler Child Care Initiative at ZERO TO THREE (NITCCI) in 2003, ZERO TO THREE has continued to explore issues raised by ELG/ITs. NITCCI continues to collect and analyze ELG/ITs as they become available. In 2004, an internal task force comprised of Board members, staff, and fellows created an initial set of considerations for states working on ELG/ITs. In 2007, with funding from the Buffett Early Childhood Fund, ZERO TO THREE convened an expert Advisory Panel, chaired by Board member and former Board president Dr. Samuel Meisels. These experts included state child care administrators, university faculty, representatives from national organizations, program administrators, and ZERO TO THREE staff. The rich discussions from these meetings formed the foundation of this document, which was further revised by comments from reviewers across the country.

ELG/IT

A Standards-Based Environment

The interest in early learning guidelines for infants and toddlers follows a national movement toward standards-based education that has dominated public education reform throughout the late 20th and first part of the 21st century. During this time, some states began developing guidelines for preschool-aged children or children from birth through age five. In 2002, the presidential initiative for early childhood, *Good Start, Grow Smart*, required each state to develop early learning guidelines for language, literacy, and mathematics for federally funded child care programs. However, this initiative allowed for the use of pre-existing standards for state prekindergarten programs. Some states, while initially creating only preschool guidelines, found enough benefit in the process that they then decided to create guidelines beginning at birth.

In addition to the influence of *Good Start, Grow Smart*, other elements influenced states to begin defining what infants and toddlers can learn, when they should be expected to acquire and master specific concepts and skills, and what circumstances are necessary to create optimal environments for learning. Research into early brain development and cognition provides clear evidence that early experiences establish the ability to learn throughout life.[2] Such research has drawn renewed attention to the first years of life. At the same time, more than 65 percent of infants and toddlers are in out-of-home care for at least part of each week. About half of those children are in formal group care and the other half in family, friend, or neighbor care.[3] This change in rearing patterns of families has also brought a great deal of notice about what is happening to infants and toddlers in these out-of-home settings.

Many states that have written and implemented ELG/ITs have found the process to be worthwhile

ELG/ITs

Early Learning Guidelines for Infants and Toddlers (ELG/ITs), as for preschoolers, are often called by a variety of names, such as early learning standards, frameworks, foundations, learning strands, developmental standards, benchmarks, and indicators of progress. No matter the name, and even though state guidelines vary widely in breadth and scope of content, they all describe expectations about what infants and toddlers should know and be able to do during specified age ranges.

on several levels. ELG/ITs emphasize the learning processes that develop in infancy and the foundations of later learning. As adults better understand how and what infants are learning, they can support exploration, discovery, and mastery. An understanding of and appreciation for these processes could influence states as they revise their Pre-K or K–12 standards. The process of writing ELG/ITs may take two years or more, but it is worth the investment of time and financial resources.

Quality in Group Care

ELG/ITs can serve as a significant resource for group care settings in promoting the learning and development of infants and toddlers. Current research clearly demonstrates the importance of program quality for children's learning.

Numerous studies in the 1980s and 1990s investigated the effect of program quality on children's outcomes. They collectively found that "a significant correlation exists between program

ELG/IT

quality and outcomes for children."[4] Although the most recent National Institute of Child Health and Human Development (NICHD) Early Child Care longitudinal study results reiterate that no factor is as important in child outcomes as the parent–child relationship,[5] many child outcomes are related to quality, such as cooperative play, sociability, creativity, the ability to resolve conflicts, self-control, and language and cognitive development.[6]

"The positive relation between child care quality and virtually every facet of children's development that has been studied is one of the most consistent findings in developmental science."[7] Poor-quality child care is associated with less optimal child outcomes and higher quality care is associated with desirable outcomes. While poor quality may have more devastating effects on children living in poverty, quality is important for ***all*** children, regardless of family income.[8] One of the rationales for the development of ELG/ITs is to improve the quality of programs by increasing the skills and knowledge of the adults who work with young children.

Early Learning Guidelines for Infants and Toddlers

A joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) on Early Learning Guidelines notes:

> *NAEYC and NAECS/SDE take the position that "early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children,"[9] contributing to young children's educational experiences and to their future success. But these results can be achieved only if early learning standards:*
>
> *(1) emphasize significant, developmentally appropriate content and outcomes;*
> *(2) are developed and reviewed through informed, inclusive processes;*
> *(3) use implementation and assessment strategies that are ethical and appropriate for young children; and*
> *(4) are accompanied by strong supports for early childhood programs, professionals, and families.*[10]

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ZERO TO THREE has produced a series of recommendations for states to follow to ensure their ELG/ITs meet these criteria. The recommendations address both the process of developing ELG/ITs and steps to ensure that the content of ELG/ITs is based on research and is developmentally and culturally appropriate.

The Recommendations

For the process of developing ELG/ITs:

1. *The purpose, intended uses, and primary audiences of the ELG/ITs should be clearly defined at the beginning of the process.*
2. *The membership of the ELG/ITs working group should include all key stakeholders. The structure of the working group should assure a coherent process and research-based guidelines.*
3. *Adequate resources should be available and budgeted for the development, dissemination, implementation, and evaluation of the ELG/ITs.*
4. *ELG/ITs should be aligned with Pre-K guidelines and K–12 standards in a way that illustrates how the foundations of learning are established in the first years of life.*
5. *ELG/ITs should be developed in relationship to other elements of the early childhood care and education system, including program standards, knowledge about child development, quality rating and improvement systems, licensing regulations, and child assessment.*
6. *States should establish processes and criteria to assure the accuracy, quality, and inclusiveness of ELG/ITs from the beginning of the writing process.*
7. *ELG/ITs should inform every aspect of the professional development system, including pre-service and in-service training.*
8. *States should plan and budget for the dissemination and implementation of the guidelines, including training for the identified primary audiences.*
9. *States should establish a process for monitoring the use of the guidelines and their impact on improving adult knowledge and skills.*

For developing the content of the ELG/ITs:

10. *The development of ELG/ITs should begin with a comprehensive review of reliable resources, including research-based publications, assessments, interviews, and practitioners' experience regarding this age group.*
11. *Because development occurs at a rapid pace during the first three years of life, ELG/ITs should be divided into age groups that are broad enough to allow for normal variation in development and still small enough to have meaning.*
12. *ELG/ITs should cover multiple developmental domains while still reflecting the underlying learning processes, the significance of relationships during this period, and areas of health and well-being that cut across domains in infancy.*
13. *Learning expectations for each domain should be clearly stated and include discrete and observable indicators.*
14. *Learning expectations, indicators, and examples should be written to describe a variety of goals and ways of achieving them that are inclusive of the state's diverse cultural, ethnic, and linguistic populations.*
15. *ELG/ITs should be explicitly inclusive of all children, demonstrating that infants and toddlers with disabilities and special needs are expected to learn and be served in these programs.*
16. *ELG/ITs should describe the importance of very young children's relationships with adults as the foundation of their learning.*
17. *Child assessment should be aligned with ELG/ITs and its purpose and use should be clearly defined.*

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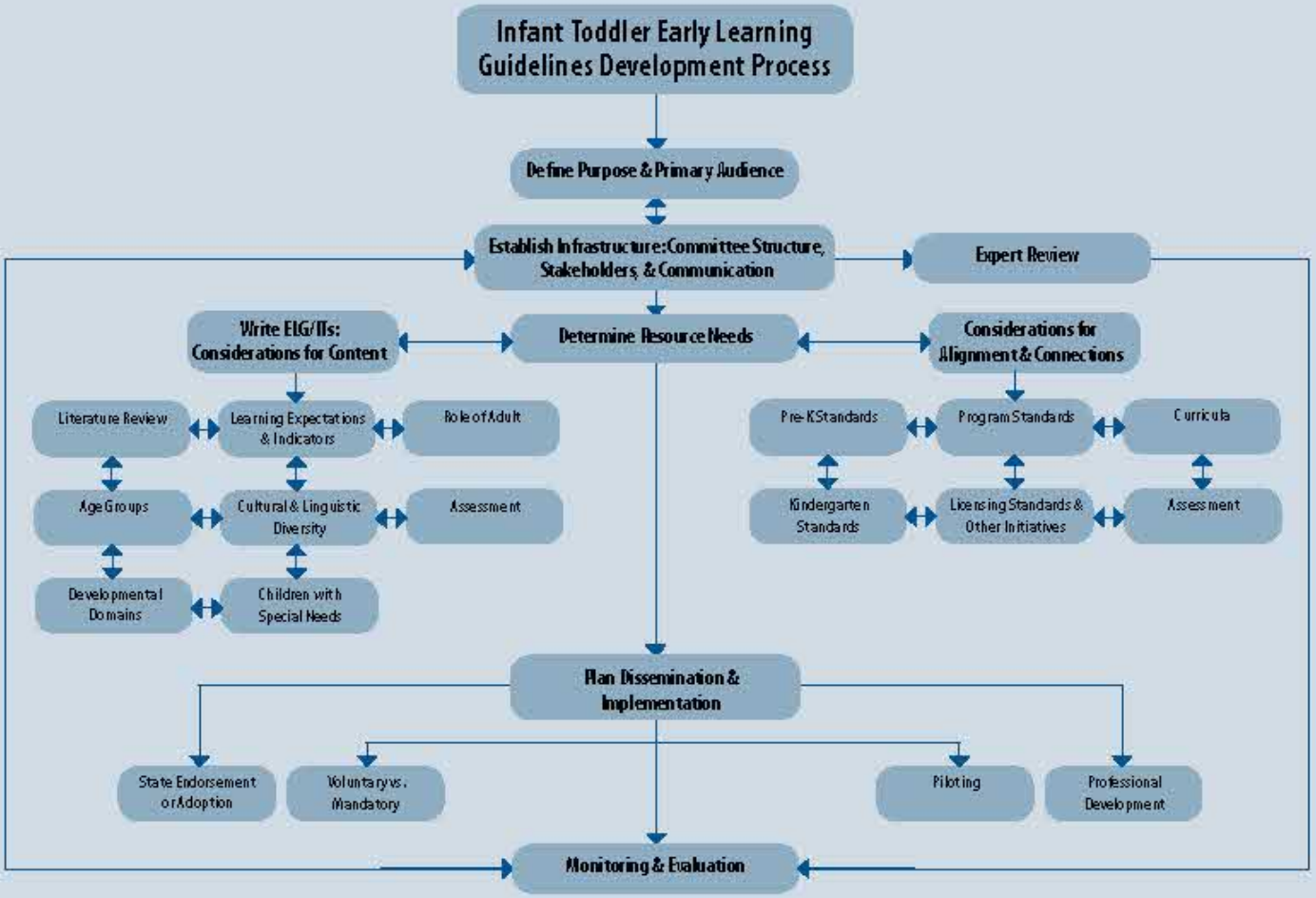
Each recommendation is discussed in the following sections along with a rationale for its importance, key considerations to assure that state guidelines are research-based and responsive to their populations, and, in many cases, examples of how states are implementing that recommendation. The recommendations in this paper are divided between those addressing the process of developing guidelines and those addressing the content of the guidelines, although there is considerable overlap between content and process in this work.

Section I describes the recommendations for the process of developing ELG/ITs. Section II addresses recommendations for developing the content and use of ELG/ITs. Appendices with additional resources follow. The chart on this page outlines the entire process.



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SECTION I

The Process of Developing Guidelines

Recommendation 1

Define Purpose and Primary Audience

The purpose, intended uses, and primary audiences of the ELG/ITs should be clearly defined at the beginning of the process.

Rationale

The initial motivation for states to develop Early Learning Guidelines is generally a legislative mandate, a state agency directive, or some other perceived need.[11] The purpose defines the primary audiences, which, in turn, have implications for the level of language used; the types of strategies or examples that illustrate skills; dissemination and implementation; training; and development of supplemental materials. The words used throughout the document should reflect not only the diversity of cultures, languages, and abilities of the children, but also the diverse characteristics of the adults to whom the document is targeted. ELG/ITs can be written for providers and teachers in a variety of early care and education settings, such as center-based care in child care programs, Early Head Start programs, and regulated family child care homes. States can also choose to include a wider audience, such as early intervention and home visiting programs; parents; and family, friend, and neighbor care.

It is important to an effective, collaborative process that the group developing the ELG/ITs establish a shared vision based on the intended uses of the ELG/ITs. A national Web-based survey of the 50 states and the District of Columbia related to preschool early learning guidelines found that a variety of purposes informed the development of these documents.[12] The most commonly cited purposes of the guidelines were to:

- Improve teaching practices;
- Serve as a curriculum resource;
- Improve professional development; and
- Educate parents about child learning and development.

Of course, ELG/ITs can not do everything that is needed to improve the quality of care. No single document could. However, a clear articulation of what infants and toddlers should know and how they may demonstrate that knowledge provides one of the important foundations for quality.

Key Considerations

- The working group should have a shared understanding of the initial motivation for the state to engage in this work.
- The intended uses of the guidelines should be clearly defined. Minnesota, for example, describes how parents and family members, caregivers and teachers, community members, and policymakers can potentially use the guidelines.
- A common vision and guiding principles should be established that reflect the intended use of the guidelines and the values of the working group, and delineate the boundaries of the document. Georgia's guidelines, for example, provide a clear statement of purpose and guiding principles that recognize parents as children's first and primary teachers; the uniqueness of each child; the interconnectedness of all areas of development; the power of play; the importance of respecting and supporting children from diverse cultures, races, and abilities; the powerful role of teachers and families; and the importance of using research-based knowledge to guide practice.
- At a minimum, the primary audience for ELG/ITs should be teachers who work with infants and toddlers in center-based care and regulated family child care homes.
- The language used throughout the document should reflect the diversity of cultures and languages of the adults to whom the document is targeted.

Recommendation 2

Establish Infrastructure: Committee Structure, Stakeholders, & Communication

The membership of the ELG/ITs working group should include key stakeholders. The structure of the working group should assure a coherent process and research-based guidelines.

Rationale

The composition of the group created to develop and implement the ELG/ITs should be inclusive of all individuals and organizations that invest in services for infants and toddlers in the state. Members, including parents, may need to be recruited to elicit important, diverse perspectives. A broad representation will help assure the quality, adoption, and use of the guidelines and increase the likelihood that the guidelines will reflect the broad range of cultures and abilities in the infant and toddler population. This broad representation may include:

- Members of culturally and linguistically diverse groups;
- State agencies that impact young children and families;
- Governor's office;
- Local providers from public education, Early Head Start, child care (public, private, family, friend, and neighbor, home family, and faith-based), and early intervention;
- Advocates;
- Legislators;
- Health and mental health representatives;

- Higher education institutions;
- Parents,
- 0–3 expert consultants, and
- The business and private sector.

Existing statewide early childhood coalitions, commissions, or councils may already be positioned to take on this work with some modifications in composition and structure.

Key Considerations

- The composition of the working group and the structure and frequency of meetings should be determined early in the process. Georgia had an Advisory Committee with representatives from state agencies, universities, advocates, and the local early childhood community. Three director-level personnel oversaw development, and a project manager was employed. A national consultant was also engaged to support the process and review the document. Drafts were reviewed by (a) the Advisory Committee, (b) a statewide panel of early childhood professionals and parents, (c) the public through feedback forums at four locations around the state, and (d) a panel of national experts.
- The working group should find a balance between broad representation and a group size that is small enough to be cohesive and productive.
- The working group should determine a formal process to keep others informed and to elicit feedback both within the committee structure (horizontally and vertically) and with other groups outside the committee structure.
- The membership of the working group should make every effort to have the guidelines reflect infant/toddler development as it is understood by diverse cultural groups in the state.
- Existing state-level groups may be utilized as a coordinating body. This could facilitate coordination between the development of ELG/ITs and other efforts underway in the state related to early development and learning.
- The ELG/ITs working group may consider adopting the elements of the process that were particularly useful for writing the Pre-K guidelines.
- A group leader or coordinator can provide effective support to the infrastructure by:
  - Organizing and coordinating meetings;
  - Ensuring completion of tasks and other follow-up activities;
  - Gathering resources; and
  - Ensuring timely communication and sharing of information between committee members and other stakeholders.
- A neutral facilitator can attend to the group process by creating an environment for the free exchange of ideas and to promote action and decision-making.
- A writer may be hired with responsibilities that include gathering resource documents, working with committees to promote consistency across sub-sections, and writing supplementary pieces of the document such as the introduction.
- Local experts on the working committee could provide expertise on cultural and linguistic diversity. The local experts could facilitate the external review process.
- Sufficient time should be allowed for stakeholders to work through their varied and common concerns prior to the writing process.

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Recommendation 3
Determine Resources

Adequate resources should be available and budgeted for the development, dissemination, implementation, and evaluation of the ELG/ITs.

Rationale
Developing ELG/ITs is a complex, resource-intensive undertaking. The investment of time by the working group, outside experts, possible focus group members, and reviewers should be realistically assessed and compensated. Financial resources should be sought from the various agencies and organizations that are involved in the process, potentially increasing "buy-in." Investing adequate resources in the development, dissemination, and implementation of the document will go a long way toward supporting appropriate use of the guidelines and positive outcomes for children.

Key Considerations
- The state should consider all aspects of the planning and development process when determining resource needs and allocation, such as:
  - Committee support (meetings, hospitality, travel);
  - Literature and research review;
  - Expert review/content validation;
  - Support for a leader/coordinator, facilitator, and/or writer;
  - Compensation for work group members to be chairs/co-chairs of the subgroups; and
  - Dissemination and implementation activities and materials, including possible focus groups, piloting, and training.
- Cross-agency funds should be used to support the development of the ELG/ITs.
- The state should anticipate a process that involves a considerable amount of time from multiple stakeholders.

Recommendation 4
Align with Content Standards

ELG/ITs should be aligned with Pre-K guidelines and K–12 standards in a way that illustrates how the foundations of learning are established in the first years of life.

Rationale
ELG/ITs reflect the foundational processes of learning, the content of early learning, and the progression of learning and development in the early years. The content represents the foundation for all later learning and should be aligned with Pre-K early learning guidelines and

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Kindergarten content standards to the extent that is developmentally appropriate. This means that there should not be a "push down" of content standards from Kindergarten to Pre-K to infants and toddlers; rather, there should be substantial dialogue about the upward progression of early learning and development, the uniqueness of the infant and toddler period, and how to adequately and appropriately link them. As the foundation upon which all later learning is built, ELG/ITs should be the "basis for decisions we make about curricula, assessments, professional development, and expectations for teachers' daily practice."[13]

Key Considerations

- ELG/ITs should be aligned with Pre-K early learning guidelines and Kindergarten content standards. The ELG/ITs could describe the foundations of learning and Pre-K and Kindergarten guidelines could describe how the content of learning becomes increasingly differentiated and skill-oriented. Several states describe how their infant and toddler guidelines align with their Pre-K standards. Kentucky also visually depicts how their ELG/ITs align with Pre-K and K–12 standards. Kansas has devoted an entire section in their guidelines, entitled "Early Learning Connections," that shows the connections between their 0–5 guidelines, their School Readiness indicators, and their K–3rd grade standards and indicators.
- An analysis of the documents and a deliberate dialogue about how to approach alignment should occur. Options may include:
  - Aligning ELG/ITs with Pre-K guidelines to ensure consistency in language and approach (without necessarily using the same domains, e.g., science, math, and social studies);
  - Ensuring ELG/ITs provide a good foundation for Pre-K guidelines and Kindergarten content standards but are not limited by them (ELG/ITs will have more focus on social–emotional development than may be the case with older children);
  - Developing early learning guidelines that cover birth to five or older, and in that process revising Pre-K guidelines or Kindergarten content standards to align with ELG/ITs. For example, Pennsylvania and Rhode Island revised their Kindergarten standards to align with their Pre-K early learning guidelines.[14]
- To assure that the preschool guidelines reflected the processes of learning in infancy, Iowa had birth to three experts work on both the writing committees for Pre-K and infant/toddler guidelines.

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Recommendation 5
Connect with Other State Initiatives

ELG/ITs should be developed in relationship to other elements of the early childhood care and education system, including program standards, knowledge about child development, quality rating and improvement systems, licensing regulations, and child assessment.

Rationale

ELG/ITs provide a framework for adult interactions with young children, and as such, should play a fundamental role among the components of an early care and education system. All components of the system should work together to effectively promote development and learning. A careful analysis of how these components fit together could result in a more consistent, clear, and effective set of tools for adults to use.

Key Considerations

- The state should systematically analyze how ELG/ITs connect with program standards, licensing regulations, child competencies, curricula, and child assessment, then prioritize and refine as needed for a more consistent and meaningful set of quality documents. In addition to alignment with Pre-K and K–12 standards, Georgia and Michigan, for example, provide information about how their ELG/ITs align with Head Start standards. New Hampshire also explains how their guidelines complement the basic knowledge areas and competencies in their Early Childhood Professional Development System.
- ELG/ITs should be embedded in the early childhood system infrastructure in a variety of ways:
  - As a requirement in licensing regulations, program standards, or other state initiatives;
  - In the quality rating and improvement system or tiered reimbursement system; and/or
  - Tied to funding streams.
- The connections between the ELG/ITs and other standards and initiatives should be included in the training process for the primary audiences.
  - Questions to ask may include:
    - "Does the content of the standards match what the curriculum says we should be teaching?"
    - "Are our child assessments consistent with the content of the standards?"
    - "Do the things we expect teachers to know and be able to do align with what we expect children to know and be able to do?"[15]

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Recommendation 6
Assure Accuracy and Quality

States should establish processes and criteria to assure the accuracy, quality, and inclusiveness of ELG/ITs from the beginning of the writing process.

Rationale

Research on infant learning and development has provided the field with a vast amount of information in recent years. However, no national organization has reviewed and synthesized this information or created content standards for infants and toddlers. The education community has resisted adopting national content standards at the K–12 level. While potentially problematic, this circumstance reflects the importance many educators place on contextual factors within a state in defining standards. For alignment purposes, it may be desirable for ELG/ITs committees to develop guidelines within each state.

In order for each state to assure the ELG/ITs are current, accurate, and reflect the cultural values of the population, an expert panel of reviewers and consultants should be established to work with the committee throughout the process. Engaging the assistance of state and national early childhood researchers and experts to (a) provide guidance related to content and (b) review the proposed guidelines is a crucial step toward ensuring that the guidelines accurately reflect research about the processes and outcomes of early learning.

Key Considerations

- A panel of national and state and/or local experts should be used from the beginning of the ELG/IT process, including review of the drafts of the document. State and local experts should be engaged to ensure knowledge of child development, culture of the population, and wisdom of practice. Ohio's journey began through their Build initiative.[16] A leadership team from Build Ohio oversaw the process of developing their ELG/ITs. One of their first decisions was to enlist the expertise of national experts through WestEd's Center for Child and Family Studies.[17] WestEd staff facilitated process and content discussions and provided content expertise, review, and guidance throughout the entire development process. Writing teams for each domain area were established, with both a facilitator and a team leader, and included representatives from state government, higher education, and local early care and education, health, and mental health providers.
- Specific questions should be prepared for the expert panel to help the members work through difficult issues during the writing process.
- States should think carefully about what their particular challenges are in developing the ELGs and then seek experts, convene focus groups, and/or obtain other input to specifically address those issues.
- Decisions and resources used for making decisions should be documented throughout the process (including cultural and practical resources).
- Access to the document should be provided to the public for review and comment during the process. In addition to public forums, Iowa, for example, also used an Internet-based survey whereby the public could respond to the draft document.

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Recommendation 7
Inform Professional Development

ELG/ITs should inform every aspect of the professional development system, including pre-service and in-service training.

Rationale

How teachers interact with young children is an important predictor of child learning and development. Research indicates that specialized training for teachers is related to higher quality learning environments, which impact child outcomes.[18] ELG/ITs support teachers' and caregivers' efforts to be intentional about the knowledge and skills they nurture in young children.

Training and education are needed for teachers to use the guidelines effectively. Unfortunately, there is a wide disparity in levels of professional preparation and ability in the early childhood workforce across programs and from state to state. Although some states have developed or are developing infant/toddler credentials, certifications, or endorsements, the range of training requirements varies widely (from several hours of training to Master's degrees) and the content also varies considerably.[19] To maximize teacher knowledge and skills, extensive and coordinated pre-service (teacher preparation programs) and in-service training and professional preparation is needed. Many states have also begun initiatives to find and offer information and professional development to family, friend, and neighbor caregivers.

Key Considerations

- States should develop and implement in-service training specific to ELG/ITs. Pennsylvania recently completed a "train the trainers" program for their guidelines. Washington State has a companion training booklet that includes an introduction to their guidelines, how they are organized, and ways of integrating them into provider training.[20] States should use their ELG/ITs to inform professional development in training related to:
  - Infant toddler credentialing;
  - Child Development Associate (CDA) credentialing;
  - Child care licensing regulations;
  - Quality rating and improvement systems;
  - Program standards;
  - Curricula;
  - Training approval programs;
  - The skills and knowledge identified by the state as being necessary for child care teachers to have;
  - National accreditation;
  - Mentoring programs;
  - State conferences; and
  - Other infant and toddler training programs and venues.

- States should work with higher education teacher preparation programs to include ELG/ITs as part of their program of study and to articulate research-based, in-service training programs into college credits that lead to college degrees in the field. In West Virginia, for example, the state departments of Education and Health and Human Resources with the Head Start State Collaboration Office jointly fund one-week summer credit-bearing courses about the state's preschool standards at universities in four regions of the state. These courses are tuition-free and apply to undergraduate or graduate early childhood degree programs.
- States should develop active outreach programs to introduce ELG/ITs to family, friend, and neighbor caregivers. Their unlicensed status may exclude them from the typical communication chains, but they serve half the babies in care. Information on the ELG/ITs needs to be offered in ways that are useful to them.

Recommendation 8
Disseminate and Implement

States should plan and budget for the dissemination and implementation of the guidelines, including training for the identified primary audiences.

Rationale

How the ELG/ITs are disseminated and implemented throughout the state is a significant aspect of the planning process. States must determine whether the guidelines will be implemented on a voluntary or mandatory basis. All current ELG/ITs are implemented on a voluntary basis unless a state agency requires their use in licensing or program standards or other legislative or departmental directives. If their use is required, a monitoring system will need to be established. Embedding ELG/ITs in quality rating and improvement systems or tiered reimbursement systems will create incentives for using them.

Having guidelines does not automatically translate into their effective use. The guidelines should be not only widely distributed but also actively embedded in professional development pre-service and in-service programs. (Recommendation 7: Inform Professional Development contains more specific information about training and professional development activities related to ELG/ITs.)

Key Considerations

- The format of the ELG/ITs should be easy to follow with language that is clear, concise, and understandable. Consider presenting the document in a format that allows ease of revision at a later date (for example, binder notebook so pages can be easily revised and replaced).
- The working group should consider getting feedback from targeted audiences through focus groups or surveys and/or piloting the ELG/ITs in selected programs.

- Official recognition of the ELG/ITs may be obtained through endorsement or adoption by state boards or other organizations.
- The working group should plan to widely distribute the document in a way that will create excitement throughout the state.
- Pre-service and in-service training should be developed and implemented with specific outreach to family, friend, and neighbor child care providers.

Recommendation 9
Monitor and Evaluate

States should establish a process for monitoring the use of the guidelines and their impact on improving adult knowledge and skills.

Rationale

In addition to developing and implementing guidelines, states must also turn their attention to how they are being used and with what impact. A system of monitoring and evaluation should be built into the planning and development process. The 2005 survey of preschool ELGs conducted by the Council of Chief State School Officers found that the type of data collected as part of the monitoring process included the extent that the guidelines were used in professional development plans, program planning, daily lesson planning, and for children with special needs through review of Individual Educational Plans.[21]

Key Considerations

- A monitoring process should be established during the development of the ELG/ITs. Possible activities include:
  - Document review;
  - Site visits;
  - Classroom observations;
  - Self-assessments;
  - Discussions with teachers to collect data related to the use of guidelines in programming, professional development, and daily lesson planning; and
  - Examining how the guidelines align with curricula and/or assessment.[22]
- Inclusion of the guidelines as a requirement in a state quality rating and improvement system can be a tool for ongoing monitoring.
- To positively affect outcomes, sufficient training and support should be provided to teachers and other adults using the guidelines.
- The working group should learn what is working and what is not through focus groups with primary audiences and other interested groups and make revisions to the ELG/ITs as necessary.
- ELG/ITs are dynamic and should be revised as new research becomes available or other factors indicate a need for revision.

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SECTION II

The Content of the Guidelines

Recommendation 10

Review Literature and Research

The development of ELG/ITs should begin with a comprehensive review of reliable resources, including research-based publications, assessments, interviews, and practitioners' experience regarding this age group.

Rationale

Many Pre-K ELGs are based on national content standards established by professional organizations. Since there are no national learning standards for children age birth to three, each state and territory must determine what information will be included in its ELG/ITs. A review of the research should ensure that ELG/ITs reflect current knowledge and research about the development and learning processes of infants and toddlers and the link between children's early experiences and success in school and life. Since ELG/ITs describe what young children should know and be able to do, they can shape how teachers and other caregivers support and interact with young children, impacting what children learn.

Key Considerations

- It is important to identify and maintain a record of all sources of information. Many state guidelines include a reference list and/or bibliography. A few states, such as Iowa and Kentucky, cite research and other professional sources throughout the document and include an extensive list of references and append other resource documents.
- ELG/ITs written and implemented by other states should be reviewed.
- Information may be gathered from interviews with early childhood professionals and parents and, where appropriate, from conventional wisdom about early childhood development, especially in such areas as cultural beliefs and values that may not be well researched.
- To ensure accuracy, current resources—those published within the last 10 years—should be used. Important earlier work should be validated by more recent publications.

For a list of potential resources, see Appendix A.

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Recommendation 11
Group by Age

Because development occurs at a rapid pace during the first three years of life, ELG/ITs should be divided into age groups that are broad enough to allow for normal variation in development and still small enough to have meaning.

Rationale

During the first three years of life, children undergo remarkable growth and development. It would not be appropriate to expect a 6 month-old to be able to do the same things as a 36 month-old. Therefore, ELG/ITs should be divided into age groups so that expectations for children's behavior are age-appropriate. Decisions about the number and range of age groups should be based on current research and should take into consideration implications for assessment, continuity of care, state child care licensing, and other infant/toddler initiatives. The many differences between the number and range of age groups in existing ELG/ITs and in other national early childhood resources reflect the challenging nature of these decisions.

Key Considerations

- In deciding upon the number of age groups, consideration should be given to the real-world implications of this decision. Too few age groups could produce inappropriate expectations for children at the early end of the age range. For example, expectations for a "birth to 12 months" age group would be too high for young infants (e.g., a newborn being able to self-soothe). By contrast, choosing too great a number of age groups (especially for the second and third years) could create artificial divisions; for example, are there distinct developmental differences between "26 to 28 months" and "28 to 30 months"?
- The number and range of age groups also has implications for continuity of care. Too many age groups and/or very narrow age groups might result in children being moved between classrooms and/or providers too often. ELG/ITs should include information about the importance of continuity of care and concrete examples of how providers can implement continuity of care in their programs.
- Some states use overlapping age ranges for its age groups. While this overlap may be developmentally appropriate, it could pose difficulty for assessment. An individual child may fall into two of the age groups at a given point in time, yet she can only be assessed in one age group. If a state or territory does choose to employ overlapping age ranges, the ELG/ITs should include explicit directions about how children are to be identified for assessment purposes.

A table showing different ways of dividing infants and toddlers into age groups developed by national early childhood organizations is available in Appendix B.

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Recommendation 12
Cover Multiple Developmental Domains

ELG/ITs should cover multiple developmental domains while still reflecting the underlying learning processes, the significance of relationships during this period, and areas of health and well-being that cut across domains in infancy.

Rationale

Domains are the traditional categories of the early childhood field and can help link the ELG/ITs to existing Pre-K guidelines. Since the developmental domains are highly interrelated in infancy, it can be difficult to isolate any one behavior or concept as belonging to only one domain. Development "unfolds along individual pathways whose trajectories are characterized by continuities and discontinuities"[23] and are affected by individual differences, experiences, culture, and early relationships.

States must decide which domains will be used in developing their guidelines. It is important that the ELG/ITs guide adults to understand, appreciate, and support each infant's natural interest in discovery and learning.[24] Although domain titles such as "Mathematics" or "Science" may raise awareness that some early understandings of academic topics are developing in infancy, they suggest that a more academic environment than is appropriate should be created.
At a minimum, states should cover these domains:

- Physical (including health and well-being);
- Emotional–social;
- Language and emergent literacy; and
- Cognitive.

In the infant and toddler years, the underlying learning processes are being established, such as regulation, attention, curiosity, problem-solving, memory, and gathering information. Many states address these processes under a heading titled "Approaches to Learning." Some states also use "Creative Expression" and "Mathematics and Science" as additional categories of learning. Some states use these academic subject area headings as a way to promote alignment with their Pre-K guidelines. The danger is that instead of presenting how the foundations of learning lead to later success in school, some tenuous subject matter connections may be proposed. It is important to be aware that infant and toddler learning is not subject-specific or domain-specific. Learning occurs through relationships, play, and discovery and is dynamic and multidimensional.

Key Considerations

- Language used in naming the domains must be understandable to people with no training in the field, as well as relate to the language used in the state's preschool guidelines. Arkansas provides an example of using both conventional and accessible language to

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describe the domains, such as "Emotional Development: To Learn About Their Feelings."

- There are sometimes overlaps between program standards and ELGs; however, the ELG/ITs should only address the components of children's learning. Child health and well-being, for example, are usually included in program standards, such as "programs will provide nutritious meals." Health also has components that apply to children's learning and development. Those components should be embedded in the guidelines, such as learning to wash hands before eating or learning how to brush teeth. Both Alaska and Washington state, for example, have a "Physical Health, Well-Being and Motor Development" domain that includes child indicators and caregiver strategies for such skills as bathing, dressing, dental hygiene, nutrition, and safety. Tennessee also includes learning expectations and performance indicators for health as part of their "Physical Development" domain.

Recommendation 13
State Learning Expectations and Indicators

Learning expectations for each domain should be clearly stated and include discrete and observable indicators.

Rationale

Learning expectations (sometimes called benchmarks or performance standards) describe what babies should know. Benchmarks or performance standards are "clear, specific descriptions of knowledge or skill that can be supported through observations, descriptions, and documentations of a child's performance or behavior and by samples of child's work often used as points of reference in connection with more broadly stated content standards."[25]

Learning expectations in ELG/ITs usually include developmental milestones. Milestones are behaviors that demonstrate changes in skills due primarily to maturation (i.e., first smile, crawling, first words). ELG/ITs, however, describe learning that goes beyond traditional milestones to include functional or practical objectives as well. Indicators describe how babies demonstrate this knowledge.

Clear language facilitates the adult's understanding and use of the guidelines. This will affect the adult's interactions with the child, which will, in turn, influence the child's behavior. The example in the side bar on p.20 illustrates the use of a milestone, "Uses a variety of sounds and movements to communicate." The milestone is followed by a short paragraph richly describing what and how children learn, and the bulleted list is a series of observable indicators. The language is clear, vivid, and easily accessible to the reader.

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Milestones and Learning Expectations

Here is an example from Florida that starts with a traditional milestone but then goes on to add context and richness to the description of the behaviors to be observed:

Uses a variety of sounds and movements to communicate. H.S./CFR 1304.21(a)(1)(i) – (a)(1)(v); (b)(1)(i)

Starting at birth, young infants build connections between sounds, gestures, and meaning. During the first months of life, an infant communicates with gazes, cries, coos, smiles, and frowns to make their interests and their needs known. They use their eyes to direct attention to particular things and enjoy making sounds back and forth with responsive parents, caregivers, and teachers. They begin to use syllables as a way to communicate their wants and needs, along with their bodies. Young infants demonstrate the use of sounds and movements to communicate by:

- using cries and body movements to gain parents', caregivers', and teachers' attention;
- experimenting with different types of sounds, such as making raspberries or popping lips;
- taking turns making sounds with their parents, caregivers, and teachers;
- beginning to coo, using vowel sounds like aah, eee, ooo and other speech sounds that are consistent with their home language;
- babbling, using repeated syllables such as ma ma ma, ba ba;
- using their bodies to communicate, such as waving and pointing and holding their hands to their eyes to play peek-a-boo.

Key Considerations

- Learning expectations (benchmarks or performance standards) describe learning beyond traditional milestones.
- The choice of such terms as learning expectation, performance standard, or benchmark may be determined by the need to align with Pre-K guidelines and by the meaning of the terms within the working group.
- Indicators may illustrate more than one way to achieve the learning expectation (benchmark or performance standard). For example, becoming competent at dressing may be achieved through increasing autonomy in some cultures but by becoming cooperative in others.
- The breadth or specificity to be described in learning expectations and/or indicators should be consistent throughout the guidelines. Most ELG/ITs include indicators as a subheading to a learning expectation. These indicators describe more specific and measurable aspects of a learning expectation.

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ELG/IT

Recommendation 14
Incorporate Cultural and Linguistic Diversity

Learning expectations, indicators, and examples should be written to describe a variety of goals and ways of achieving them that are inclusive of the state's diverse cultural, ethnic, and linguistic populations.

Rationale

Culture, ethnicity, and language are incorporated by young infants into their sense of self through their relationships and experiences in their environment. Each child learns how I am to behave and how others should be with me through culturally prescribed interactions. Accordingly, the child care environment should "be in harmony with what goes on at home, following the form and style of what is familiar to the child."[26]

ELG/ITs must be developed with attention to issues of culture, ethnicity, and language in order to be accepted by members of different groups. For example, a cultural group that believes children should be increasing their skills and knowledge in achieving cooperation might reject guidelines that assume that autonomy and independence are commonly accepted learning goals.

ELG/ITs need to describe how accomplishments can be achieved in languages other than English, so that they support the linguistic and cultural foundations provided by other primary home languages. Indeed, as a NAEYC position paper states: "Because knowing more than one language is a cognitive asset, early education programs should encourage the development of children's home language while fostering the acquisition of English."[27]

Key Considerations

- States should engage with different cultural groups to learn what they consider to be the learning accomplishments of the first three years of life.
- The working group should examine assumptions within learning expectations and indicators to eliminate cultural bias. For example, instead of achieving "autonomy," a more generally accepted goal would be "competence and participation."
- ELG/ITs should support the linguistic and cultural foundations provided by a home language. Iowa's benchmarks include culturally diverse examples, as in the "Social and Emotional Development" domain, sub-area "Sense of Community," which states "The infant or toddler: 1) shows enjoyment at being in a familiar setting or group, 2) chooses and participates in familiar activities, including songs and stories from the home culture." An example for this benchmark is "Chi's father, who is from Vietnam, visits the classroom during snack. He shows the toddlers how he uses chopsticks to eat his food and lets them explore using child-size chopsticks with their food. Chi beams."

Use indicators and examples within the actual guidelines to illustrate how cultural differences might look.
Examples of ways that cultural differences may be expressed more explicitly include:

- The toddler recognizes print symbols in the alphabet of his home language as having meaning.
- The toddler eats as expected according to family norms, which might include being spoon-fed by an adult, finger- or spoon-feeding himself, using "learner" chopsticks, scooping stewed meats and vegetables with pieces of the sponge-like bread injira, or rolling foods in tortillas.
- The baby takes part in "conversations" according to family and cultural norms which may mean reciprocal interactions, listening only, meeting the speaker's eyes, or keeping one's eyes cast down.

ELG/IT

Recommendation 15
Include Infants and Toddlers with Special Needs

ELG/ITs should be explicitly inclusive of all children, demonstrating that infants and toddlers with disabilities and special needs are expected to learn and be served in these programs.

Rationale

Early Learning Guidelines should be applicable to all children, including children with varying abilities and needs. It is important that adults understand how to apply these guidelines according to each child's individual needs and abilities.

"Guidelines that are inclusive of children with special needs focus on describing the developmental process and what children can do at each stage, allow for individualization in how achievement is described and measured, and link caregivers to information and resources."[28]

Although most states discuss the use of ELG/ITs with infants and toddlers with disabilities, they vary widely in the depth and breadth of the discussion and supports. Some states provide guidance within the guidelines themselves, some develop separate supporting documents, and some provide training and technical assistance.

Key Considerations

- Every child is a child first. ELG/ITs apply to all children in all settings. Iowa, for example, in the "Caregiving Supports" section under each standard, stresses how caregivers can support each child in ways that reflect special developmental needs and home cultures.
- The writing process should involve experts with knowledge about and experience with disabilities, such as parents and state and local level representatives from early intervention (Parts B & C of the Individuals with Disabilities Act).
- Examples of adaptive materials should be used along with resources related to specialized services. Nebraska, for example, includes a section on "Strategies to support inclusive learning environments" at the beginning of each of their domain areas, while Maine has a section on "Responding to Individual Differences" under each of their age group headings.
- Inclusive terminology should be used throughout the document, such as person-first language (for example, saying "a child with Down syndrome rather than a Down syndrome child").
- Children with disabilities should be included in examples throughout the document.
- The guidelines can be piloted in inclusive settings.
- Training and technical assistance about using the guidelines with children with special needs should be provided to primary audiences.
- A companion resource document can be developed that provides more in-depth information about accommodations for children with special needs.

ATTACHMENT 35

ELG/IT

Recommendation 16
Describe the Role of Adults

ELG/ITs should describe the importance of very young children's relationships with adults as the foundation of their learning.

Rationale

The role of adults in providing care and education is usually described in program standards rather than in Early Learning Guidelines. However, adults play such a significant role in developing the foundations of learning and the infant's growing sense of self that it is nearly impossible to explain early learning without some description of the role of the adult.

The responsiveness of adults who care for infants and toddlers is critical to child well-being.[29] Research shows that infants with secure attachment relationships with their caregivers are more likely to play, explore, and interact with adults in their child care setting.[30] Responsive caregivers create learning environments that support child-initiated learning and imitation while building and sustaining positive relationships among adults and children.[31]

Continuity of care is important for the relationship between caregivers and infants and toddlers. Too many changes in caregivers can lead to a child's reluctance to form new relationships.[32] Caregivers who are attuned to each child's unique needs and personality can support, nurture, and guide the child's growth and development.[33] The better somebody knows a child, the better he or she can read a young child's subtle clues to understand what the child needs.[34]

Key Considerations

- Some states, such as Louisiana, include both ELG/ITs and program standards for infant and toddler programs in the same document. With this format, it is important to clearly distinguish between the early learning guidelines, which are child-focused, and the program standards, which are program-focused. An introduction to each topic area can also be useful to outline the role of the adult in supporting the child's development.
- Some states create separate documents related to ELG/ITs for parents. These documents tend to be shorter and easier to read than the ELG/ITs, and they are often designed to be more visually appealing as well. For example, Arkansas and Kentucky have companion documents for parents. Arkansas' *Infant and Toddler Family Connections* is a packet of materials for families and Kentucky's *Parent Guide for Children Birth to Three* supports families in understanding and using the ELG/ITs in English and Spanish.
- States may need companion teaching strategies that are aligned with their ELG/ITs. Developing such strategies would likely require a great deal of time and resources to ensure they were developmentally appropriate and that caregivers could effectively implement them.
- Many states include strategies or activities for caregivers under each domain area or with their indicators or benchmarks. Connecticut, Delaware, Maryland, Indiana, and Oregon are examples of states that take this approach. Some states also include suggestions and resources for parents within their ELG/ITs.

ELG/IT

Recommendation 17
Align Assessment

Child assessment should be aligned with ELG/ITs and its purpose and use should be clearly defined.

Rationale

ELG/ITs provide the framework for what infants and toddlers are expected to be able to know and do. Assessments collect information about an individual child's performance relative to the content of the guidelines, providing formative information that helps individualize planning for each child. The development of the assessment should follow and complement the development of the guidelines so that the assessment is a clear and direct reflection of the guidelines.[35] Without ELG/ITs, it is difficult, if not impossible, to create meaningful assessments. The relationship between assessments and guidelines is very close, because assessments enable us to keep track of whether children have mastered the guidelines, and guidelines focus the assessments.

Key Considerations

- ELG/ITs should not be misinterpreted as an assessment tool.
- Assessments should be identified during development of the guidelines. States should have an understanding of assessment activities already occurring in early childhood systems and programs, such as early intervention.
- ELG/ITs should be useful for all children, including children with disabilities, and assessment should never be used to exclude children from a program.
- ELG/ITs should not be integrated into an accountability system that could have negative consequences for the children. When accountability is determined by child outcome, programs may be tempted to simply teach to the test.
- Assessments should be reasonable to administer and easy to interpret.
- States should clearly define the purpose of assessment, how it relates to the use of the ELG/ITs, and how it will be used.
- There should be a close match between the intention, priorities, and content of the guidelines and the intention, priorities, and content of assessment. Assessment should reflect the guidelines. For example, California's Child Development Division has an assessment instrument, the Desired Results Developmental Profile–Revised (DRDP-R), that is currently used in every subsidized care and education program in the state. An alignment study currently in process is reviewing the alignment of the content of the DRDP-R to the Infant Toddler Foundations (California's ELG/ITs). Some changes will be made to the assessment instrument to ensure alignment with their ELG/ITs.
- Assessment should be fair and equitable. It is more equitable if multiple measures are used and accommodations made for children with special needs and different cultural/linguistic backgrounds.

ATTACHMENT 35

SUMMARY

The development and implementation of Early Learning Guidelines for Infants and Toddlers (ELG/ITs) has been a challenging process for many states. ZERO TO THREE believes that a clear articulation of what infants and toddlers should be learning is an important element of an early childhood system and one that may provide support to states in their efforts to address, support, and improve quality of care.

Working with a group of experts in the field, ZERO TO THREE has developed this series of recommendations for states to consider as they write or revise their ELG/ITs. The process of developing ELG/ITs should begin with a clear definition of the purpose and intended uses of the document. The process should be inclusive of a variety of stakeholders and adequately supported with funds and personnel. ELG/ITs need to be thoughtfully developed within the context of existing Pre-K guidelines and K–12 standards as well as existing elements of the early childhood system within the state.

There are no national learning standards describing what infants and toddlers should be learning, so developing the domains and learning expectations is a particular challenge. Issues arise concerning the unique aspects of this age, such as the development of learning processes, the emerging sense of self and its foundation in culture, and the primary context of relationships.

Early Learning Guidelines for Infants and Toddlers can make a strong contribution to the professional development of the infant family field. However, to be useful, they must be thoughtfully and carefully constructed through an intentionally inclusive process.

APPENDIX A
RESOURCE LIST

Mental Health

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Bowlby, J. (1988) . *A secure base: Parent–child attachment and healthy human development.* New York: Basic Books.

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Early Development

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Websites for Current Research and Statistics:

Child Care and Early Education Research Connections. **www.childcareresearch.org/**

Child Trauma Academy. **www.childtraumaacademy.com**

Harvard Family Research Project. **www.gse.harvard.edu/hfrp/**

National Association for the Education of Young Children. **www.NAEYC.org**

National Center for Children in Poverty. **www.nccp.org**

National Child Care Information Center. **www.NCCIC.org**

National Institute for Early Education Research. **www.nieer.org**

ZERO TO THREE. **www.zerotothree.org**

ATTACHMENT 35

APPENDIX B
AGE GROUPS

There is no national standard for the number or range of age groups for children ages birth to three years. Resources for national early childhood organizations and programs present different ways of dividing infants and toddlers into age groups.

National Resource	Number and Range of Age Groups
American Academy of Pediatrics, as cited in Lally, J. R., Griffin, A., Fenichel, E., Segal, M., Szanton, E. S. and Weissbourd, B. (2003). *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice.* Washington, DC: ZERO TO THREE.	In its recommendations for group size, ratios, *Caring for Infants and Toddlers in Groups* reports that the American Academy of Pediatrics identifies three age groups: Birth to 12 months 12 to 18 months 18 to 35 months
Head Start Program Performance Standard 1304.52. Available from: **http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/1304**	For teacher–child ratios in Early Head Start (EHS) programs, EHS performance standards use a single age group for birth to three: Birth to 36 months
National Association for the Education of Young Children. (2005). *NAEYC Accreditation Criteria: Teacher–Child Ratios within Group Size.* Available from: **www.naeyc.org/academy/criteria/teacher_child_ratios.html**	For teacher–child ratios in accredited programs, the National Association for the Education of Young Children identifies four age groups from birth to three: Infants (birth to 15 months) Toddler/Twos (12-28 months) Toddler/Twos (21-36 months) Preschool (30 - 48 months) The "Infants" and "Toddlers" age groups overlap—this is explained in the document: "These age ranges purposefully overlap. Programs may identify the age group to be used for on-site assessment purposes for groups of children whose ages are included in multiple age groups."
Signer, S., & Tuesta, A. (2004). Steps toward implementation of PITC recommendations for group size. [Handout from Module II training session, and the advanced training 2004 session]. Unpublished document. Sausalito, CA: The Program for Infant/Toddler Care. Available from: **www.pitc.org/cs/pitctr/view/pitc_res/715**	In its recommendations for group size, ratios, and amount of space, the Program for Infant/Toddler Care identifies three age groups: Young Infants (birth to 8 months) Mobile Infants (6 to 18 months) Older Infants (18 to 36 months) The "Young Infants" and "Mobile Infants" groups overlap.
ZERO TO THREE, as cited in Lally, J. R., Griffin, A., Fenichel, E., Segal, M., Szanton, E. S. and Weissbourd, B. (2003). *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice.* Washington, DC: ZERO TO THREE.	In its recommendations for group size and ratios, *Caring for Infants and Toddlers in Groups* reports that ZERO TO THREE identifies three age groups: Birth to 9 months 8 to 18 months 16 to 36 months

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APPENDIX C
STATES WITH INFANT AND TODDLER EARLY LEARNING GUIDELINES WEBSITES

Note: The states highlighted in yellow have guidelines for children birth to age 5 or birth to kindergarten age; all others cover children birth to age 3 separately from their preschool guidelines.

Alaska: *Early Learning Guidelines* Available at: www.eed.state.ak.us/news/elg_guidelines.pdf
Arkansas: *Arkansas Framework for Infant and Toddler Care* Available at: **www.arkansas.gov/childcare/bench.pdf**
Connecticut: *Guidelines for the Development of Early Learning for Infants and Toddlers* (Draft) Available at: **www.wheelerclinic.org/children/EGdraft2forweb.pdf**
Delaware: *Delaware Infant and Toddler Early Learning Foundations: A Curriculum Framework* Available at: **www.doe.k12.de.us/files/pdf/earlychildhood_infant-toddler.pdf**
Florida: *Florida Birth to Three Learning and Developmental Standards* Available at: **www.floridajobs.org/earlylearning/downloads/pdf/birth_to_3book.pdf**
Georgia: *Georgia Early Learning Standards: Birth Through Age 3* Available at: **www.decal.state.ga.us/CCS/CCSServices.aspx?Header=67&SubHeader=&Position=18&HeaderName=Georgia%20Early%20Learning%20Standards**
Indiana: *Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5* Available at: **www.doe.state.in.us/primetime/pdf/foundations/indiana_foundations.pdf**
Iowa: *Iowa Early Learning Standards* Available at: **www.iowa.gov/educate/3-to-5-years-old/early-childhood-standards_3.html**
Kansas: *Kansas Early Learning Guidelines: A Developmental Sequence Building the Foundation for Successful Children* (Draft) Available at: **www.ksde.org/Default.aspx?tabid=1741**
Kentucky: *Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards* Available at: **www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+a+Strong+Foundation+for+School+Success+Series.htm**
Louisiana: *Louisiana's Early Learning Guidelines and Program Standards: Birth Through Three* Available at: **www.dss.state.la.us/Documents/OFS/LAEarlyLearningGuide.pdf**
Maine: *Supporting Maine's Infants & Toddlers: Guidelines for Learning & Development* Available at: **www.maine.gov/dhhs/occhs/infantstoddlers.pdf**
Maryland: *Guidelines for Healthy Child Development and Care for Young Children (Birth–Three Years of Age)* Available at: **www.dhr.state.md.us/cca/pdfs/guidechild.pdf**
Michigan: *Michigan Early Childhood Standards of Quality for Infant and Toddler Programs* Available at: **www.michigan.gov/documents/mde/ECSQ-IT_Final_180649_7.pdf**

Minnesota: *Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3* Available at: **edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4438-ENG**
Nebraska: *Nebraska Early Learning Guidelines for Ages Birth to 3* Available at: **www.nde.state.ne.us/ech/ELGuidelines/ELG_IT.pdf**
New Hampshire: *New Hampshire Early Learning Guidelines* Available at: **www.dhhs.nh.gov/DHHS/CDB/LIBRARY/Policy-Guideline/learning-guidelines.htm**
Ohio: *Ohio's Infant & Toddler Guidelines* Available at: **http://jfs.ohio.gov/CDC/InfantToddler.pdf**
Oregon: *Early Childhood Foundations* Available at: **http://findit.emp.state.or.us/childcare/childhood_foundations.pdf**
Pennsylvania: *Infants and Toddlers: Pennsylvania Learning Standards for Early Childhood* Available at: **www.pde.state.pa.us/early_childhood/lib/early_childhood/Infant_Toddler_Standards_4_07.pdf**
Tennessee: *Tennessee Early Childhood Early Learning Developmental Standards* Available at: **www.state.tn.us/education/ci/standards/earlychildhood/**
Washington: *Washington State Early Learning and Development Benchmarks* Available at: **www.k12.wa.us/EarlyLearning/Benchmarks.aspx**

As of publication date, the following states are in the process of developing or publishing Early Learning Guidelines for Infants and Toddlers: California, Idaho, Nevada, North Carolina, North Dakota, and Oklahoma.

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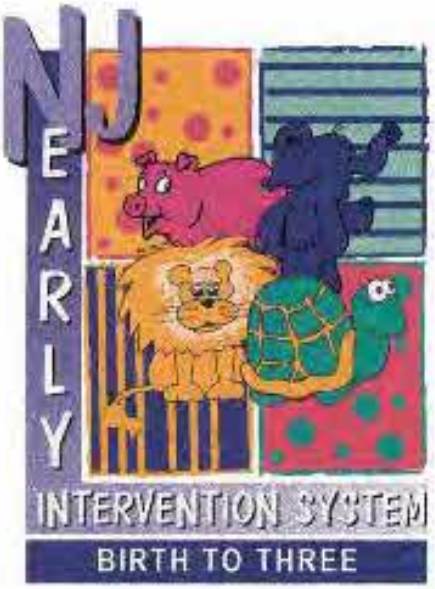
ATTACHMENT 36

Developmental Concerns



If you are concerned about a child's development, please review the following checklists at the appropriate age range for descriptions of behaviors that may require further observation and consultation.

Alert your child's doctor, nurse or early intervention staff about your concerns and if your child displays any of the early warning signs for their age range.

If you have concerns about a child's development, you can also call a New Jersey statewide, toll-free number: (888) 653-4463.

REPRINTED FROM: Your Child's Development Important Milestones: (Birth – 36 months)

FULL BROCHURE AVAILABLE AT:

http://www.thefamilymatterswebsite.org/PDF/reic_developmental_brochure.pdf

(Birth – 4 months) Developmental Health Watch	(4 months - 8 months) Developmental Health Watch
☐ Does not seem to respond to loud noises	☐ Seems very stiff, with tight muscles
☐ Does not notice hands by 2 months	☐ Seems very floppy, like a rag doll
☐ Does not follow moving objects with eyes by 2 to 3 months	☐ Head still flops back when body is pulled into sitting position
☐ Does not grasp and hold objects by 3 months	☐ Reaches with one hand only
☐ Does not smile at people by 3 months	☐ Refuses to cuddle
☐ Cannot support head well by 3 months	☐ Shows no affection for the person who cares for him or her
☐ Does not reach for and grasp toys by 3 to 4 months	☐ Doesn't seem to enjoy being around people
☐ Does not babble by 3 to 4 months	☐ One or both eyes consistently turn in or out
☐ Does not bring objects to mouth by 4 months	☐ Persistent tearing, eye drainage or sensitivity to light
☐ Begins babbling, but does not try to imitate any of your sounds by 4 months	☐ Does not respond to sounds around him or her
☐ Does not push down with legs when feet are placed on a firm surface by four months	☐ Has difficulty getting objects to mouth
☐ Has trouble moving one or both eyes in all directions	☐ Does not turn head to locate sounds by 4 months
☐ Crosses eyes most of the time (occasional crossing of the eyes is normal in these first months)	☐ Does not roll over in either direction (front to back or back to front) by 5 months
☐ Does not pay attention to new faces, or seems frightened by new faces or surroundings	☐ Seems impossible to comfort at night after 5 months
☐ Experiences a dramatic loss of skills he or she once had	☐ Does not smile on his or her own by 5 months
	☐ Cannot sit up with help by 6 months
	☐ Does not laugh or make squealing sounds by 6 months
	☐ Does not actively reach for objects by 6 to 7 months
	☐ Does not follow objects with both eyes at near (1 foot) and far (6 feet) ranges by 7 months
	☐ Does not bear weight on legs by 7 months
	☐ Does not try to attract attention through actions by 7 months
	☐ Does not babble by 8 months
	☐ Shows no interest in games of peek-a-boo by 8 months
	☐ Experiences a dramatic loss of skills he or she once had

ATTACHMENT 36

(8 months - 12 months) Developmental Health Watch

- ☐ Does not crawl
- ☐ Drags one side of body while crawling (for over one month)
- ☐ Cannot stand when supported
- ☐ Does not search for objects that are hidden while he or she watches
- ☐ Says no single words ("mama" or "dada")
- ☐ Does not learn to use gestures, such as waving or shaking head
- ☐ Does not point to objects or pictures
- ☐ Experiences a dramatic loss of skills he or she once had

(12 months - 24 months) Developmental Health Watch

- ☐ Cannot walk by 18 months
- ☐ Fails to develop a mature heel-toe walking pattern after several months of walking, or walks only on his toes
- ☐ Does not speak at least 15 words
- ☐ Does not use two-word sentences by age 2
- ☐ By 15 months, does not seem to know the function of common household objects (brush, telephone, bell, fork, spoon)
- ☐ Does not imitate actions or words by the end of this period
- ☐ Does not follow simple instructions by age 2
- ☐ Cannot push a wheeled toy by age 2
- ☐ Experiences a dramatic loss of skills he or she once had

(24 Months – 36 Months) Developmental Health Watch

- ☐ Frequent falling and difficulty with stairs
- ☐ Persistent drooling or very unclear speech
- ☐ Cannot build a tower of more than four blocks
- ☐ Difficulty manipulating small objects
- ☐ Cannot copy a circle by age 3
- ☐ Cannot communicate in short phrases
- ☐ No involvement in "pretend" play
- ☐ Does not understand simple instructions
- ☐ Little interest in other children
- ☐ Extreme difficulty separating from mother or primary caregiver
- ☐ Poor eye contact
- ☐ Limited interest in toys
- ☐ Experiences a dramatic loss in skill he or she once had

Alert your child's doctor, nurse or early intervention staff about your concerns and if your child displays any of the early warning signs for their age range.

If you have concerns about a child's development, you can also call a New Jersey statewide, toll-free number: (888)653-4463.

Other Resources for Developmental Concerns

Knowing early warning signs for developmental concerns can help parents and other caregivers know when to contact others for further information and assistance. The following websites provide valuable information about developmental milestones and developmental concerns.

Learn the signs. Act Early.
www.cdc.gov/ncbddd/actearly/milestones/index.html

Obtain information about family resources.
www.thefamilymatterswebsite.org

The Early Childhood Parenting and Professional Resource Center
www.njparentlink.nj.gov/

Linguistic and Cultural Responsiveness

Excerpted from the *New Jersey Preschool Teaching and Learning Standards*

The Standards are highly responsive to New Jersey's culturally and linguistically diverse population, stressing that, "The opportunities for learning are strengthened as the connections across the home, school, and community are acknowledged and respected. Multicultural issues (e.g., language, culture, race, ethnicity) and diversity (e.g., different social, economic, lifestyle, physical abilities) are woven into the daily activities of the early childhood education program. A high-quality early childhood education program embraces the heritages of the families being served."

Specific examples of this responsiveness within the Standards include:

- Social Studies, Family, and Life Skills: Adapt materials and activities to support English and non-English language speakers (e.g., use labels with pictures to help children negotiate the classroom and make picture-word associations, dramatize actions while providing words for the actions in multiple languages, provide simple directions in multiple languages, offer books, music, and computer software in multiple languages); support and recognize differences in family structures, routines, and traditions through discussions, literature, and activities (e.g., placing diverse articles of clothing in housekeeping area); invite families and other community members to tell stories about and provide activities (e.g., share foods, clothing, and traditions with teachers and peers) that engage children in their cultures and traditions.
- Visual and Performing Arts: Introduce children to a wide variety of music that is appropriate in content for classroom activities and that reflects different cultures and genres; to stories from multiple cultures (e.g., at circle time, informally, during choice times); provide props to represent diversity; expose children to the visual arts from their own communities as well as from different cultures.
- Language Arts Literacy: encourage children to converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their

experiences; provide books and materials that reflect the identity, home language, culture, and interests of the students in the class; provide opportunities for children to listen to and participate in stories, rhymes, poems, and songs in various languages.

- World Languages: Explore cultures represented in the classroom and community and integrate information about these cultures into the daily curriculum as well as into classroom literature, activities, and play materials; expose children to words or phrases in a language other than their own, particularly language related to the following topics: family, friends, home, school, community, wellness, leisure activities, basic needs, and animals.

DECE Position Statement on English Language Learners

Dual Language Learners

When young children enter preschool, they are still learning all about language. The strategies and approaches that are used to foster language development have critical implications for lifelong literacy, academic achievement and school success. Language-rich classrooms that immerse children in oral language experiences and developmentally appropriate practices provide the optimal environment for fostering language development (Copple & Bredekamp, 2009).

Many young children entering preschool classrooms come from homes in which English is not the first language. These children, referred to as English language learners, will be acquiring English as a second language. The linguistic and social needs of English language learners present challenges to monolingual teachers. Special consideration must be given to English language learners to help them feel welcomed, valued and accepted; and to provide the ideal foundation for their language and literacy development. Research in early childhood education and second language development emphasizes developmentally appropriate practices that are specific to three and four year olds, and addresses the unique needs of second language learners (August, Carlo, Dressler, Snow, 2005).

Bilingualism and biculturalism

In the 21st century bilingualism should be a goal for all students. Schools must create learning environments that are culturally and linguistically relevant and that build upon the culture, language, strengths and practices of all the children and families that they serve. There are considerable benefits of knowing a second language, including: improved student academic performance, enhanced problem solving skills, increased cognitive tasks (Morton & Harper, 2007), better career opportunities, increased global marketability and biculturalism.

Research in cognitive neuroscience indicates that bilingualism has a positive effect on social emotional development, also referred to as executive function, which is directly related to children's academic success (Yoshida, 2008). Additionally, knowledge of two languages deepens children's understanding of important mathematical concepts (Yoshida, 2008). Knowledge learned through one language paves the way for knowledge acquisition in the second

language (Lugo-Neris, Jackson & Goldstein, 2010). Therefore, students who learn content in one language can be expected to demonstrate content knowledge in the second language once they acquire the language skills to express that knowledge. The long-term cognitive advantages of bilingualism will not accrue until students have sufficiently developed both languages (Genesee, Lindholm-Leary, Saunders & Christian 2005).

ELLs in the United States

The United States is becoming increasingly diverse culturally, ethnically and linguistically. In 2006, approximately 20% of children between the ages 5-17 spoke a language other than English at home (Estrada, Gomez, Ruiz-Escalante, 2009).The projections are that by 2030, 1 in 4 students will be English language learners. Currently, 80% of English language learners in the United States are Spanish speakers. The Latino population represents the fastest growing student group in our nation's public schools (Advocates for Children of New Jersey, 2012). The demographic changes in our society necessitate that public schools become more adept in creating effective research-based programs and utilizing developmentally appropriate practices to successfully meet the needs of young dual language learners (Garcia, Jensen & Scribner, 2009). English language learners are often at risk for academic failure. The future productivity of the workforce in the United States is dependent on the commitment to and success of our early childhood education programs, especially for second language learners.

English language learners in New Jersey

The linguistic diversity in New Jersey mirrors the nation. In 2010, 34% of the children in New Jersey lived in a family in which at least one family member was born in a foreign country and 66% of these children spoke a language other than English at home (Advocates for Children of New Jersey, 2012). In 2008-09, there were 187 languages represented in New Jersey public schools. New Jersey ranks 7th in the percentage of English language learners in K-12 public schools. Spanish is the most common second language spoken in New Jersey.

Support for the home language

Most English language learners in the United States are enrolled in mainstream classes with general education teachers who lack the appropriate knowledge and strategies to teach linguistically diverse students (Estrada, Gomez, Ruiz-Escalante, 2009). Preschool classrooms

should be child-centered; and teachers must incorporate practices and perspectives that celebrate the linguistic and cultural diversity of all the children to foster their positive socio-emotional development (Hwa-Froelich & Vigil, 2004). It is critical that teachers provide support for children's home language in the preschool years because it impacts the child's basic language foundation and their ability to understand and grasp content knowledge.

Classroom support for children's language occurs best in the context of natural interactions and environments. Preschool English language learners should be provided with daily activities and experiences that promote oral language development and phonemic awareness in both their home language (to the maximum extent possible) and English. This can occur through daily music and movement activities, including songs, chants, finger plays and rhyming activities.

Providing preschool English language learners with experiences that focus on oral language development in their native language helps to develop a strong foundation as they transfer to learning in English (August, Calderon & Carlo, 2002); and research has shown that early literacy skills transfer from one language to another (August, Carlo, Dressler & Snow, 2005). These foundational skills are the precursors for reading and mathematics. Additionally, the child's first language is intricately tied to their concept of self, family and home; and when young children lose their first language they experience a separation from the cultural and social nuances of their families and communities (Fillmore, 2000).

Dual language Programs

At the Department of Education, we strongly support dual language programs, in which students are engaged in "academic" work in both English and another language as an effective way to meet the needs of English language learners and close the achievement gap (Lindholm-Leary, 2001). Dual language programs integrate English language learners and English-speaking students and provide instruction in English and the native language of the English language learners. They are an effective way to provide second language instruction through an immersion approach for both bilingual and monolingual English speaking students. Dual language programs provide opportunities for social interactions through hands-on, developmentally appropriate activities. Dual language programs also provide content area instruction in both languages for a significant portion of the instructional time, in classroom settings that promote language and

social equality with the goal of full bilingual proficiency for both native and non-native speakers of English.

This model provides a win-win approach that is beneficial for all students. In this model, the goal is fluency in English and Spanish (or another language) for both monolingual English speaking students and for English language learners. Transitional bilingual programs are subtractive programs in which the student's first language is replaced with a new one and the first language is underdeveloped or lost (Fillmore, 2000). Dual language programs are additive bilingual programs, in which students learn a second language in addition to their first or native language. Dual language programs develop bilingual, biliterate and bicognitive skills in English and a second language which helps all participating students to maintain academic achievement at or above grade level, after several years of dual language instruction. This programmatic structure also promotes cross-cultural understanding and appreciation.

Screening and Placement

The home language survey should be included at the time of registration for families whose first language is other than English. Any child who speaks a language other than English at home is considered an English language learner, in need of home language supports, even if he or she understands and speaks some English. The home language survey should be completed by the primary caregiver (with translators available, if and when needed). It is designed to help school administrators and teachers know how to best support children and their families. Additionally, as specified in New Jersey Bilingual Code, "*The district board of education shall also use age-appropriate methodologies to identify limited English proficient preschool students in order to determine their individual language development needs.*"

The home language survey should be followed up with an individual conversation between the teacher and the primary caregivers to develop a better understanding of the child's home language environment; and to help families understand the school district's linguistic, social-emotional and academic goals for the students. The home language survey and information gleaned from family conversations should also be used by preschool teachers to inform instruction that addresses the linguistic needs of each child. It is critical that teachers provide explicit vocabulary instruction to help English language learners learn English vocabulary and to also build comprehensible input (August, Carlo, Dressler, Snow, 2005).

Preschool teachers should develop vocabulary and language goals and embed them in developmentally appropriate ways to ensure that English language learners are being taught appropriate vocabulary within the context of each lesson, activity or hands-on experience.

The IPT and other English proficiency tests should only be administered at the end of preschool or for kindergarten entrance when determining optimal kindergarten placements. Any child who speaks a language other than English at home is considered an English language learner, in need of linguistic supports, even if the child understands and speaks some English. Preschool English language learners should be placed in inclusive classrooms, with teachers that are cognizant of their social-emotional, physical, linguistic and academic needs. They should also have ongoing exposure to, and interactions with peers that speak their home language and with speakers of English, because all children benefit from interactions with multiple language peers. Ideally, teachers and paraprofessionals should be informed of the languages of all students in the class, and should be provided with ongoing support via professional development, coaching and resources to best meet the needs of their linguistically diverse students.

Staff Qualifications

It is important that teachers of English language learners acquire strong knowledge about the varied aspects of language in teaching. Teachers need to recognize the cultural aspect of language; and have a clear understanding of, and respect for the varied linguistic patterns of diverse children and families (Adger, Snow & Christian, 2003). This is essential to help children from various cultural and linguistic backgrounds make a smooth transition from home to school. Teachers of English language learners also need to understand dialectical usages of language and typical errors made by young children learning a new language, so that they can provide targeted support, via age-appropriate strategies to make language comprehensible.

Teachers should understand the stages of language development, so that they can carefully and purposefully choose materials and activities that promote language development, and provide scaffolded support as needed (Adger, Snow & Christian, 2003). It is also important that teachers realize that all assessments are actually language assessments and are not necessarily representative of what young children, particularly English language learners know and can do. Therefore, it is essential that multiple factors are considered when assessing all children, especially young second language learners.

Every attempt should be made to employ both a teacher and a teacher assistant who speak both English and the second language of the bilingual children enrolled in their classrooms. There should be at least one adult in the classroom who speaks the primary language of the English language learners. In classes where there are significant numbers of second language learners, one adult should speak the home language of the majority of English language learners.

Bilingual staff must be encouraged to use the children's home languages to provide a classroom environment with rich and explicit vocabulary instruction embedded in the context of developmentally appropriate activities to build comprehensible input, and promote expressive language (Lugo-Neris, Jackson & Goldstein, 2010). Teachers should also provide hands-on, small group literacy instruction focused on comprehension, and emergent literacy experiences in the home language, as well as rich exposure to both languages (Coppola, 2005), including the use of props, pictures and realia. Schools must ensure that all staff members serve as good language models for all children by using standard and age-appropriate language. Non-bilingual teachers and teacher assistants should develop some basic communication skills in the home languages of the children in their classrooms. This should include both survival language and vocabulary and phrases that make the children feel welcomed and comfortable in the classroom.

School districts should hire master teachers with bilingual expertise and/or bilingual certification and a strong background in early childhood education and developmentally appropriate practices. The bilingual master teacher is a resource for classroom teachers and should provide training in strategies and techniques to support first and second language development. The bilingual master teacher should assist the classroom teacher with bilingual labels for the classroom environment in the most common home language (s) of the children. Additionally, the bilingual master teacher should prepare a list of survival words and phrases, and general conversational phrases in the home languages of the children (along with the transliteration) for non-bilingual staff. Districts should adhere to the suggested master teacher/classroom ratio of one master teacher for every fifteen classrooms for school districts with large numbers of English language learners.

Professional Development

Professional development should be ongoing, developmentally appropriate and designed to provide classroom teachers and teacher assistants with knowledge of the stages of language development. It should incorporate engaging, child-centered strategies and techniques that support both first and second language development. Professional development should instill the importance of supporting the home language, and incorporate ways families can support their children's literacy development. The professional development should include a focus on the acquisition of early literacy skills, including oral language development, phonological awareness and alphabetic principle in the context of different languages. The professional development should also assist teachers with instructional approaches that provide explicit vocabulary instruction, facilitate rich conversations, and utilize varying questioning techniques based on the children's level of English proficiency.

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Core Curriculum Content Standards

NJ World Class Standards

Content Area: Comprehensive Health and Physical Education

Content Area	Comprehensive Health and Physical Education		
Standard	**2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**		
Strand	**A. Personal Growth and Development**		
By the end of grade	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
		2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
2	Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being "well" means and identify self-care practices that support wellness.
		2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
4	The dimensions of wellness are interrelated and impact overall personal well-being.	2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
		2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
6	Staying healthy is a lifelong process that includes all dimensions of wellness.	2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.

		2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
		2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
8	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
		2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
		2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
		2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
12	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
		2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

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ATTACHMENT 39

5.1 Science Practices: All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.			
A. Understand Scientific Explanations: Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.			
Pre-K	**By the end of grade 4**	**By the end of grade 8**	**By the end of grade 12**
Content: Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry. **5.1.P.A.1:** Display curiosity about science objects, materials, activities, and longer-term investigations in progress.	**Content:** Fundamental scientific concepts and principles and the links between them are more useful than discrete facts. **5.1.4.A.1:** Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.	**Content:** Core scientific concepts and principles represent the conceptual basis for model-building and facilitate the generation of new and productive questions. **5.1.8.A.1:** Demonstrate understanding and use interrelationships among central scientific concepts to revise explanations and to consider alternative explanations.	**Content:** Mathematical, physical, and computational tools are used to search for and explain core scientific concepts and principles. **5.1.12.A.1**: Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations.
	Content: Connections developed between fundamental concepts are used to explain, interpret, build, and refine explanations, models, and theories. **5.1.4.A.2:** Use outcomes of investigations to build and refine questions, models, and explanations.	**Content:** Results of observation and measurement can be used to build conceptual-based models and to search for core explanations. **5.1.8.A.2:** Use mathematical, physical, and computational tools to build conceptual-based models and to pose theories.	**Content:** Interpretation and manipulation of evidence-based models are used to build and critique arguments/explanations. **5.1.12.A.2:** Develop and use mathematical, physical, and computational tools to build evidence-based models and to pose theories.
	Content: Outcomes of investigations are used to build and refine questions, models, and explanations. **5.1.4.A.3:** Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments.	**Content:** Predictions and explanations are revised based on systematic observations, accurate measurements, and structured data/evidence. **5.1.8.A.3:** Use scientific principles and models to frame and synthesize scientific arguments and pose theories.	**Content:** Revisions of predictions and explanations are based on systematic observations, accurate measurements, and structured data/evidence. **5.1.12.A.3** Use scientific principles and theories to build and refine standards for data collection, posing controls, and presenting evidence.

ATTACHMENT 39

Core Curriculum Content Standards

NJ World Class Standards
Content Area: Technology

Content Area	Technology		
Standard	**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		
Strand	**A. Technology Operations and Concepts** NJ DOE		
By the end of grade	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
P	The use of technology and digital tools requires knowledge and appropriate of operations and related applications. Technology	8.1.P.A.1	Use the mouse to negotiate a simple menu on the screen
		8.1.P.A.2	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.
		8.1.P.A.3	Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.
		8.1.P.A.4	Recognize that the number keys are in a row on the top of the keyboard.
		8.1.P.A.5	Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboards, and printer).
		8.1.P.A.6	Turn smart toys on and off.
2	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.

		8.1.2.A.2	Use technology terms in daily practice.
		8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
		8.1.2.A.4	Create a document with text using a word processing program.
		8.1.2.A.5	Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
4	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	8.1.4.A.1	Demonstrate effective input of text and data using an input device.
		8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
		8.1.4.A.3	Create and present a multimedia presentation that includes graphics.
		8.1.4.A.4	Create a simple spreadsheet, enter data, and interpret the information.
		8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.
8	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
		8.1.8.A.2	Plan and create a simple database, define fields, input data, and produce a report using sort and query.
		8.1.8.A.3	Create a multimedia presentation including sound and images.

		8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information.
		8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
12	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
		8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
		8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
		8.1.12.A.4	Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

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Core Curriculum Content Standards

NJ World Class Standards
Content Area: Visual and Performing Arts

Content Area	Visual and Performing Arts		
Standard	**1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
Strand	**A. Dance**		
By the end of grade	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
P	**NOTE:** By the end of preschool, all students attain foundational skills that progress toward BASIC LITERACY in CREATIVE MOVEMENT AND DANCE.		
	Creative movement/dance is a means of self-expression.	1.3.P.A.1	Move the body in a variety of ways, with and without music.
		1.3.P.A.2	Respond to changes in tempo and a variety of musical rhythms through body movement.
		1.3.P.A.3	Participate in simple sequences of movements.
		1.3.P.A.4	Define and maintain personal space, concentration, and focus during creative movement/dance performances.
		1.3.P.A.5	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
		1.3.P.A.6	Use movement/dance to convey meaning around a theme or to show feelings.

2	**NOTE:** By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.		
	The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes.	1.3.2.A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
	The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.	1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.	1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
	Locomotor and non-locomotor movements may contribute equally to the thematic content of solo and ensemble dances.	1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
5	**NOTE:** By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in DANCE.		
	Fundamental movement structures include a defined beginning, middle, and ending. Planned choreographic and improvised movement sequences manipulate time, space, and energy. Kinesthetic transference of rhythm comes from auditory and visual stimuli.	1.3.5.A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
	The creation of an original dance composition is often reliant on improvisation as a choreographic tool. The essence/character of a movement sequence is also transformed when performed at varying spatial levels (i.e., low, middle, and high), at different tempos, along different spatial pathways, or with different movement	1.3.5.A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.

	qualities.		
	Works of art, props, and other creative stimuli can be used to inform the thematic content of dances.	1.3.5.A.3	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
	Dance requires a fundamental understanding of body alignment and applied kinesthetic principles. Age-appropriate conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique.	1.3.5.A.4	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
	Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement.	1.3.5.A.5	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.
8	**NOTE:** By the end of grade 8, those students choosing DANCE as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.		
	Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.	1.3.8.A.1	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.
	Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.	1.3.8.A.2	Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.
	Foundational understanding of anatomical and kinesthetic principles is a contributing factor to dance artistry. Artistry in dance requires rhythmic acuity.	1.3.8.A.3	Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.
	Technology and media arts are often catalysts for creating original choreographic compositions.	1.3.8.A.4	Use media arts and technology in the creation and performance of short, original choreographic compositions.
12	**NOTE:** By the end of grade 12, those students choosing DANCE as their required area of specialization demonstrate		

	PROFICIENCY in the following content knowledge and skills.		
	Creating highly integrated improvisational movement sequences develops personal style for solo and ensemble work. Characteristics of style vary broadly across dance genres.	1.3.12.A.1	Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
	Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.	1.3.12.A.2	Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
	Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics.	1.3.12.A.3	Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
	Dance production is collaborative and requires choreographic, technological, design, and performance skill.	1.3.12.A.4	Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.

GLOSSARY

Archetypal work of art: An artwork that epitomizes a genre of art.

Art genres: Artworks that share characteristic approaches to content, form, style, and design. Each of the four arts disciplines is associated with different genres.

Arts media: Artistic methods, processes, or means of expression (e.g., presentation mechanisms such as screen, print, auditory, or tactile modes) used to produce a work of art.

Art medium(s): Any material or technique used for expression in art. In art, "medium" refers to the physical substance used to create artwork. Types of materials include clay, pencil, paint, and others.

Artistic processes: For example, expressionism, abstractionism/nonobjectivism, realism, naturalism, impressionism, and others.

Balance: For example, in dance, complementary positions that are on or off the vertical, horizontal, or transverse axes.

Basic Literacy: A level of achievement that indicates a student meets or exceeds the K-5 arts standards. Basic Literacy is attained when a student can:

1. Respond to artworks with empathy.
2. Understand that artwork reflects historical, cultural, and aesthetic perspectives.
3. Perform in all four arts disciplines at an age-appropriate level.

4. Draw similarities within and across the arts disciplines.

Body patterning: For example, in dance, unilateral movement, contra-lateral movement, upper/lower body coordination, or standing or moving on two feet vs. one foot during movement patterns.

Characteristics of a well-made play: Inciting incident, confrontation, rising action, climax, dénouement, and resolution.

Choreographic structures: For example, AB, ABA, canon, call and response, narrative, rondo, palindrome, theme, variation, and others.

Competency: A level of achievement that indicates a student meets or exceeds the K-8 arts standards. Competency is attained when a student can:

1. Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.
2. Perceive artworks from structural, historical, cultural, and aesthetic perspectives.
3. Perform in a chosen area of the arts with developing technical ability, as well as the ability to recognize and conceive solutions to artistic problems.
4. Understand how various types of arts knowledge and skills are related within and across the arts disciplines.

Compound meter: Measures of music in which the upper numerator is divisible by three such as 6/8 or 9/8 time.

Consummate works of art: Expertly articulated concepts or renderings of artwork.

Discipline-specific arts terminology: Language used to talk about art that is specific to the arts discipline (dance, music, theatre, or visual art) in which it was created.

Ear training and listening skill: The development of sensitivity to relative pitch, rhythm, timbre, dynamics, form, and melody, and the application of sight singing/reading or playing techniques, diction/intonation, chord recognition, error detection, and related activities.

Effort Actions: "Effort actions," or more accurately "incomplete effort actions," specifically refers to nomenclature from Laban Movement Analysis-perhaps the most commonly employed international language of dance. The term refers to any of eight broad classifications or categories of movement: gliding, floating, dabbing, flicking, slashing, thrusting, pressing, and wringing. Each effort action has a specific relationship to the elements of dance (i.e., time, space, and energy) and is paired with another effort action (gliding & floating, dabbing & flicking, slashing & thrusting, pressing & wringing).

Elements of art: The compositional building blocks of visual art, including line, color, shape, form, texture, and space.

Elements of dance: The compositional building blocks of dance, including time, space, and energy.

Elements of music: The compositional building blocks of music, including texture, harmony, melody, and rhythm.

Elements of theatre: The compositional building blocks of theatre, including but not limited to plot, character, action, spectacle, and sound.

Exemplary works: Works representing genres of art that may be examined from structural, historical, and cultural perspectives.

Formalism: The concept that a work's artistic value is entirely determined by its form-the way it is made, its purely visual aspects, and its medium. The context for the work is of secondary importance. Formalism predominated Western art from the late 1800s to the 1960s.

Historical eras in the arts: Artworks that share distinct characteristics and common themes associated with a period of history.

Home tone: The first or key tone of any scale; the same as the tonic.

Kinesthetic awareness: Spatial sense.

Kinesthetic principles: Principles having to do with the physics of movement, such as work, force, velocity, and torque.

Locomotor and non-locomotor movements: Locomotor movements involve travel through space (e.g., walking, running, hopping, jumping, leaping, galloping, sliding, skipping), while non-locomotor movements are performed within a personal kinesphere and do not travel through space (e.g., axial turns).

Media Arts: For example, television, film, video, radio, and electronic media.

Mixed meter: A time signature in which each measure is divided into three or more parts, or two uneven parts, calling for the measures to be played with principles, and with subordinate metric accents causing the sensation of beats (e.g., 5/4 and 7/4 time, among others).

Movement affinities: The execution of dance phrases with relation to music. Dancers tend toward either *lyricism* (using the expressive quality of music through the full extension of the body following the accented beat), or *bravura* dancing (in which the dancer tends to accent the musical beat). Both are technically correct, but are used in different circumstances.

Musical families: The categorization of musical instruments according to shared physical properties, such as strings, percussion, brass, or woodwinds.

Music composition: Prescribed rules and forms used to create music, such as melodic line and basic chordal structures, many of which are embedded in electronic music notation programs, and which can apply equally to improvised and scored music.

New art media and methodologies: Artistic works that have a technological component, such as digital art, computer graphics, computer animation, virtual art, computer robotics, and others.

Orff instruments: Precursors to melodic musical instruments, such as hand drums, xylophones, metalliphones, wood blocks, triangles, and others.

Ostinato: A short melodic phrase persistently repeated by the same voice or instrument.

Physical and vocal skills: For example, articulation, breath control, projection, body alignment.

Principles of design: Balance, proportion, rhythm, emphasis, and unity.

Proficiency: A level of achievement that indicates a student meets or exceeds the K-12 arts standards. Proficiency is attained when a student can:

1. Respond to artworks with insight and depth of understanding, calling upon informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
2. Develop and present basic analyses of artworks from structural, historical, cultural, and aesthetic perspectives, pointing to their impact on contemporary modes of expression.
3. Perform in a chosen area of the arts with consistency, artistic nuance, and technical ability, defining and solving artistic problems with insight, reason, and technical proficiency.
4. Relate various types of arts knowledge and skills within and across the arts disciplines, by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

Sensory recall: A technique actors commonly employ to heighten the believability of a character, which involves using sense memory to inform their choices.

Technical proficiency and artistry in dance performance: Works executed with clarity, musicality, and stylistic nuance that exhibit sound anatomical and kinesthetic principles.

Technical theatrical elements: Technical aspects of theatre, such as lighting, sets, properties, and sound.

Theatrical genres: Classifications of plays with common characteristics. For example, classical plays, post modern drama, commedia dell' arte, historical plays, restoration comedy, English renaissance revenge plays, and others.

Utilitarian and non-utilitarian art: Art may be functional (i.e., utilitarian) or decorative (i.e., non-utilitarian).

Visual communication: The sharing of ideas primarily through visual means-a concept that is commonly associated with two-dimensional images. Visual communication explores the notion that visual messages have power to inform, educate or persuade. The success of visual communication is often determined by measuring the audience's comprehension of the artist's intent, and is not based aesthetic or artistic preference. In the era of electronic communication, the importance of visual communication is heightened because visual displays help users understand the communication taking place.

Visual literacy: The ability to understand subject matter and the meaning of visual artworks within a given cultural context; the ability to communicate in a wide array of art media and express oneself in at least one visual discipline.

Vocal placement: The physical properties and basic anatomy of sound generated by placing the voice in different parts of the body, such as a head voice and chest voice.

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ATTACHMENT 40

Marilou Hyson, Ph.D.

Early Child Development and Education

P.O. Box 592, Stockbridge, MA 01262 | marilou.hyson@gmail.com

To: New Jersey Department of Education

From: Marilou Hyson, Ph.D.
Consultant, Early Childhood Development and Education
Adjunct Professor, University of Pennsylvania Graduate School of Education

Subject: Review of Draft Approaches to Learning Standards

Thank you for the opportunity to comment on this very well-done set of preschool standards on Approaches to Learning. As someone who has written about this dimension of school readiness and who's convinced of its importance, I was delighted to see what you have done.

Notable strengths of this draft:

1. The concise overview and rationale for including Approaches to Learning standards in your preschool standards. Although I have a few suggestions for this section of the document, I think you should try to keep it to only a page or so, as you have in the draft, and written (as this is) in an accessible way.

2. The content of the four standards. They're clear, simply written, non-overlapping, and easy for teachers and families to understand. Again, I have minor suggestions on wording.

3. The practical suggestions for preschool teachers.

4. The clearly written and assess-able indicators.

5. The references—for the most part, they're relatively easy to get hold of and not too academic.

Some suggestions as you move forward:

1. In the Introduction, emphasize that children don't just "pick up" positive approaches to learning through opportunities to play and explore materials. The intentional

teaching practices that are so nicely outlined in the next sections should be previewed here.

2. Children's language and culture might be referred to somewhat more explicitly. I do see this, but perhaps consider how to strengthen. In my comments on the draft itself, I tried to mention a few.

3. Be a bit more explicit about *flexibility* as part of Approaches to Learning—it does come up in the draft, but maybe not enough. Yes, persistence is important, but persistence in the absence of flexibility becomes rigidity.

4. Tie creativity and imagination more explicitly to learning tasks and domains such as math and science. The examples may emphasize the arts a bit too much, at the expense of creative approaches to other domains.

5. Provide additional examples in some "Preschool Teaching Practices" sections. Some practice suggestions have rich examples, others not. I've suggested a few.

I've made some specific suggestions and comments within the attached document. I hope these are helpful.

Again, congratulations on a fine draft, and I truly appreciated the invitation to read and respond to your work.

ATTACHMENT 40

Dear Dr. Wolock:

Attached are my comments on the NJ standards. I did detailed tracking comments throughout.

The general reaction is that the document is definitely on the right track, but needs several kinds of improvement. The document sometimes needs to clarify the meaning of particular terms or statements, but more importantly, needs to state the need for organized curriculum (which is mentioned only once in passing) and to stress the role of developmental trajectories and context in learning all of the math topics described. The document does not really describe important developments within children's preK year and how these affect what children should be expected to learn and teachers to teach.

But overall these standards will be an important step forward in New Jersey early childhood education.

I hope my comments will be helpful.

Best,

****

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ATTACHMENT 40

TO: EC Department, NJ DOE
FR: Dorothy Strickland
RE: Review - Preschool English Language Arts - Draft
July 18, 2013

General Comments
Overall, I believe that the document is sound both developmentally and pedagogically. It links well to the Common Core State Standards (CCSS) in place for K-12 learning and teaching. Below are some general comments. These are followed by specific comments placed at appropriate places in the document. Note that at times the comments may be redundant. However, I wanted to be sure that I gave recognition to something that I had concerns about at an earlier point in the document. No doubt, many of my concerns are the very things that will be given attention in the professional development that accompanies this document. Obviously, my concern lies with the many "well-meaning" early childhood teachers who misinterpret early literacy learning as a focus on regimented, skill/drill naming of the letters of the alphabet and the sounds associated with them. The lack of attention to making meaning and building background knowledge in conjunction with the foundational skills puts many children far behind at the outset.

First, it would help to make a distinction between reading aloud to children from picture books and shared reading activities with big books and charts. There is, indeed, a great deal of overlap. However, the selection and use of read aloud books for their content and the high quality of guided discussion they elicit is critical. In fact, we need to encourage pre-school teachers to build sets of related books and media around themes they wish to explore with children. Talking "across" texts on related topics is a first step toward "analysis" - a key aspect of the CCSS. Informal opportunities to *compare* and *contrast* content across texts helps children begin to "notice" and encourages independent, higher order thinking.

Strategic, but limited, use of tracking print by the teacher with her/his hand or a pointer is quite appropriate for shared reading with enlarged texts. However, it can be intrusive when reading picture books.

Greater and more explicit use of shared writing throughout would be helpful. Reading and writing are part of a linguistic system. Children who have a sense of how print works begin to make connections and figure out the system. There is no doubt that children, who are frequently read to (particularly at home as well as in school during the pre-kgn years), have a strong advantage because of their experiences with print and a responsive adult. Too often, poorly trained early childhood teachers focus on the letters of the alphabet and the sounds associated with them without helping children make connections. For example, "foundational understanding" about the letters of the alphabet includes the following:

The letters of the alphabet --
1. are significant and common visual forms in our print environment.
2. have different shapes and names.
3. can be written down by others; by us.
4. are used to form words that can be read by others; by us.

ATTACHMENT 40

5. Your name is a word.
6. We can identify the letters in your name.
7. We can use the letters to write your name.
8. We can read the word that is your name.

As in the example re the alphabet above, more links to concepts about print would also be helpful. I made some suggestions here and there. The point, of course, is to help children see how all of the many independent elements are connected. Again, a major focus of the CCSS is on the *application* of skills and knowledge. Teaching that helps children see how the pieces fit together (e.g. alphabet knowledge, phonemic awareness, etc.) for *use* in reading and writing about content of interest and importance to them, will produce children who "learn how to learn".

Finally, attention to *academic vocabulary*, specifically positional and relational words is extremely important for *all* children.

ATTACHMENT 41

PRESCHOOL ENGLISH LANGUAGE ARTS - DRAFT

Introduction

The updated and aligned preschool standards provide teachers with a common platform for teaching and learning in English Language Arts (ELA) from preschool through 3rd grade and include emergent reading, emergent writing, listening and speaking, foundational skills and language. The ELA preschool standards are grounded in a strong theoretical framework for delivering high quality educational experiences to young children with sample teaching practices and expected learner outcomes.

ELA preschool standards and teacher practices are to be used within a context of the multiple domains of learning and are focused on the development of the "whole child", including their Mathematics Skills, Social Skills, Physical Development, and Approaches to Learning, among other areas. They are not meant to be isolated into a single domain of learning or within a segmented part of the day. ELA teacher practices are intentionally embedded in an integrated and play-based approach to learning. All preschool environments, activities, and interactions should be designed to encourage speaking and listening, literacy exploration, and emergent reading and writing activities.

The ELA standards are expected learner outcomes for children when they exit a four-year-old program. Children will need time and exposure to the appropriate literacy environments and interactions to reach the learner outcomes.

Preschool teachers are responsible for knowing the entire developmental continuum in language and literacy for the young child and require thorough professional development on a state-approved curriculum and assessment model in order to meet the language and literacy needs of all children. Guidance for preschool environments and teaching and assessment models is available on the New Jersey Division of Early Childhood website:
http://www.nj.gov/education/ece/guide/impguidelines.pdf

Like the standards for K-3, the preschool ELA standards have six strands: ***Reading Literature, Reading Informational Text, Reading Foundations, Writing, Speaking and Listening*** and ***Language***. These six strands are followed by the Sub-Headings (e.g., **Key Ideas and Details**). The Sub-Headings are followed by a set of grade and topic- specific standards. The ELA standards framework is consistent throughout PK-3 and provides a common language for articulation across the grades. For a further explanation of how to read the Common Core ELA standards, please see:
http://www.corestandards.org/ELA-Literacy/introduction/how-to-read-the-standards

The following preschool document is organized by identifying the strand (e.g., ***Reading Literature***), the Sub-Heading (e.g., **Key Ideas and Details**), then offers sample preschool teaching practices followed by the accompanying preschool standards with the P-12 Database numbers (e.g., RL.PK.1).

ATTACHMENT 41

PRESCHOOL ENGLISH LANGUAGE ARTS STRANDS AND SUB-HEADINGS

Reading: Literature

- **Key Ideas and Details**
- **Craft and Structure**
- **Integration of Knowledge and Ideas**
- **Range and Level of Complexity**

Reading: Informational Text

- **Key Ideas and Details**
- **Craft and Structure**
- **Integration of Knowledge and Ideas**
- **Range and Level of Complexity**

Reading: Foundational Skills*

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Writing

- **Text Type and Purposes**
- **Production and Distribution of Writing**
- **Research to Build Knowledge**
- **Range of Writing**

Speaking and Listening

- **Comprehension and Collaboration**
- **Presentation of Knowledge and Ideas**

Language

- **Conventions of Standard English**
- **Knowledge of Language**
- **Vocabulary Acquisition and Use**

*K-12 Sub-Headings are in bold

Reading Literature

Key Ideas and Details

Preschool Teaching Practices

Effective preschool teachers:

- Create cozy, comfortable reading areas with a variety of age-appropriate printed materials (e.g., at least 15- 20 books in a display case, changed every two weeks, along with magazines, catalogs, newspapers).

- Read to each child individually and in small and large groups two or more times a day in different settings using age-appropriate high-quality books and texts (e.g., picture storybooks including the Caldecott medal books, picture information books, traditional literature including folktales, fantasy, poetry and rhyming books, big books, books that are predictable and repetitive, culturally diverse books and an assortment of alphabet books and number books).

Consider: Organize the day in order to provide for differentiated instruction, including reading aloud to the whole group, small groups, and individuals . . .
(note: *the key here is to encourage teachers to organize an intentionally well- planned and predictable day so that this will happen. Teacher and children establish routines.)*

- Prepare children for listening to a new book by building on their background knowledge (e.g., make appropriate connections to children's work and interests, predict topic by looking at front cover illustration, look at a few illustrations throughout the book to build anticipation, identify title, author, and illustrator).

Consider: . . . **identify and explain the roles of the author and illustrator.**

- Read the entire book with few interruptions, track print with finger and use motivating expression appropriate to story line.

Consider: Note comment above re the appropriate use of print tracking.

- Read and reread favorite books followed with a discussion guided by the particular objectives for reading the book and higher level questioning techniques (e.g., What was the problem? How did he solve the problem? Did he learn something new or a lesson? Tell me more.). Refer back to story to clarify difficult parts.

Consider: Note comment above about the distinction between teaching with picture books and "big books".

- Follow up a book reading and discussion with a range of auditory, visual, movement and role play opportunities in multiple contexts throughout the day to guide beginning understanding of main events, topics, setting, and characters (e.g., model role-playing with props and dialogue in dramatic play, sing songs related to stories, use flannel board

and puppets to reenact characters and plot, prepare recipes related to stories, read other books during the day related to stories).

- Place books to extend center play in different centers (e.g., a book about bridges in the block area).

Consider: **Plan some displays that focus on themes under study. The topic of how plants grow would include plants being cared for by the children as well as books about plants. Children's related drawing/writing as well as a chart dictated by the children listing "what we learned about how plants grow" might be placed nearby.**

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.	RL.K.1
RL.PK.2	With prompting and support, retell familiar stories or poems.	RL.K.2
RL.PK.3	With prompting and support, identify characters, settings, and major events in a familiar story.	RL.K.3

Craft and Structure

Preschool Teaching Practices

Effective preschool teachers:

- Embed ongoing strategies to clarify new word meanings during read-alouds, activities, conversations, play, or writing (e.g., use gestures and voice to emphasize meaning, pair a similar and familiar word to define the unfamiliar word, point to the illustration that gives clues to new word).

- Encourage children's questions about unfamiliar words and their meanings.

- Model and encourage use of new and interesting words read in books by using frequently throughout the day in conversations, songs, rhymes, activities, and discussions.

- Compare and contrast examples of favorite and familiar story or poetry books by identifying each type as either a story or a poetry book and discuss simple characteristics

of each. When children are familiar with a few characteristics of each genre, discuss how the examples (story and poetry book) are alike and how they are different. Begin to let children identify the genre (story or poetry) on their own.

Consider: Given the new emphasis on informational text (CCSS), some teachers "might" want to introduce it as a distinct genre at some point.

Preschool Learning Outcomes
Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RL.PK.4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	RL.K.4
RL.PK.5	Recognize common types of literature (storybooks and poetry books).	RL.K.5
RL.PK.6	With prompting and support, identify the role of author and illustrator in telling the story.	RL.K.6

Integration of Knowledge and Ideas

Preschool Teaching Practices

Effective preschool teachers:

- Follow up a discussion of illustrations in favorite books with offering similar art materials at the art center (e.g., after reading *Kitten's Full Moon* [Henkes, '06] make the connection between the work of the artist/ illustrator and the child's own art work by offering black and white pastels with black markers to explore night drawings at the art center).

- Connect the role of author and illustrator of a book read aloud to the work of the child in the writing and art centers (e.g., after reading *A Snowy Day* [Keats, '64] "There are many blank books and interesting papers at the writing table. Let's look at the winter books on display at the writing table and look closely at the illustrations and see if we can draw and write about winter too.").

Consider: Group writing activities in which the teacher acts as scribe as the children share ideas is one of the best ways to help children articulate what they know and at the same time, model the writing process and written language conventions (concepts about print). This is an ideal example of the integration of the language arts (listening, speaking, reading, and writing) with content under study.

- Compare and contrast the major elements of an adventure of two familiar storybook characters. Discuss how the main characters or their adventures are alike and how they are different (e.g., In the books *My No, No, No Day* [Patterson, '12] and *Alexander and the Terrible, Horrible, No Good, Very Bad Day* [Viorst, '72] How are the adventures in these two stories similar? How is the day that Alexander is having like Bella's day? How is Alexander's day different?"

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.	RL.K.7
RL.PK.8	(Not applicable to literature)*	RL.K.8
RL.PK.9	With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	RL.K.9

***Consider:** **Though I am not suggesting that you change this, I will suggest that there are opportunities here to help young children begin to consider "evidence". As you know the citing of evidence is a major aspect of the CCSS and the new assessments.**

Here is an example that I use in presentations to pre-Kgn teachers. Fortunately, the seem to immediately "get it".

Ex. Use of a prediction prompt.
T. What do you think will happen next?
Child responds.
T. What made you think so? (The child is guided to provide evidence from the text. Ex. "Well, in the picture, the boy is sad . . . Or, you said that . . .

The point is that the child must provide evidence that is grounded in the text and not, simply what his grandmother told him about the topic (though, as a grandmother, I know that we grandmothers know virtually everything). Obviously, many teachers already engage children in this kind of exchange. Four-year-olds are capable of thinking this way. But, they must have "thinking" teachers to prompt them. This kind of teaching for thinking is absolutely critical.

Range of Reading and Level of Text Complexity

Preschool Teaching Practices

Effective preschool teachers:

- Select high quality literature that, when read aloud, engages individual, small groups or large groups of children. Books should be selected based on a child's familiarity with the topic, background knowledge, interest, complexity of sentences, difficulty of vocabulary, and length of the story.
    - Provide preschoolers who have had minimal exposure to reading and read-alouds, short books of high interest that include familiar language, words, and topics with engaging rhythm or rhyme, high predictability and simple illustrations in order to develop the willingness and motivation to listen to stories (e.g., *Brown Bear, Brown Bear* [Carle, '70]).
    - As children gain experience with book read-alouds, add more challenging language, length, illustrations, and appropriate topics that are not immediately present or familiar (*Blackout* [Rocco, '12]).

- Invite children's participation in rich, supportive conversations about stories read to increase engagement and provide the requisite skills and background information to comprehend the story.
    - Encourage back and forth exchanges, ask open-ended questions, scaffold, repeat and expand vocabulary (e.g., after reading *The Mitten* [Brett, '89], "Yes, his winter mittens are many different colors. They are multi-colored.").
    - Encourage problem solving, comparisons, and connections that can be related to personal experience (e.g., after reading *Olivia and the Missing Toy*, [Falconer, '03], "What is the biggest challenge or the problem Olivia is having now? How do you think she'll solve the problem? Have you ever had a day like Olivia's?").
    - Analyze illustrations and make predictions (e.g., "I see a clue in the picture that helps me guess what will happen on the next page. Do you see it?").

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	RL.K.10

Reading Informational Text

Key Ideas and Details

Preschool Teaching Practices

Effective preschool teachers:

- Integrate opportunities for read aloud experiences using both literature and informational texts throughout the day followed by rich discussions (e.g., morning circle, small group time, center-time, naptime, closing circle) to extend key concepts in science, social studies, math, music, art, movement, and social and emotional development.

- Compare and contrast favorite story books and favorite informational texts and discuss which book is fiction (e.g., make believe or pretend) and which book is fact (real information that you can see, touch or feel).

Consider: This is not always a clear distinction. Many narratives contain useful and accurate information. I think that I would focus on the storytelling element of fiction, whereas the informational books are meant mainly to explain things and share/tell us about things.

- Read and reread favorite informational texts. Give children hand-held props for unfamiliar words that prompt new information. During the follow-up discussion have children identify the name of their prop and an accompanying fact (e.g., from *The Tiny Seed*, [Carle, '00] children respond, "It's a bean plant. First, you plant a bean seed in dirt so it grows. Then it grows beans.").

- Model and encourage using new and interesting topical words from informational text throughout the day in conversations, songs, rhymes, activities and discussions.

- Encourage informational book discussion that includes questions, conversations and discussions about topical book information. Refer back to original text or others texts to clarify difficult or new information.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RI.PK.1	With prompting and support, ask and answer questions about key elements in a familiar text.	RI.K.1
RI.PK.2	With prompting and support, recall important facts from a familiar text.	RI.K.2
RI.PK.3	With prompting and support, make a connection between pieces of essential information in a familiar text.	RI.K.3

Craft and Structure

Preschool Teaching Practices

Effective preschool teachers:

- Model and encourage questions about unfamiliar words in a text and point out context clues (e.g., "Great catch Abby! Abby always asks me when she hears an unfamiliar word that she doesn't understand. Let's look at the pictures and read the words again around the new word to see if we can find clues to help us understand the new word.").

- Connect experiences with actual objects and props to identify positional phrases such as in back of, in front of, under, on, over, etc. Identify front and back of book when reading and begin to have children identify the front and back cover of books.
  Consider: As indicated earlier, I would put a great deal of stress on this -- especially with children who are dual language learners or who have had limited experiences with books and print. This is the "academic language" required to understand any theme or topic under study and to comprehend and act on simple directions in the classroom.
- Connect the role of author and illustrator (or photographer) of children's favorite informational books to children's writing activities (e.g., after reading *Colors Everywhere* [Hoban '95] children discuss Tana Hoban's role of author and photographer/illustrator. Following the discussion, children took photographs of familiar school objects to create an informational class book *Colors at School*).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in informational text.	RI.K.4
RI.PK.5	Identify the front and back cover of a book.	RI.K.5
RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	RI.K.6

Integration of Knowledge and Ideas

Preschool Teaching Practices

Effective preschool teachers:

- Read and reread several informational books on topics of interest to children. Compare books and illustrations (e.g., "Both books *My Big Truck Book* [Priddy, '11] and *Trucks and Cars and Things that Go* [Scarry, '98] are books about cars and trucks. Mr. Priddy's book uses pictures or illustrations from photographs for his book. These pictures are like the photographs we take. Mr. Scarry's book has pictures or illustrations that are painted. These illustrations are like the paintings we make at the easel.").

- Create information class books and discuss how each information book is alike or different than other information books in the classroom library. Discuss how pictures or illustrations in information books describe the writer's words. Connect classroom library books to children's book-making. Ensure that children have an opportunity to write (dictation, drawings, scribble-writing, letter-strings, or invented spellings) and illustrate (drawings, paintings, photographs) topics of their own choosing for class books.

Consider: Note that this involves a planned "scaffolded" process that begins with: (1) noting the structure of books shared during read aloud sessions; (2) using what we have learned to create books in a collaborative manner with teacher as scribe and; (3) encouraging children to "go it alone" with support and guidance from the teacher.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	RI.K.7
RI.PK.8	(Begins in kindergarten)	RI.K.8
RI.PK.9	With prompting and support, identify two or more information books on a favorite topic.	RI.K.9

Range of Reading and Level of Text Complexity

Preschool Teaching Practices

Effective preschool teachers:

- Select high quality informational text and books that engage individual or groups of children at their level for read-alouds. Books should be selected based on a child's need and familiarity with the topic, background knowledge, interest, complexity of sentences, difficulty of vocabulary, and length of the story.

    - Provide children who have had minimal exposure to books or read-aloud experiences, first experiences with high interest topics that include engaging

photographs and illustrations in order to develop the willingness and motivation to attend to the topic. Adjust language, length of text, and interactions between child and text if needed.

- As children gain experience with preschool informational books, add more challenging topics, language, and length including topics that are not immediately present or familiar.

- Invite children's participation in rich discussions of informational books to guide comprehension and make connections to a topic (e.g., after reading *What Lives in a Shell?* [Zoehfeld, '03] "Why does the hermit crab have a shell? Does their shell grow with their body? How are the hermit crabs in the classroom aquarium like the snails Ms. Green brought in today? How are they different?").

- Stock new and interesting manipulatives and props throughout centers to extend concepts from informational books read aloud. Demonstrate and role-play their use (e.g. after reading and discussing *26 Letters and 100 Cents* [Hoban, '87], children match alphabet props to printed letters in the fine motor/manipulatives center).

Consider: Keep in mind that ALL children benefit from exposure to high level texts (traditional or digital) that are read/shared with them and followed by the rich discussion described here.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RI.PK.10	Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups.	RI.K.10

Reading: Foundational Skills

Print Concepts

Preschool Teaching Practices

Effective preschool teachers:

- Draw children's attention to the functions and features of print during read aloud discussions, small-group activities, and incidentally throughout the day (e.g., point out

that the person whose name is on the helper chart starts with an uppercase "R," or during a read aloud discussion point out that the words in the title of the book are separated by spaces).

- Display printed labels and other print examples throughout the classroom environment that has meaning to children during their daily activities. Draw attention to the print (e.g., center labels, rebus labels and stories, picture recipes, traffic signs) and encourage activities and interactions where children interact with the displayed print (e.g. "Yes, the label in the hat has Tyrek's name. Can you put it in Tyrek's cubby please?").

- Ensure authentic opportunities for reading and rereading environmental print during the day and while reading track the print with finger to ensure understanding of left to right and top to bottom progression.

- Display print and writing examples at children's eye level.

- Provide relevant, topical literacy props that include print throughout the classroom (e.g., empty food and household containers, menus, recipe cards, phone books, order pads, signs and labels, office forms).

Consider: Once again, shared reading and writing is one of the best ways to reinforce and extend all the good suggestions listed here. It helps to make the process explicit.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RF.PK.1,a,b,c,d	Begin to demonstrate understanding of basic features of print. a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower **case** letters of the alphabet.	RF.K.1a,b,c,d

Phonological Awareness

Preschool Teaching Practices

Effective preschool teachers:

- Use rhythm sticks, claps, snaps, or body motions to segment the syllables in children's names and other words.

- Engage children in activities, read storybooks and poems, sing songs and chants that have repetitive patterns, alliterations, rhymes, and refrains that are engaging and playful (e.g., sing, "Liz, Liz, bo-biz, banana-fana fo-fiz, fee-fi-mo-miz, Liz! Liz can get her coat.").

- Read and reread rhyming books and texts to children. Encourage children to make up their own rhymes and alliterations.

Consider: Add - After considerable modeling and collaborative language play with children, encourage them to . . .

- Draw children's attention to the sounds children hear in words (e.g., by asking for the children whose names start with the "m,m,m…" "M" sound to go wash their hands for snack).

- Provide activities where children sound match (e.g., show a picture of snake, a dog, or a house and ask children which one starts with the "s-s-s…" "S" sound).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RF.PK.2,a,b,c,d,e	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten)	RF.K.2,a,b,c,d,e

Phonics and Word Recognition

Preschool Teaching Practices

Effective preschool teachers:

- Integrate activities throughout the day that draw attention to the printed letter and the sounds letters make (e.g., at the writing center, "I see you and Sabir pointing to the letters

that your names begin with on the alphabet chart. Can you also make the sound for the first letter 'S' in your name? Yes, S-s-s-sabir.").

Consider: "I see that you noticed that your names begin (or start) with the same letter. Do you know the name of that letter? Can you make the sound it stands for?"
(note once again the need for the relational words/concepts such as "begin with" and "starts with" to talk ABOUT language and literacy)

- Encourage participation with materials that promote identification of the letters of the alphabet including alphabet books, charts, blocks, games, and puzzles.

- Provide name game activities (e.g., recognize child's name with and without graphic support, differentiate among names, visually match specific letters) throughout the day for children to learn to recognize their names and the letters in their name.

- Find opportunities to write children's names daily and spell each letter aloud and invite children to spell with you.

- Encourage children to discuss and interact with functional print materials (labels, signs, directions with pictures) and child-generated writing samples (class books, signs on block buildings, notes to teacher, labels with pictures on shelves and drawings that incorporate children's writing).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RF.PK.3,a,b,c,d	Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)	RF.K.3a,b,c,d

Question ???: the meaning of "as ready" under a) is unclear.
Consider: Demonstrates an increasing knowledge of letter names and the sounds with which both consonants and vowels are frequently associated. (Note: long and short vowel sounds are very likely to be used equally. EX. The /i/ in *wind* will be long or short depending on the context. That is why we need to be sure not to promote an over-reliance on phonics. Unfortunately, the English language is not as reliable as we tend to suggest.

Fluency

Preschool Teaching Practices

Effective preschool teachers:

- Read and reread favorite books giving children the opportunity to read along on the parts of the story they remember. Choose some books based on the use of repeated phrases, refrains, and strong patterns and predictability so children can participate with the reading.

- Engage children in conversations about their favorite books and texts. Ensure that individual children's favorite topics are well represented in the classroom library (e.g., books about trains, sharks, animals). Update books frequently and use information about individual preferences to extend the reader's engagement to new and more challenging literature and informational text.

- Ensure ample time for individual and group use of the library and books (e.g., before the day begins, at center time, before, during or after naps, after outdoor play, before and after transitions).

Consider: Don't forget to include/encourage the use of technology by teachers and students

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
RF.PK.4	Begin to engage in a variety of texts with purpose and understanding.	RF.K.4

WRITING

Text Types and Purposes

Preschool Teaching Practices

Effective preschool teachers:

- Model teacher writing in a variety of genres throughout the day and encourage children's writing (e.g., guide children to write their names on their work, create lists, messages,

dictated stories, charts, forms, signage, labels, invitations, letters, and model pretend roles in dramatic play activities that include writing such as a doctor in the doctor's office charting patient health information, etc.).

Consider: This is great! Remind teachers that shared writing is one of the best ways to help children link specific skills/strategies to the broader concepts about print and general literacy uses. This is the "payoff". If children cannot see the "use" of the foundational skills, they will be unable to apply them in *new* situations. The CCSS requires application. Indeed, unless a child can demonstrate application of a skill, no *useful learning* has taken place.

- Provide interactive teacher-child writing opportunities (e.g., the children volunteer the ideas and words and the teacher elaborates on the ideas and writes the words). Display interactive examples of writing (including pictures) at children's eye level for intentional follow-up activities.

- Take dictation for a child by writing exactly what the child says and making sure the child can see what you are writing. Read the dictation back to the child tracking their words with a finger.

- Encourage individual and small groups of children to write at the writing center and other centers (e.g., provide exciting writing and book making materials, provide examples at the writing center of printed letters, words, names, and phrases that children frequently use in their writing, encourage writing notes to a family member, model writing "Save!" signs and other signage for the block and manipulatives centers, model and support recording and making observations at the science center, model and encourage writing numbers at the math center and during other activities).

- Model the process of classroom bookmaking by using different sizes and shapes of paper, varied and interesting colors, etc. Ensure exciting bookmaking materials are readily available at the writing and art centers. Make classroom book topics simple and predictable. Frequently share classroom books and display in library and throughout the room. Have children share or buddy-read with a partner and take a copy home to share or "read" with families.

Consider: Again, this is great! The sharing, as described, helps to link the language arts (listening, speaking, reading, and writing), which is emphasized as a consideration in implementing the CCSS standards. You might want to make teachers aware of this.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number

W.PK.1	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	W.K.1
W.PK.2	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	W.K.2
W.PK.3	(Begins in kindergarten)	W.K.3

Production and Distribution of Writing

Preschool Teaching Practices

Effective preschool teachers:

- Encourage children to share their writing or teacher dictation at all developmental levels with a partner, small-group, class and family.
- Respond positively to all writing efforts at all levels (e.g., dictation, scribble-writing, letter strings, and invented spellings) and display children's writing samples on the wall at children's eye level.
- Provide a variety of writing tools (e.g., pencils, crayons, chalk, markers, and keyboards) and surfaces (e.g., paper, writing easels, and computer surfaces) throughout the classroom.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
W.PK.4	(Begins in grade 3)	W.K.4
W.PK.5	With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	W.K.5
W.PK.6	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	W.K.6

ATTACHMENT 41

Research to Build and Present Knowledge

Preschool Teaching Practices

Effective preschool teachers:

- Expand, elaborate, and guide children's ideas and interests to create projects or studies where children ask questions, brainstorm, problem solve, plan, learn new vocabulary, investigate a topic, and produce documentation (e.g., after an investigation where children and teacher researched the topic of a class pet by visiting a pet store, the library, and children's sites online, the classroom documented their observations and experiences by producing *Bubbles the Betta* class book. The children drew pictures and with teacher assistance and support "wrote" about their experience and shared "reading" the book with the other preschool classrooms and their families.).

Consideration. You might also want to include the fact that these activities encourage "explanations" by children. This is another key goal of the CCSS standards. Children can be guided toward informal "explanations" during discussions related to reading aloud, actual events in the classroom, and their own writing. The teacher simply prompts by asking: "Tell me/us about . . .

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
W.PK.7	(Begins in grade 1)	W.K.7
W.PK.8	Begin to participate in shared research and shared writing projects.	W.K.8
W.PK.9	(Begins in grade 4)	W.K.9

Speaking and Listening

Comprehension and Collaboration

Preschool Teaching Practices

Effective preschool teachers:

- Read and reread favorite books and texts so that children can become familiar enough with the story or text to be successful in identifying important information with some detail (e.g., after reading and rereading *A Sick Day for Amos McGee* [Stead '11], the children were able to discuss the questions who, what, when, where, and why with simple detail and were able to connect experiences in the story to their own experiences).

- Create a climate of discourse that values conversations, dialogue, questions, and reflections, including "wait-time" (e.g., at least once a day, the teacher has personal conversations with each child to build relationships and encourage multiple back-and-forth exchanges).

- Provide activities and props throughout the classroom that encourage interactions and conversations (e.g., in dramatic play, children discuss with their pretend customers what they want in their pizza order, ask and answer questions about the order, and "write" at various developmental levels the customer's order on their note pads).

- Revisit classroom rules that support classroom discussions (e.g., "Boys and girls, we have a classroom rule about one person talking at a time. Why did we make that rule?").

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
SL.PK.1.a,b	Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.	SL.K.1.a,b
SL.PK.2	Ask and answer questions about a text or other information read aloud or presented orally.	SL.K.2
SL.PK.3	Ask and answer questions to seek help, get information, or follow directions.	SL.K.3

Presentation of Knowledge and Ideas

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for discussions that include details of familiar people, places, and things and events with individual children, and in small and large-groups (e.g., after the read aloud *No, David!* [Shannon '98], children discuss with detail each of David's experiences and why David's mother said "No, David!").

- Offer individual, small and large group opportunities throughout the day to express and share activities, ideas, feelings, or other information in a classroom climate that values discourse (e.g., discussions, project development, brain storming and predicting, book conversations, discussing and learning names for feelings, conflict resolution and show and tell).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
SL.PK.4	Begin to describe familiar people, places, things, and events and sometimes with detail.	SL.K.4
SL.PK.5	Use drawings to describe ideas.	SL.K.5
SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.	SL.K.6

LANGUAGE

Conventions of Standard English

Preschool Teaching Practices

Effective preschool teachers:

- Respond to children using their words ("reflect back") with the correct plural forms, tenses, prepositions and in complete sentences. Also, add new and rich vocabulary to the response when appropriate.

Consideration. The addition of rich vocabulary by the teacher (often the use of synonyms) is very important. Vocabulary is increasingly viewed as conceptual learning, not simply learning words. How a word is *used* in a passage gives it meaning. The word "tag" may have different meanings in a game or in a department store. Young children are very capable of learning this. The new standards and assessments focus on vocabulary as *concepts in use*.

- Ensure that children have interesting opportunities to practice language using plural forms, prepositions, complete sentences, and question sentences by using props and toys in engaging individual, small and large-group opportunities (e.g., the use of props to identify positional phrases such as in back of, in front of, under, on).

- Provide individual support to each child to write their name on their work throughout the day. Allow children who need it ample time to move through the developmental stages of writing (e.g., teacher dictation, scribble-writing, letter-like forms, a combination of upper and lowercase letters).

- Encourage children to use their emergent writing skills by providing ongoing and motivating up-to-date materials and activities at the writing center based on individual and group interests including written models of the alphabet and printed words with pictures that children currently use and request for writing projects (e.g., "Mom," "no," "love" "Save!"). Support children during the writing process by referring to the letter construction chart and prompting with letter construction and sounds when needed.

- Build oral language and writing skills through read aloud extension activities in classroom centers (e.g., after reading a collection of *Thomas and Friends* [Awdry, 1975] brainstorm ideas for props for a train station in the dramatic play area. Write a list with children of materials and supplies needed).

- Draw children's attention to examples of written words with pictures at eye level including children's drawings and writing, teacher and child-generated writing, class-generated books that exemplify varied purposes of writing and provide written models for children to refer to if needed during writing activities.

Consideration: Remind teachers to relate these activities to content under study, as much as possible. This will make it more relevant to the children and serve to satisfy the need to integrate the language arts with each other and with content of interest and importance to children.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
L.PK.1,a,b,c,d,e,f	Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g.,	L.K.1,a,b,c,d,e,f

	who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences.	
L.PK.2,a,b,c,d	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. a) (Begins in kindergarten) b) (Begins in kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. d) (Begins in kindergarten)	L.K.2,a,b,c,d
L.PK.3	(Begins in grade 2)	

Vocabulary Acquisition and Use

Preschool Teaching Practices

Effective preschool teachers:

- Use new vocabulary introduced in conversations, reading, projects and studies and other activities in context multiple times throughout the day.

Consideration: Great mix/encouragement of the integration of content and process.

- Match visual and auditory prompts with gestures to reinforce the meaning of a word or phrase (e.g., there is an *enormous din* in here [hands over ears and eyes closed tight]. It is so noisy!).

- Model excitement and the playful use of new words (e.g., "What the frog said was *ridiculous*! The toad had never heard of anything so *preposterous*.").

- Sort words, props, topics, materials, etc. into categories (e.g., "Gallop is an action word like crawl, walk, or jump. It is the movement that a horse makes when it wants to go fast. Let me show you how to gallop.").

- Use props and other visuals with oral language to describe simple opposites (e.g., colored cards that illustrate black and white, objects that are big and little, placements on wall that are high and low, voices that are loud and soft).

- Make connections between a child's experience and the meaning of new vocabulary and how it is used (e.g., "This is my very loud voice that I use outside and this is my very quiet voice that I use during rest time.").

- Provide opportunities for finding out the meaning of words and phrases through contextual information (e.g., after a read aloud, "Looking at these two pages in the book *Anansi the Spider* [McDermott '73] what do the words 'he fell into trouble' mean? What happens to Anansi on the next few pages to help us understand what "he fell into trouble" means?").

Consideration: This is a good example of teaching vocabulary in a conceptual manner.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Standards	Kindergarten Number
L.PK.4,a,b	Begin to determine the meaning of new words and phrases introduced through preschool reading and content. a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten)	L.K.4,a,b
L.PK.5,a,b,c,d	With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words. c) Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet."). d) (Begins in kindergarten)	L.K.5,a,b,c,d
L.PK.6	Use words and phrases acquired through conversations, activities and read-alouds.	L.PK.6

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New Jersey Preschool Teaching and Learning Mathematics Standards Aligned to the Common Core Mathematics Standards for Kindergarten - DRAFT

New Jersey Preschool Teaching and Learning Standards: Mathematics		Kindergarten Common Core Standards: Mathematics	
NJ Preschool Standard 4.1: Children begin to demonstrate an understanding of number and counting.		**Kindergarten Common Core: Counting and Cardinality (K.CC.)**	
KNOW NUMBER NAMES AND THE COUNT SEQUENCE			
4.1.1	Count to 20 by ones with minimal prompting.	K.CC.1	Count to 100 by ones and by tens.
4.1.2	Recognize and name one-digit written numbers up to 10 with minimal prompting.	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
4.1.3	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	K.CC.3	Write numbers from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
COUNT TO TELL THE NUMBER OF OBJECTS			
4.1.4	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a) Count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e. "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c)Instantly recognize, without counting, small	K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.

Comment [HG1]: With one exception, all of these are fine. But doesn't this need text to explain in some detail how K is aligned to PK?

Comment [HG2]: This is very different from the Kindergarten standard. One deals with written number and other with counting.

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	quantities of up to 3 objects (i.e., subitize).		
4.1.5	Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., counting the number of openings in a muffin tin and then filling the openings with one cube each).	K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
		COMPARE NUMBERS	
4.1.6	Compare groups of up to 5 objects (e.g., beginning to use terms such as "more," "less," "same").	K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies.
	intentionally blank	K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
NJ Preschool Standard 4.2: Children demonstrate an initial understanding of numerical operations.		**Kindergarten Common Core: Operations and Algebraic Thinking (K.OA.)**	
		UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM	
4.2.1	Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether."); and (b) taking apart and taking from ("I have 4 carrot sticks. I'm eating one. Now I have 3.").	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.
4.2.2	Begin to represent simple addition and subtraction word problem data in pictures and drawings.	K.OA.2	Solve addition and subtraction and word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
	intentionally blank	K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5=2+3 and 5=4+1).
	intentionally blank	K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., record the answer with a drawing or equation.

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	intentionally blank	K.OA.5	Fluently add and subtract within 5.
intentionally blank		**Kindergarten Common Core: Numbers and Operations in Base Ten (NBT)**	
WORK WITH NUMBERS 11-19 TO GAIN FOUNDATIONS FOR PLACE VALUE			
	intentionally blank	K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18=10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
New Jersey Preschool Teaching and Learning Standards: Mathematics		**Kindergarten Common Core Standards: Mathematics**	
NJ Preschool Standard 4.3: Children begin to conceptualize measurable attributes of objects.		**Kindergarten Common Core: Measurement and Data**	
DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES			
4.3.2	Begin to use accurate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
4.3.3	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY			
4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to ten.
NJ Preschool Standard 4.4: Children develop spatial and geometric sense.		**Kindergarten Common Core: Geometry (G)**	
IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES)			
4.4.1	Respond to and use positional words (e.g., in, under, between,	K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

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	down, behind).		
4.4.2	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).	K.G.2	Correctly name shapes regardless of their orientations or overall size.
	intentionally blank	K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").
		ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES	
4.4.3	Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike or different]; describe shapes by sides and/or angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).	K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, arts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
	Manipulate, compare and discuss the attributes of: (b) three-dimensional shapes by building with blocks and with other materials having height, width, and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

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	intentionally blank	K.G.6	Compose simple shapes to form larger shapes. For example, *"Can you join these two triangles with full sides touching to make a rectangle?"*

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MATHEMATICS - DRAFT

Introduction

A preschool classroom's physical and teaching environments should capitalize on children's natural, spontaneous interactions with math in the world around them by featuring a wide variety of ongoing mathematical opportunities. Possibilities for learning across all the math domains (identified in the Common Core State Standards for Mathematics as counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry) should be available, daily, in classroom activity/interest areas, during small and large group teacher-child interactions, and out of doors.

While providing a wide array of opportunities for engaging with math, in conjunction with the Common Core State Standards, New Jersey's preschool standards for mathematics call attention to the fact that:

In early childhood, a priority is placed on developing children's sense of number as quantity,

emphasizing:

- number;
- spatial relations and measurement; and
- geometry;

and underscoring the importance of:

developing mathematical practice skills.

Mathematics Practice Skills in Preschool

The Common Core addresses mathematical process skills through eight standards for mathematical practice used for kindergarten through twelfth grade. Based, in part, on the National Council of Teachers of Mathematics *Curriculum Focal Points – for Prekindergarten through Grade Eight Mathematics* the eight practice standards describe the skills necessary for thinking mathematically.

Young children need ongoing opportunities to develop their mathematical thinking. In addition to daily opportunities for independent choice and exploration, preschool classroom time should be regularly allotted for in depth, small group math experiences that encourage children to interact, pursue problem solving strategies, and reflect. Teachers should facilitate a supportive learning environment by continuously observing, listening, and scaffolding children's mathematical thinking in everyday contexts. Teachers should also recognize and

Comment [HG1]: The wording in the box implies that developing a sense of number as quantity involves spatial relations and also geometry. Do you mean that the NJ standards emphasize number, space and measurement, and geometry, in that order?

Comment [HG2]: How do you define preschool? Ages 3 and 4. This makes a very big difference. I'm going to assume 4 for now. But if you include 3, then the issues become even more complex because there is quite a developmental difference between the two ages.

Comment [HG3]: Very important. Why not some large group experiences too?

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plan short- and long-term projects based on the strong opportunities for mathematical thinking and problem solving that occurs when mathematics is combined with other curriculum content areas.

The preschool mathematics practices, aligned with the Common Core Mathematical Practice Standards (and found in the chart, below), do not stand alone. Rather they are to be taught within and across each of New Jersey's preschool mathematics standards. The following chart describes the mathematical processes that should be occurring in preschool classrooms every day so that young children have ongoing opportunities to explore and develop their mathematical thinking.

Common Core Standards for Mathematical Practice	New Jersey Preschool Mathematical Practices
Make sense of problems and persevere in solving them.	• Teachers model for and work with children to think about, make plans, and follow through to solve a mathematical problem using objects or pictures. • Children informally experiment with math problem solving strategies using objects or pictures.
Reason abstractly and quantitatively.	• Teachers model for and work with children to solve number stories using objects or pictures (to ten). • Teachers introduce number symbols to describe number stories (to five). • Children draw pictures to begin to represent simple number stories (to five) and may begin to use number symbols in their drawings.
Construct viable arguments and critique the reasoning of others.	• Teachers use objects, drawings, and actions while modeling mathematical thinking. • Children begin to use objects, drawings, and actions to represent how they approached a mathematical problem.
Model with mathematics.	• Teachers point out math in everyday situations and model using math to solve everyday problems. • Children begin to use objects, pictures, words (and may begin to use number symbols [to five]) to solve simple everyday problems (to ten).
Use appropriate tools strategically.	• Teachers model and use tools (e.g., a clock, paper and pencil, dice, two- and three-dimensional geometric shapes) and standardized objects (e.g., Unifix® cubes, unit blocks) to solve appropriate mathematical problems.
Attend to precision.	• Teachers model and use mathematics vocabulary during classroom activities and routines. • Children begin to use mathematics vocabulary during classroom activities and routines.
Look for and make use of structure.	• Children use materials that give them experience with parts and wholes (e.g., filling egg cartons, combining shapes [tangrams, puzzles, pattern blocks], combining two groups to make one group [combining a group of plastic zoo animals with a group of plastic farm animals]).
Look for and express regularity in repeated reasoning.	• Teachers model for and work with children to develop simple patterns (e.g., ab, abb, abc) using objects, pictures, actions, and words. • Children identify, repeat, and extend simple patterns started by the teacher. • Children begin to intentionally make their own simple patterns using objects, pictures, actions,

Comment [HG4]: I don't think it's advisable and feasible to do all of these things every day. Also, some practices should occur at different times of the year. The list below needs to take into account developmental progressions. For example, the first set of NJ practices, using objects is much easier than using pictures, which may be left for later in the year

Comment [HG5]: Again, issues of developmental sequence are very important here. Teachers need to be careful in how and when they introduce written symbols.

Comment [HG6]: This does not seem closely related to the common core standard

Comment [HG7]: Vocabulary is only one kind of precision. The careful gathering of evidence is another.

Comment [HG8]: It's not clear how these activities involve looking for or using structure

Comment [HG9]: This is an odd phrase. I'm not sure what it means.

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	and/or words.

The Preschool Mathematics Standards

New Jersey's Preschool Standards for Teaching and Learning in Mathematics mirror the Common Core's goals for mathematics (sometimes referred to as 'big ideas') and the learning trajectories, or pathways that children will follow from preschool through grade 12 to reach these goals. The preschool standards are ordered according to the domains used in the Common Core State Standards for mathematics:

Preschool Standard	**Preschool Standard Content**	**Common Core Domain Alignment**
Standard 1	Standard 1 is about number sense: -children's understanding of numbers and quantities.	*Counting and Cardinality*
Standard 2	Standard 2 is about number sense: -children's understanding of number relationships and operations.	*Operations and Algebraic Thinking*
Standard 3	Standard 3 is about children's ability to: -compare, -order; and -begin to measure.	*Measurement and Data*
Standard 4	Standard 4 is about: -children's ability to identify and use shapes; and -children's understanding of position in space.	*Geometry*

Comment [HG10]: Not immediately evident what is meant by using shapes.

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In a high-quality preschool classroom, preschoolers are intentionally introduced to and engage in the 'big ideas' of mathematics. Teachers note children's interests and strengths in addition to assessing each child's prior experience and informal knowledge, effectively integrating differentiated math experiences into all aspects of children's daily routines and transitions.

With a comprehensive preschool curriculum as the vehicle, continuous (performance based) formative assessment of what each child in the class knows and is able to do translates into purposefully planned, standards based teaching practices. The teaching practices section of the preschool mathematics standards provides samples of activities and explorations for each of the learning outcomes.

There are four preschool mathematics standards:

Standard 4.1: Children begin to demonstrate an understanding of number and counting.

Standard 4.2: Children demonstrate an initial understanding of numerical operations.

Standard 4.3: Children begin to conceptualize measurable attributes of objects and can measure them.

Standard 4.4: Children develop spatial and geometric sense.

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 4.1: Children begin to demonstrate an understanding of number and counting.

Preschool Teaching Practices

Preschool teachers will:

- Encourage and support individual attempts to learn to count numbers to 20 or higher.
- Include and refer by name to written numbers in the classroom environment during daily routines and in the context of large and small group experiences.
- Intentionally refer to the symbol and number name when discussing numbers (quantities) of objects.
- Provide manipulatives and materials (e.g., print and digital material, sand molds, tactile numeral cards, puzzles, counting books, hand-held devices such as tablets, interactive whiteboards) and activities (e.g. tracing numbers in sand, forming numbers with clay, recording data) that feature number names and number quantities.

Comment [HG11]: Why all aspects. Kids do things that aren't mathematical like running around or teasing kids.

Comment [HG12]: The idea of a comprehensive mathematical curriculum is very important but you hardly mention it. You should stress it and also make clear that there are many opportunities for math learning that don't stem directly from the curriculum but occur in everyday experience in preK.

Comment [HG13]: What other kinds of attempts are there?

Comment [HG14]: This is fine, but it may be more appropriate at certain times during the year than others. Again, it's a developmental progression issue.

Comment [HG15]: Again you need to consider the developmental trajectory and context.

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- Provide a wide variety of writing materials for children to informally explore writing numbers along with meaningful contexts for children to write numbers on charts and graphs.
- Make materials and books that promote exploration of number quantities (e.g., collections of small objects, cash registers with money, number puzzles, counting books and games in print and digital formats, egg cartons and plastic eggs) accessible to children.
- Integrate purposeful counting experiences throughout the school day, indoors and outdoors (e.g., taking attendance, following the rule to stay three steps behind another person, climbing the ladder of the slide, pulling the paper towel holder lever twice. Play board games that involve arranging and counting objects and identifying small quantities of objects with small groups of children).
- Encourage children to compare numbers frequently through questions (e.g., "Are there more people riding in the bus or in the airplane?") and graphing (e.g., favorite colors, pets).
- Foster one-to-one correspondence throughout the day (e.g., ask a child to put out just enough bowls and spoons for each stuffed animal seated at the table, ask a child to arrange just enough cars so that each garage space has one car in it).
- Model how to represent and describe data (e.g., display daily attendance on a graph and discuss "how many," "more," "less," "fewer," "equal to.").
- Work with children in small groups to help them organize (classify) objects, describe their work, and represent the results (e.g., children use a series of graphs to represent the results of experiences in sorting buttons by various attributes – size, color, number of holes, etc.).

Comment [HG16]: Again, all of these are wonderful and should be done, but you need to stress that it is vital in doing these things to consider the developmental trajectory and the context.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	Kindergarten Number
4.1.1	Count to 20 by ones with minimal prompting.	
4.1.2	Recognize and name one-digit written numbers up to 10 with minimal prompting.	
4.1.3	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	
4.1.4	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a)Count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.	

Comment [HG17]: Do you mean here that the child will accurately count objects to 10 in an organized arrangement and objects to 5 in a scattered configuration? I think you can talk here about *accurate* counting rather than 1-1 correspondence.

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(b)Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).

(c)Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).

4.1.5 Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., counting the number of openings in a muffin tin, then collecting the number of cubes needed to fill the openings with one cube each).

Comment [HG18]: Counting is different from and more advanced than 1-1 correspondence although the former depends on the latter.

4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as "more," "less," "same").

Standard 4.2: Children demonstrate an initial understanding of numerical operations.

Preschool Teaching Practices

Preschool teachers will:

- Model addition for children by using counting to combine numbers (e.g., "Maria has two blocks and Justin has three. There are five blocks altogether: 1, 2, 3, 4, 5.").
- Model subtraction for children by using counting to separate quantities of objects (e.g., "There are five cars on the carpet: 1, 2, 3, 4, 5. I am putting two cars in the basket. There are three cars left on the carpet.").
- Engage informally with children during center time to explore joining and taking apart small quantities of concrete objects.
- Provide opportunities for children to independently explore addition and subtraction (e.g., using small manipulatives with egg cartons, muffin tins and story mats; interacting with children using computer software and handheld device applications).
- Develop addition and subtraction stories with small groups of children using story mats and flannel board scenes with small quantities of objects and pictures/drawings.
- Use fingers, chalk, wipe-off markers and/or whiteboard technology to tell and draw addition and subtraction stories with small groups of children.
- Provide writing materials and/or handheld devices with appropriate applications in classroom centers so that children can choose to view, solve and create addition and subtraction stories.

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Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	Kindergarten Number
4.2.1	Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether."); and (b) taking apart and taking from ("I have four carrot sticks. I'm eating one. Now I have 3.").	
4.2.2	Begin to represent simple word problem data in pictures and drawings.	

Comment [HG19]: Not sure what you mean by data here. Do you mean information?

Standard 4.3: Children begin to conceptualize measurable attributes of objects.

Preschool Teaching Practices

Preschool teachers will:

- Provide standard and nonstandard measurement materials both indoors and outdoors (e.g., unit blocks, inch cubes, rulers, cups, buckets, balance scales, water and sand tables).
- Invite children to compare and order objects according to measurable attributes (e.g., length, height, weight, area).
- Listen for and extend children's conversations about long and short, longer and shorter, short and tall, shorter and taller, etc.
- Provide materials for children to sort, classify, order, and pattern (e.g., buttons, beads, colored craft sticks, bowls, trays).
- Use digital photography to record children's ~~work~~ measurement activities so that students can revisit, think more about, and discuss their strategies with adults and classmates.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	Kindergarten Number

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4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).

Comment [HG20]: What do you mean by this?

Comment [HG21]: I think you mean "qualitative criteria or attributes"

4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).

4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.

Standard 4.4: Children develop spatial and geometric sense.

Preschool Teaching Practices

Effective preschool teachers:

- Use positional words (e.g., over, under, behind, in front of) to describe the relative position of items and people, and encourage the children to use them (e.g., "Michael is sitting next to Ana." "I see that you used yellow paint under the blue stripe on your painting." "Are you in front of or behind me?" "The car is on the right.").

Comment [HG22]: Your stress on language in this section is very good

- Dramatize stories that make use of positional words (e.g., *Rosie's Walk* by Pat Hutchins).
- Use everyday experiences to foster understanding of spatial sense (e.g., talk about locations in the school, map the classroom by learning/interest area, invite children to use blocks to create simple scenes or locations [e.g., the park, the zoo] ask children to describe and/or draw how to get from the classroom block area to the easel).
- Provide materials that can be put together and taken apart indoors and outdoors that help children to develop spatial and geometric sense (e.g., puzzles of varying complexity, items to fill and empty, fit together and take apart, or arrange and shape; materials that move; tunnels to crawl through).
- Introduce vocabulary describing two- and three-dimensional shapes and constructions (e.g., circle, sphere, square, cube, triangle, rectangular prism, pyramid; side, point, angle) and use that vocabulary when interacting with children and materials in learning centers, small groups, and individual settings.
- Provide opportunities for children to compose and decompose pictures and designs with two-dimensional shapes (e.g., tangrams, in collage arrangements, two-dimensional manipulative shapes, computer and interactive whiteboard software, handheld device [such as a tablet] applications).

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- Provide opportunities for children to compose and decompose with three-dimensional shapes (e.g., unit blocks, hollow blocks, three-dimensional manipulative shapes, boxes, balls, three-dimensional styrofoam shapes).
- Provide opportunities for children to talk about their two- and three-dimensional designs with other children and with adults.
- Provide opportunities for children to explore and describe the ~~attributes (~~differences and similarities~~)~~ between attributes of two- and three-dimensional shapes (e.g., "It's like a can." "It has 3 sides and 3 points, so it's a triangle.") and constructions (e.g., faces of attribute blocks, balls, blocks of all shapes, boxes, beads).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	Kindergarten Number
4.4.1	Respond to and use positional words (e.g., in, under, between, down, behind).	
4.4.2	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).	
4.4.3	Manipulate, compare and discuss the attributes of:	
	(a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike or different]; describe shapes by sides and/or angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).	
	(b) three-dimensional shapes by building with blocks and with other materials having height, width, and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food	

Comment [HG23]: This is very important and related to the comment below about understanding defining attributes of shapes.

Comment [HG24]: This should be given more prominence. One of the major things they need to learn is the defining properties of shapes: a triangle can be not only a right triangle or an isosceles triangle but a long, thin, skinny one too.

Comment [HG25]: This is a bit much.

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containers, plastic pipe).

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APPROACHES TO LEARNING - DRAFT

MH: These are just a few suggestions that might further strengthen the draft. Use or not, obviously!

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Introduction

Approaches to learning, such as initiative and persistence, are behaviors and attitudes that show *how* children learn, not just *what* they learn. The National Education Goals Panel identified "Approaches Toward Learning" as one of five dimensions of school readiness for early learners along with physical development, social and emotional development, language development, and cognition.

The approaches to learning standards build on the preschool social emotional development standards and the New Jersey 21st Century Life and Careers standards, reflecting an understanding of what we know from recent studies and current brain development research about how children learn. Children with higher levels of attentiveness, task persistence, eagerness to learn, learning independence, flexibility, and organizational skills do better in both literacy and math at the end of the kindergarten school year, at ~~and~~ the beginning of their first grade year, and even in later grades (Conn-Powers, 2006; McClelland, Acock, & Morrison, 2006).

The way a child approaches learning is a strong predictor of later success in school. School readiness includes the ability to tackle and persist at challenging or frustrating tasks, follow directions, take risks, make and learn from mistakes, and work as a part of the group. Young children develop these skills by engaging in playful learning experiences ~~through play~~, which strengthen~~s~~ cognitive capacities such as paying attention, remembering rules, and inhibiting impulses to achieve a larger goal (Tomlinson, 2012). Both child-initiated and teacher-guided play, along with other intentional teaching strategies, combine to support children's approaches to learning (Epstein, 2007).

Environments for young children promote positive approaches to learning when they are carefully designed to embrace diverse learners by offering them many avenues for developing physical, social, emotional, and cognitive skills. For example, research shows that children who engage in complex forms of socio-dramatic play have greater language skills than non-players, better social skills, more empathy and imagination, and show greater self-regulation and higher levels of thinking (Miller, 2009).

Children develop positive approaches to learning~~learn best~~ within well-organized environments that offer independence, choice, and predictable routines, and opportunities for social interactions. [see comment] when offered interesting open-ended materials for exploration. They are also more likely to understand and remember relationships, concepts, and strategies, and also to reach higher levels of mastery when they learn with materials that build on their interests.

Comment [M1]: This doesn't strike me as directly relevant to the Approaches to Learning domain. And I would also be cautious about pushing the idea that kids ALWAYS need to be working with open-ended materials. Maybe say something like "Children's engagement is deepened when materials are relevant to their interests, offer the right level of challenge, and offer many options.

I also think that this Intro might note that small group activities foster engagement and self-regulation and allow teachers to adapt activities to individual learning needs 9or something of that sort). There's a bunch of research on small groups as spurs to engagement, esp but not only for kids w/ disabilities.

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Teachers play an important role in nurturing approaches to learning. An important starting point is to ~~by~~ develop~~ing~~ caring and respectful relationships with children and their families. Children who feel valued and receive the message that they are capable learners become engaged and excited about learning. When children are given ample time and support to deeply engage in developmentally appropriate, challenging learning experiences, rewards and other incentives to learn and behave become unnecessary.

These standards provide teachers with effective preschool teaching practices accompanied by examples, to encourage and support children's approaches to learning. In doing so, it is the teacher's responsibility to work with families so that they can encourage and support children's approaches to learning at home.

There are four preschool standards for approaches to learning:

Standard 9.1 Children demonstrate initiative, engagement, and persistence.

Standard 9.2 Children show creativity and imagination in approaching learning tasks.

Standard 9.3 Children identify and solve problems.

Standard 9.4 Children apply what they have learned to new situations.

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 9.1: Children demonstrate initiative, engagement, and persistence.

Preschool Teaching Practices

Effective preschool teachers:

- Listen closely, respond to, and take pleasure in children's curiosity. Nurture children's curiosity by providing thought-provoking, hands-on experiences that motivate~~s~~ them to apply their developing skills and prior knowledge and that challenge~~s~~ them to think. (e.g., "Jose, you were noticing how many leaves fell over the weekend. Today, let's go outdoors and find as many different kinds of leaves as we can, bring them inside, and have a good look!")
- Are~~Be~~ fully present for children, ~~by~~ identifying and minimizing distractions that detract from ~~giving full attention to~~ working intentionally with children individually and in small groups. Help children learn to wait while you are working with another child, and help children listen respectfully to one another. (e.g., "Let's find something interesting

Comment [M2]: I wonder if you might want to add this—otherwise, it sort of sounds like an art standard. I've always had a bit of trouble with the inclusion of this as a separate ATL area, but that was the original NEGP structure and lots of states follow it.

Comment [M3]: Maybe flexibility comes in here, in the problem-solving standard. The idea is to use flexible strategies, but you don't want to make the wording of the standard too complicated.

Comment [M4]: I really like how NJ uses this "Effective preschool teachers" structure. Very helpful!

Comment [M5]: I am just quickly proposing a few examples to flesh these out as was done in some other sections. You probably have better examples; this is just to give a general idea.

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for you to do while I help Anna with her problem. Then I'll be able to concentrate on what you want to tell me.")

- Engage children in prior planning but be flexible enough to change plans or modify an activity if children are not actively engaged ~~in an activity~~. Gradually lengthen the time children are expected to remain engaged in activities or experiences, and guide children toward deeper levels of engagement (e.g., encourage children not just to spend more time looking at the leaves from the playground, but trying different ways to organize them).

- Help children focus their attention on~~learn to self regulate (i.e., focusing attention on~~ relevant information while ignoring or filtering out irrelevant information). Play games in which children must listen carefully and follow more than one direction (e.g., "Simon says, stand on one foot and touch your nose").

- Encourage children's persistence and engagement in~~initial attempts at~~ a task by specifically acknowledging their efforts~~providing specific, positive verbal feedback~~ (e.g., "Y~~y~~ou didn't give up until you mixed just the right color") rather than vaguely praising them for cleverness ("Good job") or giving them rewards like stickers or prizes.

- Solicit children's ideas about what to do and how to do it (e.g., "We're going to have some extra time at the end of the morning today. Who has ideas about what we could do together?")

- Provide physical, verbal, or emotional support to a child who is unfocused or discouraged (e.g., sitting close to a child struggling to accomplish a task, acknowledging their frustration, and helping them figure out what to do). Honor the pace of every child, knowing that some children need more time to complete a task, and that there may be cultural differences in how children approach tasks.

- Provide children with time, space, and opportunities to make choices from among interesting materials that are familiar and challenging. Rotate materials regularly to maintain children's interest and to connect with children's experiences and cultures. Provide extended periods of time to allow children to get deeply involved in learning experiences that they initiate or that build on class topics.

- Support children's efforts during challenging tasks by responding to questions, ideas, and requests for help—sometimes inviting children to help one another. Children tend to show greater persistence on tasks that are "challenging but achievable" for them.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number

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9.1.1	Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)
9.1.2	Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).
9.1.3	Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).
9.1.4	Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, 'This is hard. Can you help me finish it?).
9.1.5	Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look—I finished it all by myself!").

Comment [M6]: Again, I've quickly added examples, as I think if some indicators have examples, all should. These are probably not the greatest, though.)

Standard 9.2: Children show creativity and imagination.

Preschool Teaching Practices

Effective preschool teachers:

- Model open-mindedness and creativity. Demonstrate that there may be more than one way to do things or to solve problems and help children to generate alternatives and weigh the options (e.g., "It's raining and we can't go outside. What can we do instead?").

Comment [M7]: I love that you include the teacher's role as a model. So important.

- Observe children closely in order to find ways to see, value, and extend children's ideas (e.g., The teacher notices that while Xander is painting at the easel, he is telling a story about his picture. She listens as Xander narrates his painting and writes in her observation notes that Xander is painting a picture of his new baby sister. Using rich vocabulary, she reflects Xander's language back to him and asks him clarifying questions.).

Comment [M8]: Lovely example

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- Provide opportunities for imaginative play and creative storytelling. Read or write stories in which children change or make up their own endings. Take note when imaginative play is becoming more complex (e.g., children are taking on more diverse roles and are using a wider variety of props or creating their own) and support children in extending their abstract/symbolic thinking.

- Support multiple means of creative expression. The visual arts (e.g., drawing, collage, painting, sculpture), the performing arts (e.g., puppets, music, dramatic play, and creative movement) and technology (e.g., using software to create books and illustrate them) offer many opportunities for all children, regardless of their abilities, personal experiences, language and cultural background, to communicate what they feel, think, know, and understand.
- Extend creative thinking and imagination to other domains such as math and science (e.g., "I wonder if you can find a different way to put those shapes together? And what about even a different way? Who has another idea?")

- Emphasize process over product. Children who are directed to conform to expected outcomes lose the confidence and spontaneity essential for the development of creative thinking.

- Have lots of "I wonder" conversations, prompted by everyday happenings or experiences children talk about. (e.g., "Kia said that it looks like the clouds are flying fast today. I wonder what it would be like to be a cloud. Where would you want to fly? How would you move?"). Give children who still have limited verbal fluency—dual language learners or some children with disabilities—other ways of expressing their ideas.

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Comment [M9]: I'm not sure this is the best place for this point, but it is important.

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Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
9.2.1	Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).	
9.2.2	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).	
9.2.3	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).	

Standard 9.3: Children identify and solve problems.

Preschool Teaching Practices

Comment [M10]: This section has especially rich examples. My one concern is that there seem to be a lot more teaching practices listed here than in other sections. Might this give teachers the wrong idea about which standard is most important?

Effective preschool teachers:

- Have conversations devoted to topics that are interesting to children and that offer challenging, relevant problems to solve. Stretch children's thinking and use interesting language and vocabulary in these conversations, while keeping the needs of dual language learners in mind. (e.g., "Look! Our new water table has arrived. But we have so many things already in our classroom. Where should we put it? Let's think together.")
- Notice children's repeated explorations that build their understanding of abstract ideas (e.g., after observing children spending an entire outdoor period watching different objects roll down the slide, the teacher encourages children to create ramps indoors and provides a variety of objects for children to roll down the ramps).
- Help children to break down a problem into manageable pieces, consider what information is needed and apply strategies for solving problems (e.g., The children return from playing outside and report that one of the girls has found a dollar on the playground. Everyone has a different idea about what she should do with the dollar. At circle time, the teacher listens to the children's ideas and asks the children what they think they should do? Although many children think she should buy something for the classroom, one child says they

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should find out if anyone has lost a dollar. Children brainstorm ideas to identify the owner of the dollar. The teacher makes a list of their ideas and helps them decide on the next steps to take.).

Comment [M11]: Love it

- Encourage children to learn from their mistakes (e.g., Amber forgets that it is library day. When she begins to cry and then to blame her mom for not reminding her to bring the book, the teacher first helps Amber think of what she can do to remember to bring her library book to school on library day. She then invites Amber to take a classroom book home and to try out one of the strategies for remembering to bring back the book on library day.).

- Help children see themselves as thinkers. Infuse the words think and thinking when talking with children. Give the child time to think before responding. Model thinking by using self-talk (e.g., "Adriana, Tamika, and Henry are not here today. Let's think about out how many places we need to set for snack."). (Notice that this teaching practice strengthens approaches to learning while at the same time addressing math competencies)

- Offer specific feedback (e.g., "You used every unit block to build a strong, tall tower." Avoid vague words, such as "nice work" and exaggerated praise, such as, "You are the best builder in the class."). Supplement verbal feedback with gestures and facial expressions for children who are just learning a second language. It's the message that's important.

- Build on what children are learning by asking open-ended questions (e.g., "What do you think would happen if you…?" "What else could you do with…?" "Can you think of another way to…?").

Comment [M12]: I'm noticing a bit of overlap in examples across different standards. Fact is, it's hard to make firm distinctions and it may not be a problem.

- Engage children in the cycle of inquiry when exploring or experimenting with a science or math topic. Identify a problem, ask questions and probe for answers, conduct investigations, gather and analyze data, identify patterns and rules, test rules (predicting what will happen based on the rules), and document the process. (should there be an e.g. here, and in several of the remaining bullets?)

- Give children many opportunities for rehearsal and practice in learning new concepts or skills and give them strategies to recall information (e.g., "This spring we will draw a picture of the apple tree that we observed outside so that we can compare it to the one you drew in fall and winter.").

- Encourage effective teamwork. Create investigations or projects where children can problem-solve interdependently. Encourage conversations between children, guiding them in listening to one another, sharing ideas, and welcoming the input and perspective of others. Help them understand that because what they do and say affects others, they need to consider the impact of their words and choices.

- Help children think about their thinking (metacognition) by giving them many opportunities to become more aware of their own thoughts, feelings, intentions, and actions. Help children critically evaluate their own and other's ideas and decide which ones are worth exploring.

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Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
9.3.1	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Linda and I can work together to fix the doll house, so that it won't be so long until we can play with it again.").	
9.3.2	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).	
9.3.3	Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).	
9.3.4	Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).	

Standard 9.4: Children apply what they have learned to new situations.

Preschool Teaching Practices

Effective preschool teachers:

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- Provide time for children to revisit and reflect on their experiences and learning through a variety of methods (e.g., discussion, conversation, journaling, art activities, music) and apply what they learn to new experiences. Multiple modes of expression can allow all children (dual language learners; children with disabilities) to participate in this process.

- Link the new to the familiar by helping children connect~~relate~~ stories and activities with their own life experiences and prior knowledge (e.g., stories about babies after a sibling is born, stories about buildings and photos of construction from the neighborhood in the block area, and authentic music and food from India to celebrate a recent immigrant classmate's birthday).

- Give children opportunities to see connections and apply knowledge in fun, ~~and~~ playful ways. Tap into children's passion and enthusiasm and build on it (e.g., a child who is interested in spiders can read about them, play games about them, observe them, draw them, and write stories about them).

- Give children ample opportunities to use their prior experiences in~~for~~ socio-dramatic role play, so that they can master their own feelings and ~~to~~ develop empathy for others~~and perspective taking~~ (e.g., when taking on the role of a doctor wrapping a broken leg in the dramatic play area, a recently-hospitalized child uses comforting words to console the patient with the broken leg).

- Give children feedback on their thinking to help them make new connections and applications (e.g., "Emily, you said that you saw the Olympics on TV and think you can jump as far as the gold medal winner in the long jump. When we go to the playground today, let's measure how far you can jump! What can we use to measure the distance?").

Comment [M13]: This practice still doesn't quite seem to fit with the "apply what they have learned to new situations" standard. I tried to tweak, but perhaps not successfully

Comment [M14]: Wonderful ex.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
9.4.1	Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).	
9.4.2	Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).	
9.4.3	Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).	

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Comment [M15]: If you don't want journal articles you could skip this and reference my book instead, in supporting the statement about positive ATL predicting academic success in later grades—as I reference this in my book.

The following standards informed our Approaches to Learning Standards:

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards. (2005).

Good Start Grow Smart: Approaches to Learning. South Carolina Early Learning Standards for 3, 4 & 5 Year –Old Children. (Revised 2009).

Head Start *Approaches to Learning* (Domain 7).

Iowa Early Learning Standards. *Approaches to Learning.* pp. 61-66.

Nebraska Early Learning Guidelines for Ages 3 to 5. (Revised 2005)

New Jersey Birth to Three Early Learning Standards. (Draft 2012.)

Pennsylvania Learning Standards for Early Childhood. (Revised 2009)

Rhode Island Early Learning Standards. (2003)

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Matrix 1: Alignment of NJ *Core Knowledge and Competencies* to Early Learning standards

Early Childhood training, education and/or technical assistance aligned to the NJ *Core Knowledge and Competencies* enables professionals to ***help children meet the learning standards***.

NJ Core Knowledge and Competencies for Early Childhood professionals (2013 edition under revision))	NJ Birth- three Early Learning Standards	NJ Preschool Teaching and Learning Standards	Head Start Child development and Early Learning Framework: 3–5 Years Old
• **Child Development**	Embedded in caregiver strategies in all domains: Domains I: Social and Emotional Development, Domain II: Approached to Learning, III: Language Development and Communication, IV: Cognitive Development, and V: Physical and Motor Development	• Background Sections • Embedded in teaching practices • Content Areas 0 - 7	• Domain 1: Physical Development and Health – domain element -Physical Health Status • Domains 2- 11
• **Family and Community Relationships**		• Section: Home, School and Community Partnerships Embedded in teaching practices	• Embedded in Teaching Practices and Head Start Policies and regulations
• **Teaching and Learning: Environment**		• Section: The Learning Environment Embedded in teaching practices	
• **Teaching and Learning: Curriculum**		• Content Area 0: Social/Emotional Development • Content Area 1: Visual and Performing Arts • Content Area 2: Health, Safety And Physical Education • Content Area 3: Language Arts Literacy. • Content Area 4: Mathematics • Content Area 5: Science • Content Area 6: Social Studies, Family And Life Skills	All elements of 11 domains: 1. Physical Development & Health 2. Social & Emotional Development 3. Approaches to learning 4. Language Development 5. Literacy knowledge & Skills 6. Mathematics knowledge & Skill 7. Science knowledge & Skills 8. Creative Arts Expression 9. Logic & Reasoning 10. Social Studies knowledge & Skills 11. English language Development

	Embedded in caregiver strategies in all domains: Domains I: Social and Emotional Development, Domain II: Approached to Learning, III: Language Development and Communication, IV: Cognitive Development, and V: Physical and Motor Development	• Content Area 7:World Languages		
• **Teaching and Learning: Child Assessment**		• Section: Documentation/Assessment Process Embedded in teaching practices	Ongoing child assessment aligned to framework domains using multiple assessment tools and procedures	
• **Teaching and Learning: Interactions and Approaches**		Embedded in teaching practices	• Embedded in teaching practices and • Head Start Policies and regulations	
• **Diversity**		Embedded in teaching practices	• Embedded in teaching practices and • Head Start Policies and regulations	
• **Child Wellness: Health and safety, Nutrition and Physical Activities**		• Content Area 2: Health, Safety And Physical Education Embedded in teaching practices	• Physical Development and health	• Health Knowledge and Practice • Gross Motor skills • Fine Motor Skills
• **Becoming a Professional**		Embedded in teaching practices Embedded in teaching practices	• Embedded in practice and monitored through Head Start Program Performance standards and regulations.	
• **Leadership**				

ATTACHMENT 44

Matrix 2: Alignment of NJ *Core Knowledge and Competencies* to Professional Preparation standards

Early Childhood training, education and/or technical assistance aligned to the NJ *Core Knowledge and Competencies* enables Professionals to ***develop and demonstrate knowledge and skills outlined by professional ECE organizations and entities.***

NJ Core Knowledge and Competencies for Early Childhood professionals (2013 edition under revision)	Child Development Associate (CDA) Subject Areas	NAEYC Standards for Early Childhood Professional Preparation: Initial and Advanced level	CEC/DEC Early Childhood/Early Intervention Special Education Standards	ACEI/NCATE Elementary Education Standards
• **Child Development**	Subject Area 1: Planning a safe, healthy learning environment Subject Area 8: Understanding principles of child development and learning	Standard 1: Promoting Child development and Learning • 1a: Knowing and understanding young children's characteristics and needs • 1b: Knowing and understanding the multiple influences on development and learning • 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	– Standard #2: Development and Characteristics of Learners – Standard #3: Individual Learning Differences – Standard #6: Language	1.0 Development, Learning, and Motivation-
• **Family and Community Relationships**	Subject Area 4: Building productive relationships with families	Standard 2: Building Family and Community Relationships • 2a: Knowing about and understanding diverse family and community characteristics • 2b: Supporting and engaging families and communities through respectful, reciprocal relationships • 2c: Involving families and communities in their children's development and learning	– Standard #1: Foundation: EC1S1 – Standard #8: Assessment: EC8S1 – Standard #2: Development and Characteristics of Learners:EC2K5 – Standard #9: Professional and Ethical	5.2 Collaboration with families, colleagues, and community agencies

			Practice: EC9K2, EC9S2, EC9S3, EC9S7, – Standard #10: Collaboration: EC10S1, EC10S2, EC10S3, EC10S5, EC10S6, EC10S7, EC10S8, EC10S9, – Standard #6: Language: EC6S1, EC6S2	
• **Teaching and Learning: Environment**	Subject Area 1: Planning a safe, healthy learning environment	Standard 1: Promoting Child development • 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	– Standard #5: Learning Environments and Social Interactions	Embedded in 2 curriculum and 3 instructional practices
• **Teaching and Learning: Curriculum**	Subject Area 2: Advancing children's physical and intellectual development Subject Area 3: Supporting children's social and emotional development	Standard 5: Using Content Knowledge to develop Meaningful Curriculum – 5a: Understanding content knowledge and resources in academic disciplines – 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines – 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	– Standard #3: Individual Learning Differences – Standard #4: Instructional Strategies – Standard #7: Instructional Planning	2.1 Reading, Writing, and Oral Language 2.2 Science 2.3 Mathematics 2.4 Social studies 2.5 The arts 2.6 Health education
• **Teaching and Learning: Child Assessment**	Subject Area 7: Observing and recording children's behavior	Standard 3: Observing, documenting and Assessing to support young children and families – 3a: Understanding the goals, benefits, and uses of assessment – 3b: Knowing about and using	– Standard #8: Assessment	4.0 Assessment for instruction

		observation, documentation, and other appropriate assessment tools and approaches – 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child – 3d: Knowing about assessment partnerships with families and with professional colleagues		
• **Teaching and Learning: Interactions and Approaches**	Subject Area 2: Advancing children's physical and intellectual development Subject Area 3: Supporting children's social and emotional development	Standard 4: Using Developmentally effective approaches to connect with children and families – 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children – 4b: Knowing and understanding effective strategies and tools for early education – 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches	– Standard #7: Instructional Planning – Standard #4: Instructional Strategies	3.1 Integrating and applying knowledge for instruction 3.3 Development of critical thinking and problem solving 3.4 Active engagement in learning 3.5 Communication to foster collaboration
• **Diversity**	Embedded in all subject areas	Standard 1: Promoting Child development and Learning – 1b: Knowing and understanding the multiple influences on development and learning Standard 2: Building Family and Community Relationships – 2a: Knowing about and understanding diverse family and community characteristics Standard 4: Using Developmentally effective	ALL Standards 1 - 6	3.2 Adaptation to diverse students

		approaches to connect with children and families – 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children		
• **Child Wellness: Health and safety, Nutrition and Physical Activities**	Subject Area 1: Planning a safe, healthy learning environment Subject Area 2: Advancing children's physical and intellectual development	Standard 1: Promoting Child development and Learning • 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments Standard 5: Using Content Knowledge to develop Meaningful Curriculum • 5a: Understanding content knowledge and resources in academic disciplines	– Standard #2: Development and Characteristics of Learners – Standard #5: Learning Environments and Social Interactions: EC5S6	2.6 Health education 2.7 Physical education
• **Becoming a Professional** • **Leadership**	Subject Area 5: Managing an effective program operation Subject Area 6: Maintaining a commitment to professionalism networking.	Standard 6: Becoming a Professional – 6a: Identifying and involving oneself with the early childhood field – 6b: Knowing about and upholding ethical standards and other professional guidelines – 6c: Engaging in continuous, collaborative learning to inform practice – 6d: Integrating knowledgeable, reflective, and critical perspectives on early education – 6e: Engaging in informed advocacy for children and the profession4	– Standard #9: Professional and Ethical Practice – Standard #10: Collaboration	5.1 Professional growth, reflection, and evaluation

Matrix 3: Alignment of NJ Core Knowledge and Competencies to Program Quality standards

Early Childhood training, education and/or technical assistance aligned to the PINJ *Core Knowledge and Competencies* enables professionals to ***deliver high quality programs***.

NJ Core Knowledge and Competencies for Early Childhood professionals (2013 edition under revision)	Grow NJ Kids: Center and School-Based Standards	NAEYC Early Childhood Program Standards and Accreditation Criteria.	Head Start Program Performance Standards	National Association for Family Child Care (NAFCC) Program Accreditation Standards
• **Child Growth and Development**	• Category 1: Safe, Healthy Learning environments • Category 2: Curriculum and Learning environments • Category 3: Family and Community Engagement	• Standard 1: Relationships • Standard 2: Curriculum • Standard 3: Teaching • Standard 5: Health • Standard 9: Physical Environment	• Early Childhood Development and Health – 1304.20 - Child Health and Development – 1304.21 - Education and Early Childhood – 1304.24 - Child Mental Health	• The Environment (Standards 2.23 – 2.43) • Developmental Learning Activities (Standards 3.5 – 3.16) (Standards 3.29 – 3.63)
• **Family and Community Relationships**	• Category 3: Family and Community Engagement	• Standard 7: Families • Standard 8: Community Relationships	• Family and Community partnerships – 1304.40 - Family Partnerships – 1304.41 - Community Partnerships • Early Childhood Development and Health – 1304 .20 (e) - Involving Parents	• Relationships (Standards 1.9 – 1.19, 1.27)

• **Teaching and Learning: Environment**	• Category 2: Curriculum and Learning environments	• Standard 9: Physical Environment	• 1304.53 Facilities, materials, and equipment.	• The Environment (Standards 2.1 – 2.43)
• **Teaching and Learning: Curriculum**	• Category 2: Curriculum and Learning environments	• Standard 2: Curriculum • Standard 3: Teaching	• 1304.21 - Education and Early Childhood	• Developmental Learning Activities (Standards 3.64 – 3.83)
• **Teaching and Learning: Assessment**	• Category 1: Safe, Healthy Learning environments • Category 2: Curriculum and Learning environments	• Standard 4: Assessment of Child Progress	• Early Childhood Development and Health – 1304 .20 (a) - Determining Child Health Status – 1304 .20 (b) - Developmental, Sensory, And Behavioral Screening – 1304 .20 (c) - Extended Follow-Up And Treatment – 1304 .20 (d) - Ongoing Care – 1304 .20 (e) - Involving Parents – 1304 .20 (f) - Individualization Of The Program	• Developmental Learning Activities (Standards 3.4)

• **Teaching and Learning: Interactions and Approaches**	• Category 2: Curriculum and Learning environments	• Standard1: Relationships • Standard 3: Teaching	• 1304.21 Education and early child hood development.	• Relationships (Standard 1.1-1.8) • Developmental Activities (Standards 3.17 – 3.51)
• **Diversity**	• Category 2: Curriculum and Learning environments • Category 3: Family and Community Engagement	• Standard1: Relationships • Standard 2: Curriculum • Standard 3: Teaching • Standard 7: Families	• 1304.21 Education and early child hood development.	• Relationships (Standards 1.6, 1.11, 1.12) • Environment (Standards 2.16, 2.31, 2.37, 2.42) • Developmental Learning Activities (Standards 3.43-3.46)
• **Child Wellness: Health and safety, Nutrition and Physical Activities**	• Category 1: Safe, Healthy Learning environments	• Standard 5: Health • Standard 9: Physical Environment	• Early Child development and Health – 1304.22 - Child Health and Safety – 1304.23 - Child Nutrition – 1304.24 - Child Mental Health – • Program Design and Management – 1304.53 - Facilities, Materials, and Equipment	• The Environment (Standards 2.1 – 2.21) • Safety and Health (Standards 4.1 – 4.99)
• **Becoming a**	• Category 4: Workforce and Professional	• Standard 6: Teachers • Standard 10:	• Program Design and Management - 1304.52 -	• Relationships (Standard 1.28)

Professional	Development • Category 5: Administration and Management	Leadership and Management	Human Resources Management – 1304 .52 (h) - Standards Of Conduct – 1304 .52 (i) - Staff Performance Appraisals – 1304 .52 (k) - Training And Development	• Professional and Business Practices (Standards 5.1 – 5.13)
• **Leadership**	• Category 4: Workforce and Professional Development • Category 5: Administration and Management	• Standard 10: Leadership and Management	• Program Design and Management – 1304.50 - Program Governance – 1304.51 - Management Systems – 1304.52 - Human Resources Management	• Environment (Standards 2.22) • Developmental Learning Activities (Standards 3.17 – 3.28) • Professional and Business Practices (Standards 5.14 – 5.36)

ATTACHMENT 45

A Crosswalk Between the Head Start Program Performance Standards and Caring for Our Children, 3rd Edition

1304.20(a) Determining child health status.	• **CFOC 2.3.3.1** Parents'/Guardians' Provision of Information on Their Child's Health and Behavior • **CFOC 3.1.2** Routine Health Supervision • **CFOC 7.2** Immunizations • **CFOC 9.2.3.4** Written Policy for Obtaining Preventive Health Service Information • **CFOC 9.2.3.6** Identification of Child's Medical Home and Parental Consent for Information Exchange
1304.20(b) Screening for developmental, sensory, and behavioral concerns.	• **CFOC 2.1.1.4** Monitoring Children's Development/Obtaining Consent for Screening
1304.20(c) Extended follow-up and treatment.	• **CFOC 3.1.2** Routine Health Supervision • **CFOC 8.4.0.4** Designation and Role of Staff Person Responsible for Coordinating Care • **CFOC 9.2.3.7** Information Sharing on Therapies and Treatments Needed
1304.20(d) Ongoing care.	• **CFOC 3.1.1** Daily Health Check • **CFOC 3.1.2** Routine Health Supervision • **CFOC 9.2.3.14** Oral Health Policy
1304.20(e) (also see **1308.6**) Involving parents.	• **CFOC 2.1.1.4** Monitoring Children's Development/Obtaining Consent for Screening

ATTACHMENT 45

	• **CFOC 2.1.1.7** Communication in Native Language Other Than English • **CFOC 2.3** Parent/Guardian Relationships • **CFOC 2.4.3** Health Education for Parents/Guardians • **CFOC 9.4.1.6** Availability of Documents to Parents/Guardians
1304.20(f) (also see **1304.21(a)(1)(i) and (ii), 1304.21(c)(1)(i)**) Individualization of the program.	• **CFOC 3.5** Care Plans and Adaptations • **CFOC 5.3.2** Additional Equipment Requirements for Facilities Serving Children with Special Health Care Needs • **CFOC Chapter 8** Children with Special Health Care Needs and Disabilities

ATTACHMENT 46

	PROGRAM SPECIFIC OBJECTIVES & PERFORMANCE MEASURES	Annual Target	Annual Performance	
			number	*percent*
1	**Referrals/Screens Received by HV Program** (target number ___)	85%		
2	**Assessments (initial visit) Completed by HV Program** (target number ___)	85%		
3	**Program Enrollment:** a. Reach and Maintain Service Capacity (families)	80%		
	b. Minimize enrolled families that are Lost to Care or inactive (to be defined)	<10%		
4	**Women are Enrolled during Pregnancy**	100%		
5	**Achieve Completion of Expected Home Visits**	80%		
6	**Participant Retention:** a. Families remain enrolled during pregnancy	90%		
	b. Families remain enrolled during infancy	70%		
	c. Families remain enrolled up to age 2	60%		
Participant Health and Well Being Services / Impact Objectives:				
7	**Pregnant / Postpartum Women** Number of pregnant women served:			xxx
	a. Eligible pregnant women enrolled in WIC	80%		
	b. On Schedule for Prenatal Care Medical Visits (ACOG schedule)	80%		
	c. Keep 6-8 Week Postpartum Medical Visits	80%		
8	**Parenting Women** (Interconceptional—btw pregnancies)			
	a. Have a Primary Care Provider (GYN, FQHC, local clinic)	100%		
	b. Receive an Annual Primary Care/Women's Health Care Visit	80%		
9	**Infants & Children** (birth to age 3) *(target child only)* Number of infants & children served:			xxx
	a. Eligible children have health insurance	80%		
	b. All children have a Primary Care Provider (Pediatrician, Family Practice, etc.)	100%		
	c. All children up-to-date for Well-Child Medical Visits (AAP schedule)	85%		
	d. All children up-to-date for Developmental Screen (ASQ)	90%		
	e. Eligible children enrolled in WIC	80%		
	f. Up-to-date for Immunizations	85%		
	g. Up-to-date for Lead Screening (at 12 months of age)	80%		
Participant Outcome Objectives:				
10	**Improve Breastfeeding Rates**			
	a. Enrolled families initiate breastfeeding	80%		
	b. Enrolled infants breastfed for at least 4 weeks	60%		
11	**Increase Interpregnancy Interval/Reduce Subsequent Pregnancy**			
	a. Increase average interpregnancy interval (birth to conception) to 18 mos	80%		
	b. Decrease Subsequent Teen Births (<age 19) [Note: NJ rate for 15-19 yo = 18%]	<20%		
12	**Improve Parent-Child Interaction / Reduce Abuse & Neglect**			
	a. Improve Ratings for Maternal Bonding (HOME)	80%		
	b. Improve Ratings for Parenting (HOME)	80%		
13	**Improve Quality of the Home Environment for Learning / Early Literacy**			
	a. Infant-Toddler Books in the Household (HOME)	80%		
	b. Reading (storytelling) to Infants/Children (HOME)	80%		
14	**Family Self-Sustainability**			
	a. TANF families connected to employment through the One-Stop Center.	95%		
	b. Mother/parent has improved education status and/or is working by the time child is Age 2.	60%		

ATTACHMENT 47

New Jersey Early Childhood Comprehensive System of Care (7-1-13)

1. Community Outreach
(Community Referral)

Access to Care - Outreach Workers
Grassroots Outreach Programs
Health/Social Services
Pregnancy Testing Points

2. Screening

a) Prenatal/Newborns:
Coordinate w/ prenatal providers and birthing hospitals (use PRA).

- Prenatal Clinics / FQHCs
- Birth Hospitals
- Private OB/GYNs
- WIC sites
- School-Based Programs
- Local Health Departments
- Social Service Agencies
- Expectant Parents / Families

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b) Children: Birth to Age 5
(Developmental Screening Points)

- Parents / Families
- FQHC, Clinic, Medical Home Pediatric / Family Practice
- WIC / Local Health Agencies
- Early Head Start/Head Start
- Childcare / Preschool
- Social Service Agencies
- Elementary Schools
- Child Welfare Agencies

Universal Screening
Perinatal Screening & Risk Assessment

- To screen for physical, psychosocial, & behavioral health risk factors
- Screen includes NJDOH 4 P's Plus – alcohol, tobacco, other drugs, domestic violence, and depression
- Facilitates initial referral for prevention education, information and linkage

Family Risk Factors include:

- Teen pregnancy (< age 19)
- Language & culture barriers
- First-time pregnancy
- Low income/poverty/homeless
- Domestic violence
- Addiction or substance abuse
- Mental health issues

***Infant/Child Developmental Screening**

- Use of a standard screening tool to identify infant and early childhood developmental / social-emotional delays

3. Central Intake (CI)
Referral is reviewed by CI coordinator and family is referred to an appropriate partner agency for initial assessment, prevention education and/or linkage to needed services.
Children referred for development screening

a) Assigned for an Initial Home Visit and Assessment (voluntary)

b) Referred directly to Community-Based Provider(s)

4. Home Visiting Services

Healthy Families / TANF Initiative for Parents (HF/TIP): Pregnancy to age 3. Enroll pregnancy or infancy by 3 months.

Nurse-Family Partnership (NFP): Low income, 1st time moms, prenatal to age 2. Enroll by 2nd trimester (28 weeks).

Parents As Teachers (PAT): Pregnant and/or children up to age 3-5. Family can enroll at any point in time.

Early Head Start (EHS)-Home based: Pregnancy to age 3. Enroll during pregnancy or after birth.

HIPPY Program (Bergen County only) Parents with young children–ages 3 to 5

Other Local Programs (vary by county)– e.g. Parent Linking Program, Project TEACH, Public Health Nurses, Doula, Parent Child Home

5. Community-Based Services

Essential medical & social support services:

- Medical Home/PCP
- Depression and Mental Health Treatment
- Addiction Treatment
- Domestic Violence Service
- WIC Nutrition Program
- Family Success Centers
- Fatherhood Support
- Parent Education
- Early Intervention/SCHS
- Child Lead Poisoning
- Local Health Agency
- SCHIP/Health Insurance
- Public Assistance thru County Welfare Agencies
- Emergency Assistance
- Housing/Transportation
- Food/SNAP
- Immigrant Services
- Infant & Childcare Centers
- Head Start / Early HS
- Pre-K programs
- Strengthening Families Protective Factors
- Parent Linking Program/ School-Linked services
- Child Protective Services
- And more…

Agenda for Local Collaboration

- Determine appropriate central point of intake
- Use of standard screening/ risk assessment tools (prenatal / infant-child)
- Develop interagency agreements for referral and data sharing
- Establish a local referral flow chart and hold regular meetings w/ community partners
- Provide opportunities for cross-training and shared in-service
- Use of a uniform client/family data set and data system for tracking & analysis

ATTACHMENT 48

Help Me Grow NJ Statewide Stakeholder Meeting

Thursday, March 7, 2013
10:00 AM – 2:00 PM
Crowne Plaza Monroe South Brunswick
390 Forsgate Drive, Jamesburg, NJ, US, 08831

Registration & Networking	9:30-10:00
Welcome Sunday Gustin, Administrator, Early Childhood Services NJ –DCF, Division of Family & Community Partnerships Allison Blake, PhD, LSW, Commissioner NJ Department of Children and Families Deepa Srinivasavaradan Family Resource Specialist - Salem County & CNNH Bilingual Statewide Associate – NJ P2P Statewide Parent Advocacy Network (SPAN)	10:00-10:20
The Story of *Help Me Grow*: **Linking Children and Families to Programs and Services** Dr. Paul H. Dworkin, M.D. Executive Vice President for Community Child Health Director, Help Me Grow National Center Professor of Pediatrics, University of Connecticut School of Medicine Connecticut Children's Medical Center	10:20-11:15
Early Childhood Systems Integration in New Jersey Gambi White-Tennant Executive Director New Jersey Council for Young Children	11:15-11:35
Connecting the Dots is More Important than Ever – Central Intake Karen Benjamin, MPH, CHES Program Coordinator, Essex Pregnancy & Parenting Connection Prevent Child Abuse - NJ Velva Dawson, MPA Deputy Director, Central Jersey Family Health Consortium	11:35-12:00
Working Lunch & Help Me Grow National Office Video Presentation	12:00-1:00
Café Style Discussion Groups	1:00-1:50
Closing Remarks & Next Steps Sunday Gustin & Dr. Paul Dworkin	1:50-2:00

ATTACHMENT 49

Nemours.

September 24, 2012

Contact: Chris Manning
302-298-2723
chmannin@nemours.org

Nemours to Lead National Initiative to Promote Healthy Lifestyles for Young Children in Child Care

Through a CDC Award, Nemours will implement evidence-based, practice-tested learning collaboratives in six states

Wilmington, DE—Nemours, with the support of national and state public health and early care and education partners, received a five year cooperative agreement from the Centers for Disease Control and Prevention (CDC) to support healthy lifestyles for young children in child care. The funding, $4.2 million in the first year, will be used to assist early care and education (ECE) providers in six states adopt nutrition, breastfeeding support, physical activity, and screen time policies and practices. Nemours has been an innovator in using a structured approach to training ECE providers adapted from the Institute for Healthcare Improvement's Breakthrough Series (BTS) model. Working with national and state partners, Nemours will build on this approach to positively impact children birth to age five nationwide. In the first year, Nemours will focus work in six states: Arizona, Florida, Indiana, Kansas, Missouri, and New Jersey with the goal of reaching 84,500 children.

Key Facts

- Childhood obesity is a widespread epidemic impacting many of the estimated 12 million children who spend time in ECE settings on a regular basis.[i]
- Over a quarter (26.7 percent) of children aged 2 – 5 years are overweight or obese. [ii]
- Evidence-based research supports the need to provide healthy nutrition and physical activity environments for children at young ages.[iii]
- Nemours is one of the nation's leading child health organizations, with significant expertise and on the ground experience promoting healthy eating, physical activity and screen time reduction in the child care setting.
- In 2009, Nemours partnered with the CDC to create Healthy Kids, Healthy Future (HKHF), a national movement to promote health and prevent obesity in children ages birth to five.
- In 2011, Nemours partnered with First Lady Michelle Obama and public and private partners, when she launched *Let's Move!* Child Care --a nationwide call-to-action that empowers early care and education providers to make positive health changes in children that could last a lifetime.
- Builds on a proven learning collaborative model that has been tested and implemented by Nemours in Delaware, in partnership with community and state stakeholders, where child care providers have made significant and sustained changes in healthy eating and physical activity practices. This model was the basis for the Healthy Kids from Day One Act, legislation introduced by Senators Mark Udall (D-CO), Tom Carper (D-DE) and Chris Coons (D-DE).
- The project begins in October 2012 and is expected to impact obesity prevention efforts in more than 840 ECE centers in the first year.

- The project primarily focuses on helping ECE providers adopt nutrition, breastfeeding support, physical activity, and screen time policies and practices through a collaborative method where ECE centers send 2-3 representatives to participate in group learning and action planning and have access to technical assistance, tools, materials and resources to aid in their continuous improvement. Information is shared within and between teams to create progress.
- This project uses a structured approach to train ECE providers to continuously make improvements to policy and practice changes in their program structure - incorporating healthy eating, physical activity, reduced screen time and breastfeeding support into the daily routines, curriculum, family engagement, and activities of the child care setting. The approach is adapted from the Institute for Healthcare Improvement's Breakthrough Series (BTS) model, a proven model that has been implemented by Nemours since 2006. The project's goal is to spread impactful, sustainable policy and practice changes to transform ECE programs in six states (Arizona, Florida, Indiana, Kansas, Missouri, and New Jersey).
- Teams of ECE providers will be trained through a combination of structured workshops, ongoing technical assistance, and access to tools, materials, resources and curricula based on *Let's Move!* Child Care and the *Preventing Childhood Obesity, 2nd Edition* standards.

Quote(s)

--"Early childhood educators are in a position to impact the healthy development of millions of young children by teaching them the importance of good nutrition and exercise. But they can't do it alone. Nemours and our partners are committed to doing whatever it takes to support the early care and education community as they help raise the next generation of healthy Americans."

David J. Bailey, MD, MBA
President & Chief Executive Officer, Nemours

--"Reaching kids early is the key to combating childhood obesity. Providing early care and education providers with the tools they need to help families develop healthy habits will go a long way toward ensuring the long term health and wellness of children."

Debbie I. Chang, MPH
Vice President, Policy & Prevention, Nemours

--"Child Care Aware of America is committed to partnering with Nemours in its effort to improve the health of children in child care settings. Through utilization of our wide provider network and training infrastructure, Child Care Aware of America will work with Nemours to outreach to child care providers, engage families and make valuable connections that will impact young children nationwide. This work is essential to preventing childhood obesity."

Ollie M. Smith
Interim Executive Director, Child Care Aware of America

Partners

National Initiative for Children's Healthcare Quality (NICHQ)
American Academy of Pediatrics (AAP)
Child Care Aware of America
National Association of Family Child Care (NAFCC)
American Heart Association (AHA)
National Resource Center for Health and Safety in Child Care and Early Education (NRC)
Dr. Mary Story (University of Minnesota)
Dr. Dianne Ward (University of North Carolina)
American Public Human Services Association (APHSA)
Zero to Three
Association of State & Territorial Public Health Nutrition Directors (ASTPHND)
United States Breastfeeding Committee
Gretchen Swanson Center for Nutrition

Additional Resources

- Lets Move! Child Care
- Preventing Childhood Obesity, 2nd Edition
- Institute for Healthcare Improvement's Breakthrough Series

Tweet about it

@Nemours receives 5 yr coop agreement from @CDCgov to promote healthy lifestyles for kids in child care #letsmove #earlyed #ECE

About Nemours

Nemours (NAH-mors) is an internationally recognized children's health system that owns and operates the Alfred I. duPont Hospital for Children in Wilmington, Delaware, along with major pediatric specialty clinics in Delaware, Florida, Pennsylvania and New Jersey. In 2012, it will open the full-service Nemours Children's Hospital in Orlando, Florida.

Established as The Nemours Foundation through the legacy and philanthropy of Alfred I. du Pont, Nemours offers pediatric clinical care, research, education, advocacy and prevention programs to families in the communities it serves. For more information, visit www.Nemours.org

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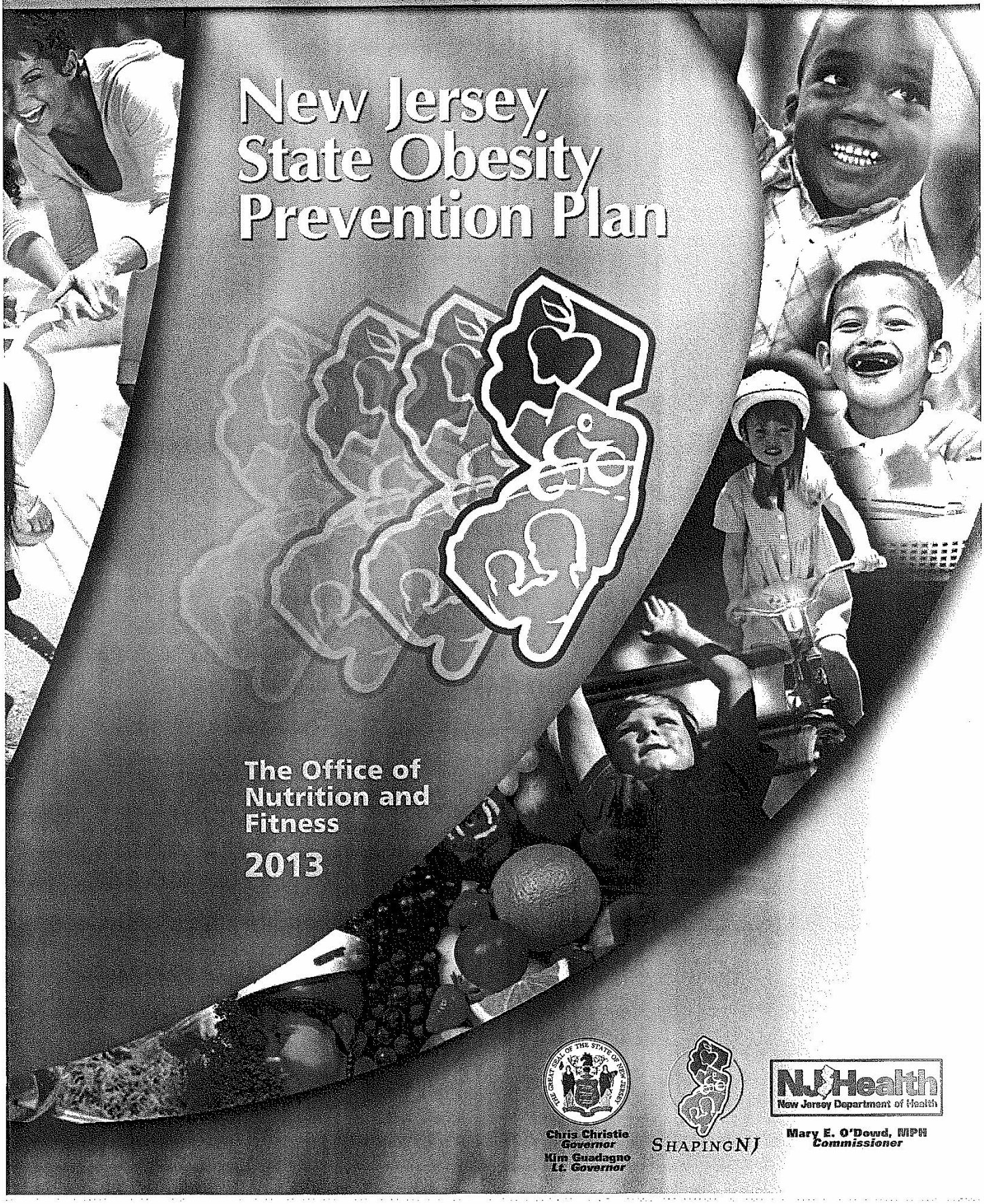
[i] National Association of Child Care Resource and Referral Agencies. Retrieved March 8, 2010 from http://highqualitychildcare.org/Naccrra_main/alert-description.html?alert_id=15204232.
[ii] As measured by Body Mass Index (BMI) of equal to or greater than the 85th percentile for age. Ogden, CL, Carroll, MD, Flegal, KM. Prevalence of Obesity Among US Children and Adolescents. JAMA 2012; 307 (5):.
[iii] Committee on Obesity Prevention Policies for Young Children, Institute of Medicine. "Front Matter." Early Childhood Obesity Prevention Policies. Washington, DC: The National Academies Press, 2011.

ATTACHMENT 50

SHAPINGNJ SHAPINGNJ SHAPINGNJ



New Jersey State Obesity Prevention Plan

The Office of Nutrition and Fitness

2013

Chris Christie
Governor
Kim Guadagno
Lt. Governor

SHAPINGNJ

NJ Health
New Jersey Department of Health

Mary E. O'Dowd, MPH
Commissioner

ATTACHMENT 30

SHAPINGNJ

ShapingNJ Statewide Partners

4 C's of Passaic County, Inc.
Action for Healthy Kids
Advocates for Children of New Jersey
Ag in the City
Alan M. Voorhees Transportation Center
Alliance for a Healthier Generation
American Academy of Pediatrics, NJ Chapter/Pediatric Council on Research & Education
American Cancer Society
American Dairy Association and Dairy Council
American Heart Association/American Stroke Association
American Planning Association – New Jersey Chapter
Amerigroup Community Care
Arthur and Friends/NORWESCAP
AtlantiCare Health System: Office of Health Engagement
Atlantic County Women's Center
Autism New Jersey
Bergen County Office for Children
BJamison Communications
Boat People SOS (BPSOS), Delaware Valley Branch
Boys & Girls Clubs in New Jersey
Bridge of Peace Community Church, ELCA
Bristol-Myers Squibb/Bristol-Myers Squibb Foundation
Burlington County Community Action Program
Burlington County Community Action Program Head Start and Early Head Start
Burlington County Health Department
Camden County Department of Children's Services
Camden County Department of Health and Human Services
Capital Health
Campbell Soup Company
CATCH/Flaghouse
Center for Communications and Health Issues
CentraState Family Medicine Residency Practice
CentraState Medical Center
Central Jersey Family Health Consortium
Child & Family Resources, Inc.
Child Care Connection
Child Care Resources of Monmouth County
Children's Futures
Children's Home Society of NJ's Mercer WIC Program
Civic Eye Collaborative
Clara Maass Medical Center Foundation
Clifton Health Department
Come Grow With Us! c/o Groundwork Elizabeth
Community Child Care Solutions Inc.
Community Coordinated Childcare of Union County
Community Health Outreach Consortium (CHOC)
Consultants for the Common Good
Cooper University Hospital
Destiny Family Worship Center/Discover HOPE CDC
East Coast Greenway Alliance
Edison Department of Health and Human Services
E-Fitness, Inc.
Employers Association of New Jersey
Englewood Area Community Foundation
Family Resource Network
Family Strength Associates, Inc.
First Baptist Church Cranford/Elizabeth
First Episcopal District Health Commission
First Presbyterian Church
Fit Esteem, LLC
Fitly Inc.
Friendship AME Church
G3 Health and Fitness
Garden State Urban Farms
Garfield YMCA
Generations, Inc. (CDC of Bethany Baptist Church)
George Street Playhouse
Goryeb Children's Hospital/Morristown Memorial hospital/Atlantic Health
HealthCorps
Healthfirst of New Jersey
Heart to Hearts, Inc
HomeFront
Hunterdon Healthcare
Irvington Department of Health
Isles, Inc.
John S. Watson Institute for Public Policy at Thomas Edison State College
J. Sullivan Associates
Junior League of NJ - State Public Affairs Committee (SPAC)
K. Hovnanian Children's Hospital at Jersey Shore University Medical Center
Lazos America Unida
La Leche League of the Garden State Area Network
Main Street New Jersey
Mayor's Wellness Campaign
Mercer Street Friends Food Bank
Metuchen-Edison-Woodbridge YMCA
Middlesex County Public Health Department
Monmouth County Health Department
Monmouth County Regional Health Commission
Montclair Maternity
Montclair State University, Department of Campus Recreation
Morris County Park Commission
Muscle Maker Grill
My Genes Fit
Nanticoke Lenni-Lenape Indians of New Jersey
National Junior Tennis League of Trenton
Newark Yoga Movement
Newark Community Health Centers, Inc.
New Covenant Church of God
New Covenant United Methodist Church
New Jersey Association for Health, Physical Education, Recreation and Dance
New Jersey Association of Child Care Resource & Referral Agencies
New Jersey Association of Mental Health & Addiction Agencies, Inc.
New Jersey Association of Public Health Nurse Administrators
New Jersey Bike & Walk Coalition
New Jersey Breastfeeding Coalition
New Jersey Business and Industry Association
New Jersey Council of Teaching Hospitals and Children's Hospitals
New Jersey Council on Physical Fitness and Sports
New Jersey Department of Agriculture
New Jersey Department of Community Affairs
New Jersey Department of Education
New Jersey Department of Health: Center for Health Statistics
New Jersey Department of Health: Chronic Disease Prevention & Control Services
New Jersey Department of Health: Maternal Child & Community Health/ Epidemiology
New Jersey Department of Health: Office of Local Public Health
New Jersey Department of Health: Office of Minority and Multicultural Health
New Jersey Department of Health: Office of Primary Care/Rural Health
New Jersey Department of Health: Office of Women's Health
New Jersey Department of Health: Special Child Health & Early Intervention Services
New Jersey Department of Health: Women, Infants and Children Services
New Jersey Department of Human Services – Division of Aging Services
New Jersey Department of Law and Public Safety
New Jersey Department of Transportation
New Jersey Dietetic Association
New Jersey Farm to School Network
New Jersey Food Council
New Jersey Future
New Jersey Head Start Association
New Jersey Health Officers Association
New Jersey Hospital Association
New Jersey League of Municipalities
New Jersey Parent Teacher Association
New Jersey Partnership for Healthy Kids
New Jersey Partnership for Healthy Kids – Camden
New Jersey Prevention Network
New Jersey Primary Care Association
New Jersey Public Health Association
New Jersey Recreation and Park Association
New Jersey School-Age Care Coalition (NJSACC)
New Jersey School Nutrition Association
New Jersey Society for Public Health Education
New Jersey State School Nurse's Association
New Jersey Supplemental Nutrition Assistance Program -Education
New Jersey YMCA State Alliance
New York Liberty (WNBA)
NORWESCAP Child and Family Resource Services (Hunterdon, Sussex, & Warren Counties)
Nutrition Education 4 Kids
Nutritional Sciences Preschool
Our Lady of Lourdes Health System
P3 Nutritionals, LLC
Param Care Foundation
Partners for Health Foundation
Prevent Child Abuse New Jersey
Princeton Sports and Family Medicine
Programs for Parents, Inc.
Proodian Healthcare, LLC
Prudential
Quality Care Resource & Referral Services, Inc.
Raritan Bay Area YMCA
Regional Training Center
Riverside School Garden
Robert Wood Johnson University Hospital Rahway
Robert Wood Johnson University Hospital Hamilton
Rutgers Cooperative Extension
Rutgers University: Department of Nutritional Sciences
Safe Routes to School National Partnership
Saint Barnabas Healthcare System - Newark Beth Israel Hospital
Saint Barnabas Medical Center
Salem Health and Wellness Foundation
Samaritan Baptist Church
Shore Medical Center
Shri Krishna Nidhi (SKN) Foundation
Somerset County Department of Health
Somerset Medical Center
Somerset Valley YMCA
South Jersey Healthcare
Southern New Jersey Perinatal Cooperative
Southern Ocean Medical Center
Star & Tobias Health Awareness Center (CentraState)
Statewide Parent Advocacy Network
St. Francis Medical Center
Studio V Health
Summit YMCA
SurroundHealth c/o HealthEd
Sustainable Jersey
The Children's Home Society of New Jersey
The Community Food Bank of New Jersey
The Cooper Health System
The David D. Hammar Foundation
The Food Trust
The New Hope Church of God, Inc.
The New Jersey Marathon
The Partnership for Maternal and Child Health of Northern NJ
The Suppers Programs
Toms River Regional Schools
Trinity Episcopal Cathedral
Tri-State Transportation Campaign
UMDNJ – New Jersey Medical School
United States Department of Agriculture: Food and Nutrition Service: Mid-Atlantic Region
United Way of Northern NJ
United Way of Passaic County
University of Medicine and Dentistry of New Jersey: School of Health Related Professions
University of Medicine and Dentistry of New Jersey: Robert Wood Johnson Medical School, Department of Pediatrics
University of Medicine and Dentistry of New Jersey: University Behavioral Healthcare
Urban League of Hudson County
Urban Promise Ministries
Vertices, LLC
Visiting Nurse Association of Central Jersey
Volt Fitness
Walgreen Company
Women's Fund of New Jersey
Women's Heart Foundation
YMCA of Eastern Union County
YMCA Hunterdon County
Zone 7

ATTACHMENT 31

SHAPINGNJ

SHAPINGNJ

Dear New Jersey Residents,

It is with great hope and pride that I present New Jersey's State Obesity Prevention Plan – hope, because I believe we are addressing an important public health problem, and pride, because my department is leading ***ShapingNJ***, an innovative public-private effort that includes more than 200 organizations partnering to improve the health of individuals and communities.

New Jersey Department of Health Commissioner Mary E. O'Dowd visits with a mother and her newborn child.

This is only the beginning of a large scale health movement to create positive change-- greater access to healthy food and opportunities to be physically active in *all* New Jersey neighborhoods, schools, child care centers, and worksites – where we live, learn, work and play. We are engaging local government, health care, faith-based communities and many others to build an environment that makes the healthy choice the easy choice.

This is a long-term effort. We didn't get here overnight, where:

- **1 in 4 adults are obese,**
- **nearly 1 in 3 children between the ages of 10 and 17 are overweight or obese,**
- **obesity rates have increased 40 percent over the last 10 years, and**
- **New Jersey has one of the highest obesity rates in the nation among low income 2 – 5 year olds.**

We can do better, and we will do better, because we care deeply about the health of our citizens, and about the social and financial costs of obesity and resulting chronic diseases such as heart disease, diabetes and some cancers. I challenge each and every one of you to become involved on some level, whether it is improving your own health or the health of your family, your school or your community.

Our strategies are backed by science. Our partners are diverse and offer a myriad of skills and expertise – I am grateful for their commitment, as well as to the New Jersey Obesity Prevention Task Force, whose earlier work provided the base to build upon.

Please join our effort and be a part of the solution for a healthier generation.

Most Sincerely,

Mary E. O'Dowd

Mary O'Dowd, MPH
Commissioner, New Jersey Department of Health

ShapingNJ

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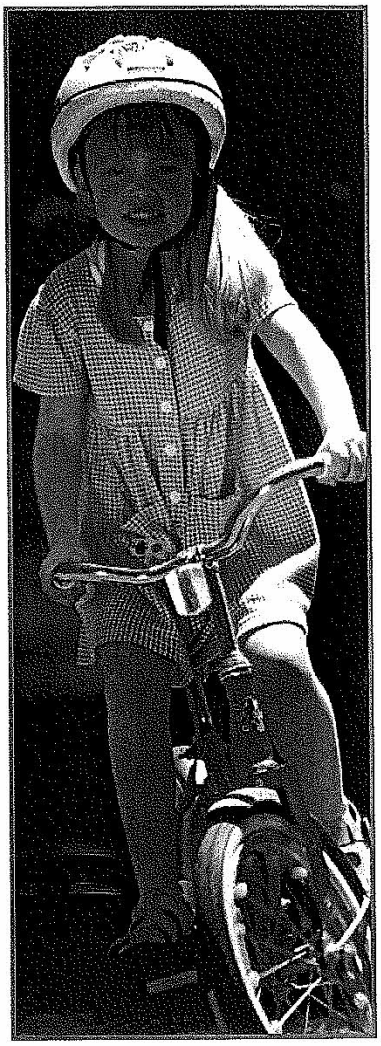

ATTACHMENT 51

Let's Move! Child Care Checklist Quiz

Recommendations for Preschoolers, Infants and Toddlers

06.01.11

ATTACHMENT 51

Let's Move! Child Care

Physical Activity Checklist Quiz

Recommendations for Preschoolers, Infants and Toddlers

06.01.11

ATTACHMENT 51

Recommendations for Physical Activity for Preschoolers:

1) Preschool children should receive be offered at least 120 minutes of active time each day

Active Play Time Provisions				
A. Active play time (indoor and outdoor) is provided to all preschool children, including children with special needs:	☐ 45 minutes or less each day	☐ 46-90 minutes each day	☐ 91-120 minutes each day	☐ More than 120 minutes each day
B. In preschool classrooms, structured (or teacher-led) activities are provided to all children, including children with special needs:	☐ 1 time per week or less	☐ 2-4 times per week	☐ 1 time per day	☐ 2 or more times per day
C. Outdoor active play time is provided to all preschool children, including children with special needs:	☐ 1 time a day for 30 minutes or less	☐ 1 or more times a day for a total of 30-45 minutes	☐ 1 or more times a day for a total of 45-60 minutes or more	☐ 2 or more times each day for a total of 60 minutes or more
D. During a typical day, excluding naps and meals, preschool children are expected to remain seated:	☐ More than 30 minutes at a time, or 15-30 minutes on 3 or more occasions	☐ 15-30 minutes on 2 occasions	☐ 15-30 minutes but only 1 occasion	☐ No more than 15 minutes at a time
Environment				
A. Indoor gross motor play area for preschool children, including those with special needs, consists of:	☐ Space only suitable for quiet play	☐ Space for limited movement (jumping and rolling)	☐Ample space for some active play (jumping, rolling, and skipping)	☐ Space for all activities, including running
B. Outdoor play areas for preschool children including those with special needs, consists of:	☐ 1-2 different play areas (e.g., sandbox, swing set) but no open space for running or track/path for wheeled toys	☐ 2-3 different play areas, but limited space for running and use of wheeled toys	☐Multiple play areas, and either an open space for running or a track/path for wheeled toys	☐ Multiple play areas, open space for running, and a track/path for wheeled toys
C. Portable play equipment (e.g., wheel toys, balls, hoops, ribbons) for preschool children consists of:	☐ Limited variety and children must take turns	☐ Some variety but children must take turns	☐ Good variety both indoors and outdoors but children must take turns	☐ Lots of variety both indoors and outdoors for children to use at the same time

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Provider Behaviors				
A. In preschool classrooms, active play time is:	☐ Often withheld for misbehavior	☐ Sometimes withheld for misbehavior	☐ Never withheld for misbehavior	☐ Never withheld for misbehavior and we have a written policy
B. During preschool children's active play time, providers:	☐ Supervise play only (mostly sit or stand)	☐ Sometimes encourage children to be active	☐ Sometimes encourage children to be active and join children in active play	☐ Often encourage children to be active and join children in active play
Education				
A. Training opportunities in physical activity for preschool children (not including playground safety) are offered to providers:	☐ Rarely or never	☐ Less than 1 time per year	☐ 1 time per year	☐ 2 times per year or more
B. Parents of preschool children are offered physical activity education (e.g., special programs, newsletters, information sheets):	☐ Rarely or never	☐ Less than 1 time per year	☐ 1 time per year	☐ 2 times per year or more
Policy				
A. At our child care facility, a policy on physical activity for preschool children addressing provider behaviors, education, and active play opportunities:	☐ Does not exist	☐ Is generally followed but is not written	☐ Is written, generally followed, and sometimes shared with parents	☐ Is written, available, followed, and always shared with parents

ATTACHMENT 51

Recommendations for Physical Activity for Infant/Toddlers:

1) Toddlers should be offered at least 60 minutes of active time each day

Active Play Time Provisions				
A. Short supervised periods of tummy time are provided for all infants, including those with special needs:	☐ Less than once per day	☐ Once per day, everyday	☐ 2 times per day, most days	☐ Several times each day
B. Use of swings, infants seats (e.g., exersaucers, car seats, molded seats) is limited to 15 minutes (or less):	☐ More than 4 times per day per child, or used for more than 15 minutes at a time	☐ 3-4 times per day per child	☐ 2-3 times per day per child	☐ 1-2 times per day per child
C. ***Infants***, including those with special needs, are taken outside:	☐ Less than 1 time per day	☐ 1 time per day	☐ 1-2 times per day	☐ 2-3 times per day
D. When outdoors, ***infants*** are provided opportunities for exploration (e.g., rolling, scooting, crawling, walking):	☐ Less than 1 time per week or never	☐ 1-2 times per week	☐ 3-4 times per week	☐ 1 or more times each day
E. Active play time (indoor and outdoor) is provided to all ***toddlers***, including children with special needs:	☐ 15-30 minutes each day	☐ 31-45 minutes each day	☐ 46-60 minutes each day	☐60-90 minutes each day
F. Outdoor active play time is provided to all ***toddlers***, including children with special needs:	☐ 1 time a day for 30 minutes or less	☐ 1 or more times a day for a total of 30-45 minutes	☐ 1 or more times a day for a total of 45-60 minutes or more	☐ 2 or more times each day for a total of 60 minutes or more
Environment				
A. For ***infants***, including those with special needs, indoor and outdoor play spaces consist of:	☐ Space only suitable for quiet play	☐ Space is available, but allows for only limited types of activities	☐ Areas separate from preschoolers that provides space for exploration and skill building	☐ Areas separate from preschooler with space available for all types of activities
B. Play equipment for ***infants*** (small push toys, balls, ramps for crawling, outdoor pad or blanket) are age appropriate and consist of:	☐ Limited variety and children must take turns	☐ Some variety but children must take turns	☐ Good variety both indoors and outdoors but children must take turns	☐ Lots of variety both indoors and outdoors for children to use at the same time

C. For ***toddlers***, including those with special needs, indoor and outdoor play spaces consist of:	☐ Space only suitable for quiet play	☐ Space is available, but allows for only limited types of activities	☐ Areas separate from preschoolers that provides space for exploration and skill building	☐ Areas separate from preschooler with space available for all types of activities
D. For ***toddlers***, portable play equipment (e.g., wheeled toys, balls, hoops, ribbons) are age-appropriate and consist of:	☐ Limited variety and children must take turns	☐ Some variety but children must take turns	☐ Good variety both indoors and outdoors but children must take turns	☐ Lots of variety both indoors and outdoors for children to use at the same time
Provider Behaviors				
A. Providers engage with infants to encourage development of gross motor skills (e.g., reaching, sitting, standing, crawling, walking):	☐ Rarely or never	☐ Some of the time	☐ Most of the time	☐ All of the time
B. During toddlers' active play time, staff:	☐ Supervise play only (mostly sit or stand)	☐ Sometimes encourage children to be active	☐ Sometimes encourage children to be active and join children in active play	☐ Often encourage children to be active and join children in active play
Education				
A. Providers are provided training opportunities in physical activity for infants and toddlers (not including playground safety):	☐ Rarely or never	☐ Less than 1 time per year	☐ 1 time per year	☐ 2 times per year or more
B. Parents of infants and toddlers are offered physical activity education (e.g., special programs, newsletters, information sheets):	☐ Rarely or never	☐ Less than 1 time per year	☐ 1 time per year	☐ 2 times per year or more
Policy				
B. At our child care facility, a policy on physical activity for infant and toddlers addressing provider behaviors, education, and active play opportunities:	☐ Does not exist	☐ Is generally followed but is not written	☐ Is written, generally followed, and sometimes shared with parents	☐ Is written, available, followed, and always shared with parents

The Let's Move! Child Care Checklist Quiz is based on the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) program. Quiz development was led by Dr. Dianne S. Ward, with the assistance of her research team, including Temitope Erinosho, Christina McWilliams, Amber Vaughn, Chris Ford, and Phil Hanson; and in consultation with the Centers for Disease Control and Prevention and expert reviewers, including (in alphabetical order) the Carolina Global Breast Feeding Institute, Marsha Dowda, Sybille Kranz, Sara Switzer, Stewart Trost, and Heather Wasser.

ATTACHMENT 52

Standards for Prevention Programs: Building Success through Family Support

Developed by the New Jersey Task Force on Child Abuse and Neglect

FAMILY SUPPORT America

ATTACHMENT 52

Standards for Prevention Programs: Building Success through Family Support

© State of New Jersey, Department of Human Services, 2003

About This Book

Discussions by the New Jersey Task Force on Child Abuse and Neglect regarding the importance of preventing child abuse and the need for more prevention programs in the child welfare system led to the creation of an ad hoc Prevention Program Standards Working Group. The Task Force was interested in advocating for the support and expansion of sound prevention programs in New Jersey. However, there seemed to be a lack of understanding as to what constitutes effective prevention programs. Thus, the Prevention Subcommittee of the Task Force formed a Prevention Program Standards Working Group charged with defining standards for programs intended to prevent child maltreatment. The members of the Task Force, Prevention Subcommitte, and Standards Working Group are noted in the appendices.

The Standards Working Group reviewed the literature on effective prevention programs from multiple fields including child welfare, public health, juvenile justice, substance abuse, and mental health. Articles and books on this subject included theoretical information, research findings, and discussions of characteristics of effective programs. In order to provide a broad overview of standards rather than a critique of model programs, the working group organized the information under three headings: conceptual standards, practice standards, and administrative standards. This approach was used to provide the reader of this report with information that could be used to evaluate a variety of programs serving diverse populations. Since research and reports exist on specific program models, the working group encourages the reader to obtain additional information if he or she is interested in a particular program model. Writings on the evaluation of specific program models are included in the bibliography. The full Task Force has reviewed and endorsed this report from the Standards Working Group.

Acknowledgments

The successful completion of this report occurred with the input and hard work of a number of persons. Our gratitude and appreciation to all of the Standards Working Group members for the information and discussion they contributed. A special thanks to Chairperson Sharon Copeland, who spent many hours writing and re-writing the report, and to Susan Bremner, a member of the Task Force's Prevention Subcommittee, who contributed by editing the report once it was brought forward to the Prevention Subcommittee. Their perseverance and dedication reflect their incredible commitment to supporting healthy children, youth, and families.

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Standards for Prevention Programs: Building Success through Family Support

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ATTACHMENT 53

CENTER FOR THE STUDY OF SOCIAL POLICY'S
strengthening families
A PROTECTIVE FACTORS FRAMEWORK

strengthening families program self-assessment

STRATEGY 1: FACILITATE FRIENDSHIPS AND MUTUAL SUPPORT

Facilitate Friendships and Mutual Support	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 A comfortable space is available for families to meet informally							
2 The program helps parents set up formal and informal support mechanisms, such as phone trees, car pools, babysitting co-ops, play groups, and other age-appropriate activities							
3 The program connects families with similar interests, children's ages, and circumstances (such as those with twins, parents of infants, parents with special-needs children, or those who speak the same language)							
4 The program provides opportunities for families to socialize and foster a sense of community through:							
a) Periodic events like coffee breaks and breakfasts							
b) Celebrations, graduations, and holidays							
c) Field trips and activities							
d) Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds							
e) Affordable family activities							
f) Special programs for dads, grandparents, teen moms, and other caregivers							
5 The program encourages and provides support for parent-organized social/educational events and activities, such as:							
a) Making information available on outside activities for parents to attend together—for example, gathering at playgrounds, fun fairs, or libraries							
b) Providing supports such as space, childcare, food, or other resources so that parents can participate in activities.							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 1 (CONTINUED)

Facilitate Friendships and Mutual Support	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
6 The program offers opportunities for parents to talk with each other about:							
a) Typical challenges of parenting							
b) Stages of child development							
c) Expectations and norms about child rearing							
d) Sibling rivalry							
e) Balancing work and family							
f) Parenting practices in and across cultural and ethnic groups							
7 Program staff reach out to isolated families by:							
a) Calling, sending notes, or making home visits							
b) Inviting them to social activities							
c) Offering support with transportation, childcare, or other barriers to participation in social activities							
d) Making special efforts to connect them with other families							
e) Connecting them with resources, such as mental health consultation, that can help them explore difficulties with forming social connections							
8 The program models positive social skills and community building by:							
a) Welcoming all families							
b) Inviting all children and families to parties or social events							
c) Helping to resolve issues among families							
d) Promoting understanding of different cultures and backgrounds							

ATTACHMENT 53

strengthening families program self-assessment

STRATEGY 2: STRENGTHEN PARENTING

Strengthen Parenting	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 Information on parenting is available through:							
a) Books and videos in a resource library							
b) Parenting classes and discussion groups							
c) Regular postings on bulletin boards in public spaces							
d) Take-home materials distributed regularly to parents							
e) Opportunities for parents with similar concerns to come together and share							
f) Specific information on such issues as Shaken Baby Syndrome, SIDS, scalding, toilet training, routine preventative health care, nutrition, and sleep patterns							
2 Parenting information is available in the language spoken by families							
3 Staff are knowledgeable about:							
a) The parenting practices of different cultural and ethnic groups							
b) The parenting styles of both mothers and fathers and the strengths of each							
c) Parent-child relationships, attachment, and bonding							
d) Promoting positive relationships between children living in the same household							
4 Opportunities are created for parents to explore:							
a) Cultural/ethnic expectations and practices about parenting							
b) How they were parented							
c) New parenting practices							
d) Their relationship with their child(ren)							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 2 (CONTINUED)

Strengthen Parenting	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
5 Staff share parenting tips and discuss parenting issues with parents when:							
a) Families are arriving and departing							
b) Staff are meeting one-on-one with parents							
c) A parent appears to be frustrated or stressed and in need of support							
d) A parent appears to be having difficulty relating to or communicating with their child(ren)							
e) Child behavior or development issues arise							
6 The program offers or connects families to resources to strengthen relationships between adults, e.g., healthy marriage, communication skills for couples, parents and grandparents, co-parenting, etc.							
7 Parents are invited to visit and observe their children participating in programming, where appropriate, and talk with staff about their observations and questions							
8 Staff reinforce parental authority by:							
a) Learning about the parent's expectations and limits for their child							
b) Supporting parents' directions and /or decisions about their child							
c) Talking with parents in a respectful manner about how best to handle differences in expectations regarding children's behavior							
d) Being careful not to contradict a parent in front of his or her child or other children							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 2 (CONTINUED)

Strengthen Parenting	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
9 Staff reinforce positive parenting by:							
a) Noticing when parents are attuned to their children's needs or communicating effectively with their children							
b) Telling parents something positive about what their child has done each day							
10 Staff guide parents' observations of their children to help them recognize:							
a) Their child's unique temperament, personality, communication styles, and cues							
b) Their children's growth and development patterns							
c) Positive social skills and developmentally appropriate emotional behavior in their children							
d) Their child's independence and abilities							
e) Activities they can use at home							
11 Information is provided on regular developmental challenges, such as bed wetting, potty training, appropriate discipline, eating, sleeping, and aggression							
12 Family activities provide opportunities to strengthen bonds between parents and their children—for example, listening to each other, playing together, and cooperative games, such as "feeling charades"							
13 Physical discipline (spanking or hitting) is not allowed in the program by staff or parents							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 2 (CONTINUED)

Strengthen Parenting	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
14 When staff talk with parents about discipline, they:							
a) Explain why physical discipline is not allowed							
b) Explain why the program uses the forms of discipline it does							
c) Provide information on age- appropriate discipline and reasonable expectations							
d) Offer ideas for alternate forms of discipline and how to recognize and reinforce desired/appropriate behavior							
e) Encourage parents to discuss discipline challenges they may have at home							
15 When staff are concerned about parenting techniques or behavior, they:							
a) Proactively and respectfully reach out to parents and share their concerns about the children or about the parents' parenting practices							
b) Acknowledge young children's frustrating behavior and recognize parents' efforts							
c) Connect parents to resources and supports that may help to address the parenting issues							
d) Connect parents to other parents who can share/model positive parenting approaches							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 2 (CONTINUED)

Strengthen Parenting	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
16 For parents of children with special needs, staff:							
a) Connect parents with parenting materials and websites, support groups and play groups, and community resources specific to their children's special needs							
b) Check regularly with parents about parenting issues							
c) Are sensitive to parents' frustration, protectiveness, guilt, loss, and other related feelings, and acknowledge challenges							
d) Support parents in understanding appropriate developmental expectations for their special-needs children							
e) Check in with parents about the impact their children's special needs are having on family dynamics and parental stress							
f) Are especially supportive at the time that special needs are initially identified							
g) Provide speakers/resources for parents on topics of interest/concern							
h) Ensure that parent-child activities are appropriate for families with children with special needs							

ATTACHMENT 53

strengthening families program self-assessment

STRATEGY 3: RESPOND TO FAMILY CRISES

Respond to Family Crises	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 Staff develop personal relationships with parents by taking time to get to know them individually—listening and learning about their interests, families, current activities, and hopes and expectations for their children							
2 The message that parents can turn to staff in the event of a crisis is conveyed:							
a) Informally, in regular interactions that staff have with parents—by listening, showing concern, and sharing their own personal challenges or desires							
b) Formally through materials provided to participating families							
3 The program provides parents with information on the role of all staff members and which staff members can help them with particular issues							
4 Staff respond to family crises immediately by:							
a) Ensuring that a staff person is available at all times to help families needing crisis support							
b) Making space available for staff to meet with parents privately							
c) Ensuring that parents can talk with staff members with whom they are the most comfortable							
5 Resources are made available to families in crisis, such as money from a small emergency fund, access to meals, or transportation							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 3 (CONTINUED)

Respond to Family Crises	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
6 The program maintains up-to-date information about services in the communities, such as:							
a) Food pantries							
b) Domestic violence services							
c) Shelters							
d) Respite care for children							
e) Alcohol and substance abuse services							
f) Mental health services							
g) Economic supports							
h) Legal assistance							
7 Staff know how to respond appropriately to family crises. Staff receive training on:							
a) Maintaining confidentiality							
b) Resolving conflicts							
c) Talking to families about difficult issues							
d) Recognizing such issues as domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse, and other signs of imminent crisis							
e) Helping families make immediate and long-term plans							
f) Understanding the impact of family crises and/or loss on all family members—especially children—and how to respond appropriately							
g) Talking to parents about helping children in times of crisis							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 3 (CONTINUED)

Respond to Family Crises	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
8 If appropriate, staff mobilize other parents in the program to help out families in crisis							
9 If parents bring up issues staff feel are beyond their ability, staff can refer them to a:							
a) Supervisor							
b) Specialist with knowledge in the area							
c) Cross-disciplinary staff team							
d) Community resource							
10 Staff proactively respond to signs of parent or family distress by:							
a) Expressing their concern and offering help							
b) Offering to connect families to needed resources							
c) Making themselves available to parents if they need to talk							
d) Sharing information about a parent help-line or warm-line							
e) Being sensitive and responsive to the impact of family stress on children							
11 Staff receive support when working with families under stress through:							
a) Acknowledgement of their efforts							
b) Supported opportunities to process their own emotional reactions							
c) Access to a mental health consultant							
d) Time off if needed							

ATTACHMENT 53

strengthening families program self-assessment

STRATEGY 4: LINK FAMILIES TO SERVICES AND OPPORTUNITIES

Link Families to Services and Opportunities	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 The program develops family plans with parents that:							
a) Identify their interests, skills, needs, and goals for themselves and their children							
b) Identify services and opportunities within the program that may help them achieve their goals and use their skills and talents							
c) Identify other community resources and opportunities that may help them achieve their goals, continue their learning, and/or provide other avenues for involvement							
d) Are regularly revised and updated in conjunction with families							
e) Other:							
2 Staff and parents have access to up-to-date information about services that are available in the community that includes hours of business, fees, location, eligibility, language capacity, etc.							
3 When staff make referrals to outside services, they:							
a) Brainstorm with families about what resources would be helpful							
b) Help parents address barriers to utilizing services, such as lack of transportation or childcare, language difficulties, or fees							
c) Help them fill out paperwork that might help them access these services, for example, insurance and eligibility forms							
d) Follow up with families to see if they used the referral and ensure that they were satisfied with the services they received							
e) Try to make a personal connection between families and service providers							
f) Identify services and opportunities within the program that may help them achieve their goals and use their skills and talents							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 4 (CONTINUED)

Link Families to Services and Opportunities	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
4 The program actively builds collaborative links with other service providers in order to:							
a) Bring other services on site when possible							
b) Ease the referral process by ensuring the workers in different programs work together							
c) Share information with parents about resources							
d) Identify and fill gaps							
5 The program encourages parents to share information about community resources for families—such as toy exchanges, resale shops, play lots, family activities, and more formal services							
6 The program connects parents to opportunities that promote:							
a) Their continued growth and development							
b) Family enrichment, i.e., reading hours at the library, parent-child book groups, and cultural heritage events							
c) Healthy adult relationships and marriage							
d) Fathers' involvement with their children							
e) Enrichment activities for children							
7 The program provides information and guidance on:							
a) Transition to school for children							
b) Parents' and children's educational rights and responsibilities							
c) The importance of parents staying involved with their children's education and school							

ATTACHMENT 53

strengthening families program self-assessment

STRATEGY 5: FACILITATE CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT

Facilitate Children's Social and Emotional Development	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 The program supports children's social and emotional development with intentional practices that:							
a) Are culturally sensitive to the families it serves							
b) Encourage children to express their feelings							
c) Encourage sharing, taking turns, and cooperative play							
2 Staff receive training on:							
a) Fostering children's social and emotional development							
b) Recognizing developmental delays							
c) Recognizing behavioral / emotional problems							
d) The impact of loss or trauma on behavior							
e) Sensory awareness and integration							
3 The program introduces parents to social and emotional development by:							
a) Informing parents of the importance of supporting children's healthy social and emotional development—and its connection to success in school							
b) Helping parents understand age-appropriate social and emotional skills and behaviors							
c) Providing opportunities to discuss social and emotional issues with parents within a cultural context							
d) Encouraging parents to be aware of their children's social and emotional development							
e) Offering parents ideas on how to foster a child's social and emotional learning at home							
f) Teaching about children's social and emotional development in parenting classes and informal discussions							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 5 (CONTINUED)

Facilitate Children's Social and Emotional Development	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
4 Parents have opportunities to observe their children interacting with other children and staff in the program							
5 Staff make sure that parents understand how their child(ren)'s positive relationships with other adults positively impact their own relationship with their child(ren)							
6 Staff coach parents about how to interact effectively with their children (listening; appreciating ideas, efforts, and feelings; creating a non-threatening environment)							
7 Staff encourage children to express their feelings through words, artwork, and expressive play							
8 Staff model behavior toward children that encourages social and emotional expressiveness							
9 Staff understand and respect the relationships and attachments that children form in the program by:							
a) Providing children the opportunity to say goodbye when they are leaving the program or when staff changes occur							
b) Helping children process class and / or staffing changes							
c) Communicating any staff changes to parents							
d) Intentionally helping children enter into new settings							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 5 (CONTINUED)

Facilitate Children's Social and Emotional Development	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
10 If staff are concerned about a child's social and emotional development, they:							
a) Discuss concerns with the child's parent(s)							
b) Connect the family to resources that can support the child's social and emotional development (such as play therapy, mental health services, or parenting classes)							
c) Help the parent(s) develop strategies for addressing the issue at home							
11 Staff have access to a mental health consultant to help them:							
a) Develop positive approaches for individual children							
b) Determine what additional resources and or training they may need							
c) Talk with parents about their child(ren)'s development, needs, or challenges							

ATTACHMENT 53

strengthening families program self-assessment

STRATEGY 6: RECOGNIZE AND RESPOND TO EARLY WARNING SIGNS OF CHILD ABUSE OR NEGLECT

Recognize and Respond to Early Warning Signs of Child Abuse or Neglect	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 When parents enter the program they are informed of:							
a) Staff's status as mandatory reporters							
b) What constitutes abuse and neglect within the state							
c) The program's protocols regarding child abuse and neglect							
2 All staff are trained to recognize early signs of child abuse and neglect							
3 Staff monitor the following signs that a family may be under stress, including:							
a) Physical signs (such as bruises), acting out, distress, challenging behavior, fearful behavior, inappropriate language/behavior (such as sexual acting out), or other child symptoms							
b) Unusual parental behavior at arrival or departure times							
c) Repeated unexplained absences							
d) Repeated tardiness, late pick-ups, or missed appointments							
e) Missed payments							
f) Divorce, job loss, or other family crises							
g) Parents' acknowledgement of stress or problems							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 6 (CONTINUED)

Recognize and Respond to Early Warning Signs of Child Abuse or Neglect	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
4 When a family is experiencing extreme difficulties but there is no sign of imminent harm to the child or other family members:							
a) Staff work with the family to discuss concerns and appropriate actions							
b) At least one staff member reaches out to the family to address the issues causing concern							
c) Staff attempt to connect the family to resources that can help address the issue, including such intensive services as respite care, shelters, or emergency crisis services							
d) Staff continue to support the family and monitor the situation daily until the situation is resolved							
5 All staff are trained on the impact of loss and trauma on children and how to respond appropriately							
6 All staff are trained to follow the program's protocols for reporting child abuse and neglect							
7 Staff are oriented to the state's child welfare reporting guidelines and understand how cases are generally handled once a report is made							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 6 (CONTINUED)

Recognize and Respond to Early Warning Signs of Child Abuse or Neglect	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
8 When staff must file a child welfare report, they:							
a) Coordinate with investigative authorities to ensure that actions and interactions with the family support and do not hinder the investigation							
b) Strive to be calm, caring and supportive during the reporting process							
c) Provide fair and accurate information on the concerns that led to the child welfare report, as well as family strengths							
d) To the best of their ability, answer questions that the family may have regarding the reporting process and how the child protective services system typically responds							
e) Explain their status as mandated reporters and the goal of keeping children safe							
f) Offer to support families by answering questions, connecting them to resources they may need, and providing a listening ear and friendly advice							
9 Program staff help families find suitable respite care and/or emergency crisis services							
10 If a child is placed in custody, staff:							
a) Maintain contact with the parent							
b) Advocate for the family with the child protective services system, when possible							
c) Help the parent(s) connect with resources to help reunite them with their child							
11 The program helps families navigate the child welfare system by:							
a) Helping them get the help they need							
b) Helping maintain stability for children							
c) Collaborating with child welfare caseworkers							

ATTACHMENT 53

strengthening families program self-assessment

STRATEGY 7: VALUE AND SUPPORT PARENTS

Value and Support Parents	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 The program encourages parents to be active in making decisions about their children's education							
2 Staff recognize and affirm the central role of parents in their child's life							
3 Staff get to know parents individually and regularly inquire about what is happening in their lives							
4 Staff get to know all family members by name							
5 Parents have opportunities to volunteer and contribute to the program							
6 Parents have opportunities to share skills, talents, and cultural traditions with children and other parents							
7 Staff recognize and value parent contributions							
8 Staff are accepting and supportive of diverse family constellations, i.e. single parents, grandparents, foster parents, gay / lesbian couples, etc.							
9 Parents have regular opportunities to engage in activities in the center's physical space							
10 Parents have opportunities to participate in:							
a) Parent-only social activities							
b) Support groups							
c) Activities designed to relieve stress, such as spa days, date nights (parents' night out), or exercise classes							
d) Activities that promote healthy adult relationships, marriage, co-parenting							
e) Other:							
11 The program offers specific activities for fathers, mothers, and other family members							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 7 (CONTINUED)

Value and Support Parents	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
12 The program welcomes fathers and other male family members by:							
a) Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf							
b) Displaying positive portrayals of men and children in books, posters, and program materials							
c) Providing a diaper changing deck in the men's room							
d) Providing activities or services that are man-to-man, father-to-father							
e) Using intake forms, applications, and surveys that are gender-neutral							
f) Establishing working partnerships with a wide range of community resources that provide services to fathers							
13 Staff show that they value fathers and are sensitive to their unique needs by:							
a) Sharing responsibility for inviting and engaging fathers in programs and activities							
b) Taking part in periodic training on understanding and appreciating fathers' needs and parenting styles							
c) Understanding the needs of individual fathers, such as navigating the child support system or having multiple children with different mothers in the same program							
d) Being sensitive to barriers that limit father involvement, such as a difficult relationship with the child's mother, lack of information, and non-custodial relationship with child							
e) When possible and within the bounds of custody agreements, responding to non-custodial fathers' desire to participate in their children's lives by including them in mailings and updates about a child's progress, inviting them to activities, and responding to requests for information							
f) Encouraging fathers and male family members to engage in many aspects of the program, not only activities for fathers							

ATTACHMENT 53

PROGRAM SELF-ASSESSMENT—STRATEGY 7 (CONTINUED)

Value and Support Parents	check one box: 5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
14 Parents have opportunities to discuss how they were parented and how it affects the way they parent							
15 Parents are connected to resources that help them explore different ways of parenting, including:							
a) Parent education groups							
b) Counseling							
c) Support groups							
d) Mentors/coaches							
e) Sisterhoods/brotherhoods							
f) Faith-based activities							
g) Other							
16 Staff provide emotional support and encouragement to parents							
17 Staff do not blame parents for children's challenging behaviors							
18 Staff recognize parents' growth and efforts							
19 The program provides parents opportunities for:							
a) Personal growth—such as attending conferences or special events and collecting and sharing information of interest to other parents							
b) Leadership development							
c) Input into programmatic decisions							
d) Input into staff hiring and training							

END OF SELF-ASSESSMENT

ATTACHMENT 54

strengthening families self-assessment for family child care providers

PLEASE READ THIS INFORMATION BEFORE COMPLETING THE SELF-ASSESSMENT

When children grow and learn in loving and caring environments, they can do better in school and are more prepared for the future. Yet even the best parents need help to give their children the greatest chance at success. Home-based child care providers play an important role in protecting and caring for young children and in promoting their social and emotional development. Home-based child care providers who reach out to parents in different ways help parents to help their children grow and develop in a positive and healthy manner. Home-based child care providers who reach out to parents also help decrease the chances of child abuse and neglect in families.

The Strengthening Families Approach

The Center for the Study of Social Policy conducted extensive research that resulted in shifting the focus about child abuse and neglect prevention to *strengthening families* as a way of reaching families before a risk of child abuse or neglect occurs.

The Strengthening Families™ approach is based in the identification of five Protective Factors that reduce the likelihood of child abuse and neglect when they are present and robust in a family.

The Five Protective Factors

Parental Resilience

Parents maintain a positive attitude and have the ability to cope with, creatively solve, and bounce back from all types of life challenges.

Social Connections

Parents have a network of people, agencies, and organizations that provide emotional support and concrete assistance.

Knowledge of Parenting and Child Development

Parents understand what to expect at different stages of child development, effective parenting skills, and ways of finding help with specific developmental or behavioral problems.

Concrete Support in Times of Need

Parents have access to formal and informal services and support from social networks in times of family crisis.

Social and Emotional Competence

Parents work with children to help them learn to interact positively with others, communicate their emotions, and feel good about themselves.

strengthening families self-assessment for family child care providers

Strategies to Build the Protective Factors

All early care and education professionals—including family child care providers—can work to build the 5 protective factors in families by using the following 7 strategies:

1. Value and nurture parents
2. Facilitate friendships and mutual support
3. Strengthen parenting
4. Facilitate children's social and emotional development
5. Link families to services and opportunities
6. Respond to family crisis
7. Observe and respond to early warning signs of child abuse or neglect

The Strengthening Families Self-Assessment for Family Child Care Providers

The Strengthening Families Self-Assessment for Family Child Care Providers is written for family child care providers who want to work better with and support the parents of the children they serve. The Self-Assessment is organized around the 7 strategies listed above.

Family child care providers should use the Self-Assessment to review their current practices in order to determine which of their current practices are building the protective factors and which practices they need to work on.

All of the statements that follow describe different ways that providers can work to build the protective factors by using the 7 strategies. Respond to each statement by checking one of the following responses:

"I Do This"
"I Do Not Do This"
"I Want to Learn About the Value of Doing This."

The Self-Assessment takes 20-30 minutes to complete.

ATTACHMENT 54

strategy one:
value and support parents

Different Ways Family Child Care Providers Can Value and Support Parents	Check one box: I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1 Have a warm relationship with each parent and with other members of the child's family.				
2 Keep information about children and families confidential.				
3 Interact daily with each child's parent, such as telling parents about the child's day, emailing photos, sharing a daily activity log, and other ways.				
4 Have a place in your home where parents can sit comfortably and talk with you.				
5 Offer treats like coffee or muffins at drop-off or pick-up time.				
6 Show respect for parents' points of view.				
7 Make an effort to honor parents' special requests for their children, such as providing vegetarian meals.				
8 Encourage parents to share skills, talents, and cultural traditions in the program.				
9 Show appreciation to parents for such things as participating in the program and making timely payments.				
10 Provide opportunities for parents to participate in stress-relieving family activities such as potlucks.				
11 Provide opportunities for parents to participate in stress-relieving activities for adults only such as date nights with partner, Moms' or Dads night out, exercise classes, etc.				
12 Encourage fathers and other male family members to feel comfortable and get involved.				
13 Encourage parents to attend child development, parenting, and self-improvement conferences, workshops, and trainings, and share information with others.				
14 Encourage parents to have input into decisions about the program.				
15 Make sure that staff, or others who may help out in the family child care program, have warm relationships with the children's family members.				

strategy two:
facilitate friendships and mutual support

Different Ways Family Child Care Providers Can Facilitate Friendships and Mutual Support	Check one box: I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1 Introduce parents to each other.				
2 Provide a welcoming space for parents to talk informally with each other.				
3 Allow time for parents to interact with each other and the provider at pick-up and drop-off times.				
4 Help parents find ways to communicate with each other, such as having a family directory.				
5 Connect parents who have same-age children, similar interests, and like circumstances, such as those who speak the same language.				
6 Create opportunities for parents to get to know all the children in the group.				
7 Plan ways for parents to come together, meet new people, and enjoy a sense of community, such as:				
a Periodic events like special breakfasts, potlucks, and family fun nights.				
b Celebrations, graduations, and other child-centered programs.				
c Field trips and other outings with parents as chaperones.				
d Events for parents to share and learn about each other's home life and cultural backgrounds.				
e Fun and affordable family activities, such as going bowling or to the zoo.				
f Special programs for dads and other male family members.				
g Meet and greet gatherings for new and old families.				
8 Facilitate the discussion in a group setting so each parent has a chance to talk.				
9 Share ideas for parents to get together outside of the family child care program, such as weekend activities like going to the playground or children's birthday parties.				
10 Reach out to isolated parents in different ways, such as:				
a Making special efforts to connect them with other parents.				
b Calling, visiting their home, or sending notes.				

strategy two:
facilitate friendships and mutual support

Different Ways Family Child Care Providers Can Facilitate Friendships and Mutual Support	Check one box: I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
c Personally inviting them to social activities.				
d Helping arrange transportation or child care so they can participate in social activities.				
e Connecting them with resources such as mental health specialists who can help them explore their feelings of isolation.				
11 Model friendly behavior for parents and children by:				
a Warmly greeting parents and children at drop-off or pick-up.				
b Having children greet families upon arrival (saying "good morning") & departure (saying "bye-bye").				
c Including all children and all families in program events.				
d Encouraging parents to invite all children in the family child care home to their child's celebrations.				
e Helping to resolve issues among parents that affect the program.				
f Promoting understanding of different cultures and backgrounds among families.				
12 Read about ways to increase parent engagement in the program.				
13 Participate in educational/training opportunities about ways to engage parents in the program.				

strategy three: strengthen parenting

Different Ways Family Child Care Providers Can Strengthen Parenting	Check one box: I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1 Talk with parents about the program's child guidance practices:				
a Explain why physical punishment (spanking or hitting) is not allowed by anyone in the family child care home including parents and family members.				
b Explain why verbal punishment (yelling and name calling) is not allowed by anyone in the family child care home including parents and family members.				
c Explain the child guidance techniques you model.				
2 Model warm and responsive interactions with children.				
3 Use appropriate child guidance techniques.				
4 Learn about parents' family/cultural/ethnic expectations and practices about parenting.				
5 Provide parenting information in the primary language spoken by parents.				
6 Discuss parenting and child development issues whenever a parent asks for information or it appears that a parent needs support.				
7 Discuss parenting and child development issues in a non-judgmental way.				
8 Share information on parenting and child development issues through:				
a Books/brochures/handouts/websites in a parent resource library.				
b Opportunities for parents with similar concerns to come together and share ideas and information.				
c Regular postings on bulletin boards and other ways, such as newsletters.				
d Take home materials.				
9 Provide opportunities for parents to learn about each others' cultural/ethnic parenting practices.				
10 Encourage parents to observe the family child care program.				
11 Encourage parents to discuss guidance challenges they may have at home.				
12 Provide information about:				
a Age appropriate expectations for the child's behavior.				

strategy three: strengthen parenting

Different Ways Family Child Care Providers Can Facilitate Friendships and Mutual Support (Check one box)	I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
b Recognizing and reinforcing desired/appropriate behavior.				
c Alternate ways to respond to undesirable/inappropriate behavior.				
d Ways parents can encourage children to express their feelings appropriately at home.				
e Ways parents can encourage children to practice positive social skills at home.				
13 If concerned about a parent's parenting skills:				
a Reach out to the parent in a respectful way and share concerns about the child or about the parent's parenting practices.				
b Acknowledge that children's behavior can be frustrating and acknowledge parents' efforts to manage the child's behavior.				
c Acknowledge the parent's desire and effort to become a better parent.				
d Connect the parent to resources and supports that may help to address the parenting issues.				
e Connect the parent to other parents who can share or model positive parenting approaches.				

strategy four:
facilitate children's social and emotional development

	Different Ways Family Child Care Providers Can Facilitate Children's Social and Emotional Development	Check one box: I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1	Recognize children's feelings, name them, and use teaching aids like books and puppets to help children understand feelings.				
2	Model how to express emotions appropriately, problem solve with words, and treat others with respect and kindness.				
3	Encourage children to express their feelings through words, artwork, expressive play, and actions.				
4	Encourage children to observe and listen to the feelings of others.				
5	Help children to name their feelings and problem solve using words.				
6	Encourage children to form friendships, engage in cooperative play, use polite language and manners, and respect differences in others.				
7	Encourage parents to observe their child interacting with other children in the family child care program.				
8	Help parents understand their child's social and emotional development by:				
	a Informing parents of the meaning of social and emotional development.				
	b Informing parents of the importance of children's social and emotional development.				
	c Providing parents opportunities to discuss social and emotional issues within a cultural context.				
	d Giving parents ideas on how to promote their child's social and emotional learning at home.				
9	If concerned about a child's social and emotional development:				
	a Reach out to the parent in a respectful way and share concerns about the child's social and emotional development.				
	b Connect the parent to resources that can support the child's social and emotional development, such as play therapy and mental health services.				
	c Help the parent problem solve about how to address the issue at home.				
	d Connect a parent to other parents who can share and model positive parenting approaches.				

strategy four:
facilitate children's social and emotional development

Different Ways Family Child Care Providers Can Facilitate Children's Social and Emotional Development	Check one box: I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
10 Read about ways to promote children's social and emotional development.				
11 Participate in training opportunities about ways to promote children's social and emotional development.				

strategy five:
link families to services and opportunities

Different Ways Family Child Care Providers Can Link Families to Services and Opportunities	Check one box: I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1 Talk with parents about:				
a Their interests, skills, needs, and goals for themselves and their children.				
b Opportunities in the family child care program that may help them achieve their goals and use their skills and talents.				
c Other resources, websites, parents, and community opportunities that may help them continue to achieve their goals				
2 Encourage parents to share information about community resources with each other, such as toy exchanges, resale shops, playgrounds, and family activities.				
3 Provide access to up-to-date information about various resources and services that are available in the community.				
4 If there is a need to make referrals to outside services:				
a Brainstorm with parents about what resources would be helpful.				
b Follow-up with parents to see if they used the referral and, if so, were they happy with the services.				
c Make a personal connection between the family and the other service provider, if possible.				
5 If parents did not use the referral, help address barriers to following-up on services, such as transportation, language, child care, fees, and nervousness.				
6 Contact community service providers in order to:				
a Bring other services to the family child care home when possible.				
b Ease the referral process.				
a Share information with parents about resources.				
b Talk about ways to better work with agencies and access services.				

strategy six:
respond to family crises

Different Ways Family Child Care Providers Can Respond to Family Crises	Check one box: I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1 Develop a personal relationship with each parent by taking time to get to know them individually; listening to the parent; providing encouragement and support in a non-judgmental way; respecting confidentiality; and building trust.				
2 Let parents know that they can turn to you in times of crisis in the following ways:				
a By listening, showing concern, sharing some of your own personal challenges or desires.				
b By sharing materials and policies when families enroll in the program.				
c By considering reducing tuition or allowing for a delayed payment, if a parent is experiencing a financial crisis				
3 If appropriate, mobilize other parents in the program to help a family when a crisis occurs.				
4 Respond proactively to signs of parent or family distress by:				
a Expressing your concern and offering help.				
b Making yourself available to the parent if they need to talk.				
c Helping families make immediate and long-term plans.				
d Offering to connect the family to needed resources including parent help lines or other parents who have experienced a similar crisis.				
5 Maintain resource and referral linkages to crisis services such as:				
a Food pantries				
b Domestic violence services				
c Shelters				
d Respite care for children				
e Alcohol and substance abuse services				
f Mental health services				
g Economic supports				
h Legal assistance				

strategy six:
respond to family crises

Different Ways Family Child Care Providers Can Respond to Family Crises	Check one box: I Do This	I Do Not Do This	I Want to Learn About the Value of Doing	Comments
6 Respond to family crises as soon as possible by:				
a Problem solving with the family about immediate needs and options.				
b Calling on other parents, family members, emergency contacts, or others to step in at the family child care home or to help address the family's needs directly.				
c Helping the family access appropriate community support services.				
7 Participate in training opportunities about ways to respond to families in crisis.				
8 Provide training to staff or family members who assist in the program so they know how to respond appropriately to family crises. Training is provided on issues such as:				
a Maintaining confidentiality.				
b Resolving conflicts.				
c Talking to families about difficult issues.				
d Recognizing problems such as domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse, and other signs of imminent crisis.				
e Helping families make immediate and long-term plans.				
f Referring an issue to the family child care provider if a parent has a concern that a family or staff member feels is beyond their ability to handle.				

strategy seven:
observe and respond to early warning signs of abuse or neglect

Different Ways Family Child Care Providers Can Observe and Respond to Warning Signs of Child Abuse and Neglect	Check one box: I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1 Look for the following signs that a family may be under stress:				
a Child behavior such as acting out, distress, or challenging behaviors,				
b Unusual parental behavior at pick-up or drop-off.				
c Repeated unexplained absences.				
d Repeated unusual late pick-ups.				
e More missed payments than usual.				
f Divorce, job loss, or other family crises.				
g Parents acknowledge or show signs of stress.				
2 Observe how parents treat and talk with their child and the child's behavior around parents.				
3 Observe how children are dressed, how clean they are, if they are hungry, or if they are over-tired.				
4 Notice bruises and cuts on children and ask them how they got the bruises and cuts.				
5 Notice bruises and cuts on the children and ask the parents about them.				
6 Be aware of the state regulations regarding mandated reporters.				
7 Have a plan regarding how to report child abuse and neglect.				
8 Know how cases are generally handled once a report is made.				
9 When they enroll a child, inform all parents--verbally and in writing--about your status as a mandated reporter and the plan regarding handling suspected cases of child abuse and neglect.				
10 If a child protective services report needs to be made:				
a Notify parents that a report is being made, if possible.				
b Explain your status as a mandated reporter.				
c Explain the reporting process to the family and what they can expect in terms of a response from the agency.				

strategy seven:
observe and respond to early warning signs of abuse or neglect

Different Ways Family Child Care Providers Can Observe and Respond to Warning Signs of Child Abuse and Neglect	Check one box: I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
d Try to be caring and supportive to parents during the reporting process.				
e Act as an advocate for families with the child protective services system.				
11 If a report does not need to be made or if the report ends up unsubstantiated, help find suitable respite care, emergency crisis services, home visiting, or educational supports for the family.				
12 If a child is placed in custody:				
a Maintain contact with the parent.				
b Advocate with the child welfare department if possible.				
c Help the parent connect with resources that will help them to get their child back.				
13 Read about child abuse and neglect prevention.				
14 Participate in training opportunities about child abuse and neglect prevention and mandated reporting.				

Learning objectives for Chapter 1: Family Development: A sustainable route to healthy self-reliance[5]

Reading this chapter and participating in this course will help you:

A. Understand how to help families restore their sense of healthy self-reliance.

B. Explain ways the "providing services" orientation limits families and workers.

C. Describe why using the term "family development" is more empowering for families than "case management."

D. Discuss the core principles underlying the Family Development approach.

E. Explain the seven steps of family development and the seven roles of family development workers.

F. Discuss the difference between the deficit and family development approaches.

G. Assist families to develop a plan for achieving a major goal of health self-reliance with the Family Development Plan.

H. Learn about other national strengths-based family support programs and organizations.

I. Work respectfully with families with a variety of family forms.

J. Focus family development by offering your unique strengths and fulfilling your own bone-deep longing to make an important contribution to your family, community, and the world.

[5]Used with permission from *Empowerment Skills for Family Workers: A Worker Handbook*, by Claire Forest, Cornell Univeristy, 2003.

Learning objectives for Chapter 2: Communicating with skill and heart[2]

Reading the chapter and participating in this course will help you:

A. Explain why effective communication takes both "skill and heart."

B. Build empathy with others by appropriately sharing something of your own life with the families you work with.

C. Develop more attention to nonverbal communication messages you receive and send others.

D. Understand how mutual respect and assertiveness is a way out of the submission-aggression communication loop.

E. Create a listening atmosphere using communication "helpers", avoiding communication "blockers", and reflecting back what you've heard.

F. Learn how to say what you mean clearly and respectfully.

G. Use skillful listening and speaking skills to resolve conflict.

H. Handle blame and criticism.

I. Confront people constructively when needed.

J. Communicate about "hot topics" such as sexuality, domestic violence and substance abuse.

K. Work skillfully with families with language barriers or low levels of literacy.

[2]Used with permission from *Empowerment Skills for Family Workers: A Worker Handbook* by Claire Forest, Cornell University, 2003.

Learning objectives for Chapter 3: Taking good care of yourself [5]

Reading the chapter and participating in this course will help you:

A. Clarify your personal vision for your work.

B. Describe the benefits of increased awareness and mindfulness in your life.

C. Learn about research on mindfulness-based stress reduction.

D. Use simple exercises for mindfulness-based stress reduction.

E. Incorporate natural ways to practice mindfulness-based stress reduction at work.

F. Learn how to create a support system.

G. Create a healthy support system for yourself.

H. Design a personal stress reduction and wellness program

I. Understand how to balance work and family life as a family development worker.

[5]Used with permission from *Empowerment Skills for Family Workers: A Worker Handbook* by Claire Forest, Cornell University, 2003.

Learning objectives for Chapter 4: Diversity[4]

Reading the chapter and participating in the course will help you:

A. Explain how "culture" is defined in family development.

B. Realize why an understanding of diversity and oppression is important to family development work.

C. Discuss why cultural competence is an important skill of family development work.

D. Learn skills for respectful cross-cultural communication with families and your work with interpreters.

E. Understand how language affects family dynamics and why some cultural groups are reluctant to take "help" when it has hurt them in the past.

F. Learn how displacement and immigration have shaped the experiences of African American, Native American, Hispanic American, and Asian American families in our country.

G. Describe five major barriers to cultural competence and their impact on growth and change for individuals and cultural groups.

H. Reflect on the limitations of "diversity" training to make long-term institutional changes that support cultural competence.

I. Appreciate aspects of your own cultural identity and learn ways to become more acquainted with your own culture.

J. Describe ways that most people learn about culture and consider new ways to expand your understanding of, and sensitivity to, other cultures.

K. Offer ways that your agency can develop and strengthen multicultural competence with families and the community.

[4]Used with permission from *Empowerment Skills for Family Workers: A Worker Handbook* by Claire Forest, Cornell University, 2003.

Learning objectives for Chapter 5: Strengths-based assessment [3]

Reading this chapter and participating in this course will help you:

A. Understand what assessment is and why agencies still use deficit-oriented assessment.

B. Apply these seven principles of strengths-based assessment in your work:

1. Assessment, like family development, is an ongoing process.

2. Focus on the family's strengths, current situation, and future goals.

3. Effective assessment is family-driven, not agency-centered.

4. Assessment with families is much more effective than assessment of or for families.

5. Collect only the information you really need.

6. Assessment must be respectful and culturally appropriate to the family you are working with.

7. There are sometimes good reasons to use standardized assessment. Yet often, particular families benefit more from an individualized assessment.

C. Protect families' information and privacy and know what the three exceptions to confidentiality are.

D. Know when to offer the Family Circles Assessment to families to help them identify the strengths, supports, and stressors that affect their ability to reach their goals.

E. Work with your agency to review, and if needed adapt, its assessment forms to support family development.

[3]Used with permission from *Empowerment Skills for Family Workers: A Worker Handbook* by Claire Forest, Cornell University, 2003.

Learning objectives for Chapter 6: Helping families set and reach their own goals[4]

Reading the chapter and participating in the course will help you:

A. Learn ways to establish and build relationships with families based on mutual respect and trust.

B. Practice the following techniques to help families identify their strengths and restore their natural ability to envision:
   - turn negatives into strengths.
   - develop "peripheral vision."
   - use The Miracle Method.
   - offer to help develop a Family Development Plan with a family.

C. Set healthy boundaries and roles in relationships so families won't become dependent on you.

D. Know when and how to end a relationship in a way that supports ongoing family development.

[4]Used with permission from *Empowerment Skills for Family Workers: A Worker Handbook* by Claire Forest, Cornell University, 2003.

Learning objectives for Chapter 7: Helping families access specialized services[3]

Reading this chapter and participating in this course will help you:

A. Understand your role as a family worker in helping families access specialized services.

B. Offer accurate referrals to services and programs using the Family Resource Form.

C. Discuss the possible need for specialized services with families in a respectful and supportive way.

D. Learn steps to make referrals and follow through that will help families access specialized services.

E. Support family members through the initial steps of using a specialized service.

F. Help families recognize the need for specialized services in the following areas:
   - Developmental disabilities and specialized learning needs
   - Common mental health problems
   - Domestic violence (including child abuse and elder abuse)
   - Alcohol and drug dependency
   - Limited literacy

G. Gather information about commonly needed services provided by other agencies.

H. Work skillfully with families who have many complex problems.

[3]Used with permission from *Empowerment Skills for Family Workers: A Worker Handbook* by Claire Forest, Cornell University, 2003.

Learning objectives for Chapter 8: Home Visiting[4]

Reading the chapter and participating in this course will help you:

A. Describe the advantages of home visiting for families.

B. Use the family development approach in making effective home visits.

C. Build a mutually respectful relationship with families during unannounced and first-time home visits.

D. Establish a positive and clear purpose for home visits.

E. Take practical steps to increase your safety when making home visits.

F. Handle the practical challenges of home visiting.

G. Use a family development approach for home visits in child protection or other domestic violence situations.

H. Keep ongoing visits productive using the Family Development Plan to focus on the family's goals.

[4]Used with permission from *Empowerment Skills for Family Workers: A Worker Handbook* by Claire Forest, Cornell University, 2003.

Learning objectives for Chapter 9 Facilitation Skills: Family conferences, support groups, and community meetings[5]

Reading this chapter and participating in this course will help you:

A. Learn how family workers can foster supportive communities.

B. Help families identify and strengthen their informal support networks.

C. Understand the purpose and benefits of support and advocacy groups.

D. Use the Family Group Conference model to help families make important decisions in their lives.

E. Learn facilitation skills that are crucial to successful family conferences, support groups, and community meetings.

F. Handle difficult behaviors in groups with confidence.

G. Teach leadership and facilitation skills to family members so they can facilitate their own meetings.

[5]Used with permission from *Empowerment Skills for Family Workers: A Worker Handbook* by Claire Forest, Cornell University, 2003.

Learning objectives for Chapter 10: Collaboration

Reading the chapter and participating in this course will help you:

A. Understand why collaboration is often one of the most challenging aspects of family development work.

B. Discuss ways to build respectful relationships with community service partners.

C. Explain the differences between coordination, cooperation, and collaboration in family development work.

D. Describe the different levels of collaboration most often used in family development work.

E. Use the "keys to successful collaboration" to build successful interagency partnerships.

F. Recognize common pitfalls of collaboration and know how to turn them into advantages.

G. Understand how agency, state, and national policies affect families and your ability to help them.

H. Learn how interagency training can promote interagency collaboration.

ATTACHMENT 55

Empowerment Skills for Family Workers Instructor's Manual

Chapter	Time
1. Family Development: A Sustainable Route to Healthy Self-Reliance	11 hours
2. Communicating with Skill and Heart	8 hours
3. Taking Good Care of Yourself	10 hours
4. Diversity	12 hours
5. Strengths-based Assessment	8 hours
6. Helping Families Set and Reach Goals	6 hours
7. Helping Families Access Specialized Services	9 hours
8. Home Visiting	7 hours
9. Facilitation Skills: Family Conferences, Support Groups and Community Meetings	10 hours
10. Collaboration	9 hours
Total time	90 hours

ATTACHMENT 56

inspira HEALTH NETWORK

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September 26, 2013

The Honorable Christopher D. Cerf
Commissioner
New Jersey Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

I am pleased to submit this letter of commitment from INSPIRA Health Network to the State of NJ Department of Education (DOE) for your application to the US Department of Education for the NJ Race to the Top Early Learning Challenge.

INSPIRA Health Network is the designated lead for the parent-led Cumberland County Council for Young Children (CCCYC) funded by the New Jersey Council for Young Children and the New Jersey Department of Children and Families' (DCF). The CCCYC is a place where parents can come together as active community partners to share and learn about issues that affect the health, education and well-being of their children, AND, offer ideas, opinions and solutions for ways to build stronger connections for children and families. The goals of the CCCYC are to ensure policies and services are meeting the needs of families in Cumberland County, to ensure the children of Cumberland County are ready for school and will sustain development and learning gains and to engage parents and stakeholders as New Jersey's tiered quality rating system is implemented.

The Cumberland County Council for Young Children currently has over twenty active parents/guardians, community based organizations, school district personnel, Head Start and other interested stakeholders. Monthly meetings are held at locations throughout the county, with day and evening sessions. Participants are provided information from community agencies (transportation providers, school districts, etc); an opportunity to share successes and concerns on areas identified as areas of need (such as being able to receive an evaluation for their child)and have selected to work on subcommittees focusing on the parent identified need areas: transportation, education, health, community resources and events. The Council also has a Steering committees which has developed a parent need assessment, will review results of this assessment when it is returned, and identify presenters for future meetings. The steering committee meets regularly.

Inspira's IMPACT program provides multiple services to infants, young children and families. Services include: 1) two Family Success Centers that provide parents with the supports needed to promote family success and allow families to advocate for the needs

ATTACHMENT 56

inspira HEALTH NETWORK

of their children and themselves; 2) Triple P Positive Parenting program for parents/caregivers of children birth to age 5. This evidenced based, parent education program provides parents with the necessary skills to implement positive discipline and reduce child abuse and neglect; 3) Parent Linking Program in Cumberland County- provides child care, health education, social services and other supports to teen parents who attend High School in Vineland, NJ, allowing the teen to graduate, learn about child development, reduce abuse and deter a repeat pregnancy; 4) An accredited Child Care Center in Vineland. 5) nursing services to the preschool providers that contract with Vineland Public Schools. 6) Family Outreach Program provides the support of Masters Level Social Workers to the Family Workers employed by the school district contracted preschools in Bridgeton, Millville and Vineland.

For this Race to the Top Early Learning Challenge, INSPIRA Health Network will be an active partner in the NJ's high quality early learning state Plan as we serve a model for the expansion of County Councils for meaningful family engagement.

Sincerely,

(b)(6)

ATTACHMENT 57

STATE OF NEW JERSEY
DEPARTMENT OF CHILDREN AND FAMILIES

REQUEST FOR PROPOSALS

FOR THE

Cumberland County Council for Young Children

Funding of $65,000 Available

for Current DCF Contracted Agencies

There will be a Non Mandatory Telephone Bidders Conference for this RFP on Tuesday, March 26, 2013 at 2 PM

Please email dcfaskrfp@dcf.state.nj.us for information about the call

(We strongly encourage you to participate in this call)

Allison Blake, PhD., L.S.W.

Commissioner

Date : March 19, 2013

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Funding Agency
State of New Jersey
Department of Children and Families
50 East State Street, 5th Floor
Trenton, New Jersey 08625-0717

Special Notice:
There will be a Telephone Bidders Conference for this RFP on Tuesday, March 26, 2013 at 2:00 PM.

Questions will be accepted in advance of the Telephone Bidder's Conference by providing them via email to DCFASKRFP@dcf.state.nj.us.

Section I – General Information

A. Purpose:

The New Jersey Department of Children and Families' (DCF) Division of Family and Community Partnerships (FCP) announces the availability of a $65,000 grant to establish the Cumberland County Council for Young Children (CCCYC). Support for this pilot project is provided in collaboration with the New Jersey Council for Young Children (NJCYC), as well as the Community Based Child Abuse Prevention Fund (CBCAP).

The overarching goal for this initiative is that *Cumberland County will become a strong and successful community with active input from parents and other interested community members*. The CCCYC will create an environment where parents and other community members[1] in Cumberland County come together as active partners to share and learn about issues that affect the health, education and well-being of their children, AND, participants offer ideas, opinions and solutions for ways to build stronger connections for children and families.

Specific objectives are as follows:
a) Local parents and other community partners will help to identify issues and concerns that affect infants, young children and families from pregnancy/birth through early childhood (to 3rd grade).
b) State and local policies, services, and practices will become more responsive to the needs of families in Cumberland County.
c) Children, parents and families of Cumberland County will have a positive transition to pre-school, kindergarten and elementary school, and will be successful learners throughout their education.

[1] Community members are defined in broad terms to include—mothers, fathers, grandparents, families, local leaders, health and social service providers, childcare and Head Start workers, school staff, faith organizations, and other stakeholders—who live, work, and care about the children of Cumberland County.

B. Background:

The Department of Children and Families is charged with serving and safeguarding the most vulnerable children and families in the State and ensuring that service delivery is directed towards their safety, protection, permanency and well-being.

DCF is one of five New Jersey state departments that serve as ex officio members of the New Jersey Council for Young Children (NJCYC). Other state departments include: Education, Human Services, Health, and Labor and Workforce Development. The NJCYC was established by Executive Order on January 8, 2010 to serve as the State Advisory Council for Early Care and Education (authorized under the Improving Head Start for School Readiness Act of 2007).

The state-level NJCYC is proposing key strategies to engage families, parents, community leaders, school districts and other state and local partners that care about the well-being of infants and young children—with particular attention to children/families in underrepresented and special populations. One of these strategies is the development of a parent-led countywide council for young children. New Jersey's expectation is that these councils will be an important vehicle to help us reach our ultimate goal of ensuring that children are ready for school and will sustain development and learning gains.

The work of this pilot project in Cumberland County is designated as a priority in *New Jersey's Strategic Plan for Early Education and Care* http://www.state.nj.us/education/ece/njcyc/reports/2012StrategicPlan.pdf. Selected state-level planning activities of the NJCYC are delegated to workgroups or committees. For this project, the Coordinated and Targeted Outreach Committee of the NJCYC is charged with: a) identifying and improving services for infants, young children, and families by coordinating outreach efforts across state agencies, school districts, and community and faith based organizations; and b) finding more meaningful ways to engage families in decision-making roles around their children's education and care. Feedback from the parent led County Council will inform adjustments to state policies and practices that affect families from pregnancy to age eight. In addition, this local council will provide input into the development and implementation of the Grow NJ quality improvement rating system for child care providers.

The selection of Cumberland County for the pilot is based upon recently completed perinatal and early childhood needs assessment data. According to the U.S. 2010 Census, 156,898 people live in Cumberland County. Of these, 10,832 (6.9%) are children under the age of 5; and 10,363 (6.6%) are 5 to 9 years of age. The racial and ethnic composition of the Cumberland County population is diverse—27% Hispanic (Mexican-33%; Puerto Rican-54%; and Other Latino Origin-12%); 22% Black or African American; and 63% White.

In a recent needs assessment conducted by the New Jersey Department of Health and DCF for the federal home visiting grant, Cumberland County was identified as the county with the greatest needs in New Jersey. This study reviewed multiple indicators—pregnancy/birth outcomes, poverty, high school graduation, child protection, domestic violence, and crime.

C. Services to be Funded:

The lead agency for this initiative will provide oversight and support for the development, planning and operation of the Cumberland County Council for Young Children, including the organizational structure of a Steering Committee, and other committees or workgroups that may be needed to support the work of the council. The lead agency for the CCCYC will appoint a project coordinator(s) to work collaboratively with local stakeholders—parents, families and community organizations—and will oversee the day-to-day work of the Cumberland County Council for Young Children. At a minimum, the work of the lead agency will include:

- Build strong relationships with parents, families and other community stakeholders in Cumberland County.
- Ensure stakeholder investment and participation in County Council, and/or related workgroups/activities—conduct outreach and make personal visits, when necessary.
- Assess and address parents' leadership training needs.
- Be a knowledgeable resource for parent-child health, family support, and early childhood education services; and facilitate connections.
- Facilitate the process to develop a CCCYC Early Childhood Plan in collaboration with local stakeholders, and in consultation with other state or regional partners.
- Establish a project timeline to ensure that key tasks are identified, assigned and addressed/completed. Provide regular status reports, updates and revisions, as needed.
- Review and assess the progress of the County Council in reaching goals, performance targets, and benchmarks.
- Prepare bi-monthly reports and updates to the CCCYC Steering Committee and general members.
- Communicate with the designated state-level contact in the DCF-FCP.
- Communicate with the New Jersey Council for Young Children and attend meetings, as needed.

Note: Job functions for the project coordinator are included in Exhibit 1.

While working with the family and community agencies the lead agency and program coordinator will embrace and implement the Principles of Family Support as demonstrated in *The Standards for Prevention Programs: Building Success through Family Support* -- found online at
http://www.state.nj.us/dcf/documents/about/commissions/njtfcan/StandardsPrevention.pdf

The lead agency and staff will also be knowledgeable about how the *Strengthening Families Protective Factors Framework* is integrated into the work of the local council. The five protective factors are: 1) Nurturing and Attachment / Social-Emotional Well Being of Children; 2) Knowledge of Parenting and Child Development; 3) Parental Resilience; 4) Social Connections; and 5) Concrete Supports in Times of Need. Research shows that strategies that promote these five factors result in a lower incidence of child abuse and neglect. Information on the protective factors is available at the Center for the Study of Social

Policy website -- http://www.cssp.org/reform/strengthening-families/basic-one-pagers/Strengthening-Families-Protective-Factors.pdf

DCF will provide oversight and guidance to any recipients of CBCAP funding to ensure that grantees meet federal regulations, and key program elements and practices as described in the Child Abuse Prevention and Treatment Act (CAPTA).

All applicants are advised that any software purchased in connection with the proposed project must receive prior approval by the New Jersey Office of Information Technology.

Applicants are also advised that any data collected or maintained through the implementation of the proposed program shall remain the property of DCF.

Organ and Tissue Donation: As defined in section 2 of P.L. 2012, c. 4 (N.J.S.A.52:32-33), contractors are encouraged to notify their employees, through information and materials or through an organ and tissue awareness program, of organ donation options. The information provided to employees shall be prepared in collaboration with the organ procurement organizations designated pursuant to 42 U.S.C. §1320b-8 to serve in this State.

D. Funding Information:

The Department will allocate $65,000 for start-up and implementation of this initiative. It is important to note that this is designated as one-time, 12-month funding. Continuation funding is not committed at this time, and is contingent upon the availability of funds in future fiscal years.

Only one proposal will be funded to select a local lead agency for this pilot project. Because of the need to start quickly and complete the pilot by 5/31/2014, **applications will only be accepted from agencies that have an active presence in Cumberland County and that have a current contract with DCF for services.**

The funding period for this program is: June 1, 2013 to May 31, 2014.

Matching funds are not required.

Start-up costs are permitted. Applicants must provide a justification and detailed summary of all expenses that must be met in order to begin program operations.

Proposals that demonstrate the leveraging of other financial resources are encouraged and will receive additional consideration in the proposal review process

Funds awarded under this program may not be used to supplant or duplicate existing funding.

Any expenses incurred prior to the effective date of the contract will not be reimbursed by DCF.

E. Applicant Eligibility Requirements:

1. Applicants must be for profit or not for profit corporations that are duly registered to conduct business within the State of New Jersey.
2. Applicants must be in good standing with all State and Federal agencies with which they have an existing grant or contractual relationship.
3. Applicants may not be suspended, terminated or barred for deficiencies in performance of any award, and if applicable, all past issues must be resolved as demonstrated by written documentation.
4. Applicants that are presently under contract with DCF must be in compliance with the terms and conditions of their contract.
5. Where appropriate, all applicants must hold current State licenses.
6. Applicants that are not governmental entities must have a governing body that provides oversight as is legally required.
7. Applicants must have the capability to uphold all administrative and operating standards as outlined in this document.
8. Only currently DCF contracted agencies with an active presence in Cumberland County may apply to be a designated lead agency.
9. Applicants must comply with the requirements of N.J.S.A. 10:5-31 et seq. and N.J.A.C. 17:27, the State Affirmative Action policy.
10. All applicants must have a Data Universal Numbering System (DUNS) number. To acquire a DUNS number, contact the dedicated toll-free DUNS number request line at 1-866-705-5711 or inquire on-line at www.dnb.com
11. Any fiscally viable entity that meets the eligibility requirements, terms and conditions of the RFP, and the contracting rules and regulations set forth in the DCF Contract Policy and Information Manual (N.J.A.C. 10:3) may submit an application.

F. RFP Schedule:

March 19, 2013	**Notice of Availability of Funds/RFP publication**
March 19th to 25th	**Period for Email Questions sent to DCFASKRFP@dcf.state.nj.us**
March 26, 2013	**Telephone Bidders Conference at 2:00PM**
April 24, 2013	**Deadline for Receipt of Proposals by 12:00PM**

All proposals must be received by 12:00 PM on or before April 24, 2013. Proposals received after 12:00 PM on April 24, 2013 will **not** be considered. Applicants should submit **one (1) signed original** and **one CD ROM**, including a signed cover letter of transmittal as indicated below.

Proposals must be delivered either:

1) In person to:

Catherine Schafer, Director of Grants Management, Auditing and Records
Department of Children and Families
101 South Broad Street, 7th Floor
Trenton, New Jersey 08625

Please allow time for the elevator and access through the security guard. Applicants submitting proposals in person or by commercial carrier should submit **one (1) signed original** and **one CD ROM** with all documents including a signed cover letter of transmittal.

2) Commercial Carrier (hand delivery, federal express or UPS) to:

Catherine Schafer, Director of Grants Management, Auditing and Records
Department of Children and Families
101 South Broad Street, 7th Floor
Trenton, New Jersey 08625

Applicants submitting proposals in person or by commercial carrier should submit **one (1) signed original** and **one CD ROM** with all documents including a signed cover letter of transmittal.

3) Online- https://ftpw.dhs.state.nj.us

DCF offers the alternative for our bidders to submit proposals electronically to the web address above. Online training is available at the bidder's conference and on our website at: www.nj.gov/dcf/providers/notices/

We recommend that you do not wait until the date of delivery in case there are technical difficulties during your submission. Only a registered Authorized Organization Representative (AOR) or the designated alternate is eligible to send in a submission. Registration forms are available on our website. Registered AOR forms must be received 5 business days prior to the date the bid is due. You need to register only if you are submitting a proposal online.

G. Administration:

1. Screening for Eligibility, Conformity and Completeness

DCF will screen proposals for eligibility and conformity with the specifications set forth in this RFP. A preliminary review will be conducted to determine whether the application is eligible for evaluation or immediate rejection.

The following criteria will be considered, where applicable, as part of the preliminary screening process:

a. The application was received prior to the stated deadline
b. The application is signed and authorized by the applicant's Chief Executive Officer or equivalent
c. The applicant attended the Bidders Conference (if required)
d. The application is complete in its entirety, including all required attachments and appendices
e. The application conforms to the specifications set forth in the RFP

Upon completion of the initial screening, proposals meeting the requirements of the RFP will be distributed to the Proposal Evaluation Committee for its review and recommendations. Failure to meet the criteria outlined above, or the submission of incomplete or non-responsive applications constitutes grounds for immediate rejection of the proposal if such absence affects the ability of the committee to fairly judge the application.

In order for a bid to be considered for award, at least one representative of the Bidder must have been present at the Bidders Conference commencing at the time and in the place specified below. Failure to attend the Bidders Conference will result in automatic bid rejection.

2. Proposal Review Process

DCF will convene a Proposal Evaluation Committee in accordance with existing regulation and policy. The Committee will review each application in accordance with the established criteria outlined in Section II of this document. All reviewers, voting and advisory, will complete a conflict of interest form. Those individuals with conflicts or the appearance of a conflict will be disqualified from participation in the review process. The voting members of the Proposal Evaluation Committee will review proposals, deliberate as a group, and then independently score applications to determine the final funding decisions.

The Department reserves the right to request that applicants present their proposal in person for final scoring. In the event of a tie in the scoring by the Committee, the bidders that are the subject of the tie will provide a presentation of their proposal to the evaluation committee. The evaluation committee will request specific information and/or specific

questions to be answered during a presentation by the provider and a brief time-constrained presentation. The presentation will be scored out of 50 possible points, based on the following criteria and the highest score will be recommended for approval as the winning bidder.

Requested information was covered-	10 Points
Approach to the contract and program design was thoroughly and clearly explained and was consistent with the RFP requirements-	20 Points
Background of organization and staffing explained-	10 Points
Speakers were knowledgeable about topic-	5 Points
Speakers responded well to questions -	5 Points

The Department also reserves the right to reject any and all proposals when circumstances indicate that it is in its best interest to do so. The Department's best interests in this context include, but are not limited to: State loss of funding for the contract; the inability of the applicant to provide adequate services; the applicant's lack of good standing with the Department, and any indication, including solely an allegation, of misrepresentation of information and/or non-compliance with any State of New Jersey contracts, policies and procedures, or State and/or Federal laws and regulations.

All applicants will be notified in writing of the Department's intent to award a contract.

H. Appeals:

An appeal of the selection process will be heard only if it is alleged that the Department has violated a statutory or regulatory provision in awarding the grant. An appeal will not be heard based upon a challenge to the evaluation of a proposal. Applicants may appeal by submitting a written request to

Office of Legal Affairs
Contract Appeals
50 East State Street 4th Floor
Trenton NJ 08625

no later than five (5) calendar days following receipt of the notification or by the deadline posted in this announcement.

I. Post Award Review:

As a courtesy, DCF may offer unsuccessful applicants an opportunity to review the Evaluation Committee's rating of their individual proposals. All Post Award Reviews will be conducted by appointment.

Applicants may request a Post Award Review by contacting: DCFASKRFP@dcf.state.nj.us

Post Award Reviews will not be conducted after six months from the date of issuance of this RFP.

J. Post Award Requirements:

Selected applicants will be required to comply with the terms and conditions of the Department of Children and Families' contracting rules and regulations as set forth in the Standard Language Document, the Contract Reimbursement Manual and the Contract Policy and Information Manual. Applicants may review these items via the Internet at www.nj.gov/dcf/providers/contracting/manuals

Selected applicants will also be required to comply with all applicable State and Federal laws and statutes, assurances, certifications and regulations regarding funding.

Upon receipt of the award announcement, and where appropriate, selected applicants will be minimally required to submit one (1) copy of the following documents:

- Proof of Insurance naming the Department of Children and Families as an additional insured
- Board Resolution Validation
- DCF Standard Language Document and Signature Pages
- Current agency by-laws
- Copy of lease or mortgage (if applicable)
- Certificate of Incorporation
- Conflict of Interest policy
- Affirmative Action policy and certificate
- A copy of all applicable professional licenses
- Current single audit report
- Current IRS Form 990
- Copy of the agency's annual report to the Secretary of State
- Public Law 2005, Chapter 51, Contractor Certification and Disclosure of Political Contributions (not required for non-profit entities)

The actual award of funds is contingent upon a successful Contract negotiation. If, during the negotiations, it is found that the selected Applicant is incapable of providing the services or has misrepresented any material fact or its ability to manage the program, the notice of intent to award may be rescinded.

Section II – Application Instructions

A. Proposal Requirements and Review Criteria:

All applications will be evaluated and scored in accordance with the following criteria:

The narrative portion of the proposal should be double-spaced with margins of 1 inch on the top and bottom and 1½ inches on the left and right. The font may be no smaller than 12 points. There is a 20 page limitation for the narrative portion of the grant application. A one (1) point reduction per page will be administered to proposals exceeding the page limit requirements. Five (5) points will be deducted for each missing document. If the deductions total 20 points or more, the proposal shall be rejected as non-responsive. The narrative must be organized appropriately and address the key concepts outlined in the RFP. The following items do NOT count towards the narrative page limit--the transmittal cover letter, budget spreadsheet, and attachments do not count towards the narrative page limit.

Proposals may be bound or fastened by a heavy-duty binder clip. Do not submit proposals in loose-leaf binders, plastic sleeves or folders.

Each proposal narrative must contain the following items organized by heading in the same order as presented below:

1) Applicant Organization (20 Points)

Describe the agency's history, mission and goals, and where appropriate, a record of accomplishments in working on relevant projects in collaboration with the Department of Children and Families, and/or with other state governmental entities—Health, Human Services and/or Education.

Describe the agency's background and knowledge of the fields of maternal-child health, early childhood services, childcare/early education, family support, or related health or social service programs. Also address the applicant's experience (and success) in implementing a community board or related activities, and in parent/community outreach.

Provide an indication of the organization's demonstrated commitment to cultural competency and diversity. [Note: cultural competence includes areas such as, but not limited to, racial/ethnic, language, sexual orientation, gender and developmental appropriateness in addressing the unique service needs of specific target populations.]

The provider shall identify and develop, as needed, accessible culturally responsive services and supports. These shall include, but are not limited to, affiliations with informal or natural helping networks such as language services, neighborhood and civic associations, faith based organizations, and recreational programs determined to be appropriate. Relevant experience in working with community residents—with a particular focus on pregnant women, parents and families of infants and young children— is required. Additionally, the applicant should be able to demonstrate positive relationships with other community partners and stakeholders.

Staff must be culturally competent and responsive, with training and experience necessary to manage complex issues in the community across child serving systems. Explain how the provider is working toward a cultural competency plan that describes actions your agency will take to insure that policies, materials, environment, recruitment, hiring, promotion, training and Board membership reflect the community or the intended recipients of the services you provide and promote the cultural competency of the organization and that resources and services will be provided in a way that is culturally sensitive and relevant.

Describe the agency's governance structure and its administrative, management and organizational capacity to enter into a third party direct state services contract with the Department of Children and Families. Note the existence (if any) of any related leadership with community groups and/or relevant professional advisory boards that support the operations. If applicable, indicate the relationship of the staff to the governing body. Attach a current organizational chart.

Provide an indication of the agency's demonstrated capability to provide services that are consistent with the Department's goals and objectives for the project to be funded. Provide a short summary of current programs managed by the agency, the funding amounts and sources, and available service and/or outcome data.

Attach a one-page copy of the agency's organizational chart showing the location of proposed project, and to whom the project reports.

2) Community Needs Assessment/Justification (20 Points)

This section describes the needs within the community and among the targeted population(s). Provide documentation describing the local need for the proposed services, including:

- Statements that demonstrate an understanding of the problem and the relationship of the project to the needs of the target population,
- A brief description of the target county, key municipalities, and target populations for this project.
- Identify any specific target groups/sub-groups within the population to be served.
- A *comprehensive* summary of existing prenatal, home visiting, fatherhood, early childhood, family support, educational (including libraries), related health/social services, and community groups—faith-based, civic, etc. (Exhibit 2 includes a sample format)
- Identified gaps in the current service provision and availability of those services; and
- Relevant statistics (with citations) and discussions of studies that reflect issues and unmet needs of the target population(s).

3) Program Approach (35 Points)

The applicant shall describe plans to develop a local Cumberland County Council for Young Children that works to enhance a local network of strengths-based, family-centered community services and activities designed to empower and support parents, families and the community to take an active role in working with others to promote child health, well-being, school readiness, and safety.

In this section, describe the program approach that includes an overview of all key components that are essential to the success of this initiative, and their anticipated impact on the target population. Address each of the following sub-sections and add any other topics that you consider relevant to the project.

a) Project Staffing, Administration and Oversight (5 points): Identify the plan for staffing, management/supervision, and administrative support for project coordination and day-to-day responsibilities (Exhibit 1 includes a preliminary job description). Please attach a refined version of the job description that include the educational and experiential requirements; and salary range for employment with your agency. Also, attach the resume of any staff who are being considered for a key position in the proposed project.

b) Parent Outreach and Recruitment (5 points): Identify strategies to recruit participants—parents and other community stakeholders for the CCCYC. Describe a plan for ongoing parent involvement in planning, design, administration, implementation and evaluation of the project. Describe the strategic use of appropriate supports and incentives for ongoing parent participation—such as transportation, child care and/or light refreshments/meals during working meetings. Address the cultural and linguistic attributes of the community, Note: Describe how the proposed program will meet the needs of various and diverse cultures within the target community based on the Law Against Discrimination (N.J.S.A. 10:51 et seq.). Describe collaboration with partners for in-kind support in parent recruitment, use of parent or other community volunteers (Note: programs using volunteers shall describe the agency's volunteer screening and training process), or other strategies.

c) Local Agency Partners (5 points): Based on the list in the Community Needs Assessment above, describe your plan to develop and maintain effective relationships with existing community-based programs, e.g. Family Success Centers (FSC), Home Visiting Programs (HV), Parent Linking Program (PLP), School-Based Youth Services Programs (SBYSP), Head Start/Early Head Start, Fatherhood Programs, Parenting Programs, Child Care Resource & Referral Agency (CCRR), Strengthening Families (SF), Child Care and Pre-K providers, Health Care providers, Early Intervention, Special Child Health, Social Service agencies, School Districts, and others.

d) Council Development and Structure (5 points): Outline a preliminary plan for the structure and functions of the council. Include meeting frequency, locations, times, and committees or workgroup—*recognizing that DCF fully understands that parent and community stakeholder input will be an integral part of finalizing the structure and functions of the council.*

e) Training and Technical Support (5 points): Identify plans for supplemental staff and CCCYC parent and community member training. Identify any anticipated technical assistance needs. Note: DCF and other State partners will provide ongoing consultation and technical support over the first year of the project.

f) Data/Performance Assessment, Monitoring and Reporting (5 points): Describe the role of the Project Coordinator in establishing and tracking the CCCYC performance targets and benchmarks (objectives will be listed in the next section); and in preparing reports and updates to the CCCYC and NJ Council for Young Children. [Note: The Project Coordinator will be required to periodically attend state-level meetings and activities. State-level technical assistance for program evaluation and oversight will be provided by DCF to support the success of the council.]

g) Project Timeline (3 points): Provide a feasible timeline for implementing the proposed services. Identify and prioritize essential tasks, and initiation and estimated completion dates (as appropriate) for Year 1 of this project.

h) Protective Factors and the Standards for Prevention (2 points): Use Exhibit 3 to provide examples of how your project aligns with and integrates the Protective Factors and the Standards for Prevention.

4) Outcome Evaluation (10 Points)

Preliminary outcome objectives have been established for this project. In this section, provide a brief narrative and *identify the specific measures* that will be used to determine success in reaching these goals and objectives.

Overall Goal: Cumberland County will become a strong and successful community with active input from parents and other interested community members.

Objective 1. Local parents and other community partners will help to identify issues and concerns that affect infants, young children and families from pregnancy, birth and early childhood to school entry to the 3rd grade.

Objective 2. State and local policies, services, and practices will become more responsive to the needs of families in Cumberland County.

Objective 3. Children, parents and families of Cumberland County will have a positive transition to pre-school and kindergarten entry, and will be successful learners throughout their education.

Please include a simple logic model that supports the program evaluation and addresses short-term, intermediate, and long-term outcomes, strategies, resources needed, indicators, and measurement tools.

5) Budget **(10 Points)**

The Department will consider the feasibility and cost efficiency of the proposed budget as it relates to the anticipated activities and outcomes. The applicant must show evidence of sound fiscal practices. Therefore, applicants must clearly indicate how this funding will be used to meet the project goals and/or requirements. Provide a line item budget using a simple Excel Spreadsheet (Exhibit 4 includes a sample format), and a budget narrative description as part of the Narrative that itemizes program expenses in each budget category for the proposed project/program.

The budget should be reasonable and reflect the scope of responsibilities required to accomplish the goals of this project. The budget should also reflect a 12-month operating schedule and must include, in separate columns, total funds needed for each line item, the funds requested in this grant, and funds secured from other sources, if applicable. All costs associated with the completion of the project must be clearly delineated and the budget narrative must clearly articulate budget items, including a description of miscellaneous expenses or "other" items. General and Administrative costs may be included in the budget request, but may not exceed 10% of the total direct costs. The completed budget proposal must include a separate one-page spreadsheet and detailed justification to itemize these one-time operational start-up costs as provided in Exhibit 4.

Start-up costs are permitted for this project. If applying for start-up funds a separate sheet should be attached as an Appendix describing the costs. A description must also be included in the Budget Narrative of any such costs.

The grantee is expected to adhere to all applicable State cost principles. The applicant must show evidence of sound fiscal practices.

If selected as a grantee, you will then be required to complete the Standard DCF Annex B (budget) forms. You may view these forms at: http://www.state.nj.us/dcf/providers/contracting/forms/ and a description of General and Administrative Costs are available at http://www.state.nj.us/dcf/providers/notices/

6) Leveraging **(5 Points)**

Identify the total amount and source of any additional financial resources that will be committed to the proposed project as a leveraging mechanism. Leveraged resources may include in-kind contributions, e.g. office space, utilities, photocopying, or cell phone costs. Include Letters of Commitment for any cash match.

B. Supporting Documents:

Applicants must submit a complete proposal signed and dated by the Chief Executive Officer or equivalent and a CD ROM containing all the documents in PDF or Word format. Failure to submit

any of the required documents requested in this RFP will result in a loss of five (5) points per item from the total points awarded for the proposal.

All supporting documents submitted in response to this RFP must be organized in the following manner:

Part I: Proposal

1. Proposal Cover Sheet*
2. Table of Contents
3. Proposal Narrative (in following order)
    a. Applicant Organization
    b. Community Needs Justification
    c. Program Approach
    d. Outcome Evaluation
    e. Budget Narrative
    f. Leveraging

Part II: Appendices

1. Job description for the Project Coordinator (Refer to Project Coordinator-Job Functions in Exhibit 1)
2. Resumes - for Program Manager, and Project Coordinator, if available
3. Proposed agency organizational chart–show placement of the CCCYC within the agency
4. List of community partners (use DCF template in Exhibit 2)
5. Proposed Program Implementation Timeline Schedule
6. One-page operational budget (use Excel spreadsheet format in Exhibit 4)
7. Affiliation Agreements/Memoranda of Understanding, Letters of Commitment and other supporting documents
8. Copies of any audits or reviews completed or in process by DCF or other State entities from 2010 to the present. If available, a corrective action plan should be provided and any other pertinent information that will explain or clarify the applicant's position
9. Current Form 990 for non-profits
10. Start up budget, if applicable

* Standard forms for RFP's are available at www.nj.gov/dcf/providers/notices/
Forms for RFP's are directly under the Notices section.

C. Requests for Information and Clarification

Applicants shall not contact the Department directly, in person, or by telephone, concerning this RFP. Applicants may request information and/or assistance from DCFASKRFP@dcf.state.nj.us until the Telephone Bidders Conference. Inquiries will not be accepted after the closing date of the Telephone Bidders Conference. Questions may be emailed in advance of the Telephone Bidders Conference to DCFASKRFP@dcf.state.nj.us.

DCF will provide eligible applicants additional and/or clarifying information about this initiative and application procedures at the technical assistance meeting indicated below. All prospective applicants are encouraged participate in the Telephone Bidders Conference. Please email dcfaskrfp@dcf.state.nj.us for instructions about how to participate in the call.

Inclement weather will not result in the cancellation of the Telephone Bidders Conference unless it is of a severity sufficient to cause the official closing or delayed opening of State offices on the above date.

In the event of the closure or delayed opening of State offices, the Telephone Bidders Conference will be cancelled and then held on an alternate date.

Exhibit 1 - Cumberland County CYC Project Coordinator - Job Description

Job Summary: Provides leadership and works closely with the CCCYC Steering Committee and general membership to address the needs of families in early care and education, social service or health programs in communities and schools. Oversees the day-to-day work of the council. Specific responsibilities include:

- Build strong relationships with parents, families and other community stakeholders in Cumberland County
- Ensure stakeholder investment and participation in the council, and/or related workgroups/activities—conduct outreach and make personal visits, when necessary
- Be a resource and facilitate links for parent-child health, family support, and early childhood education
- Facilitate the process to develop a CCCYC *Early Childhood Plan* in collaboration with local stakeholders, and in consultation with other state or regional partners
- Establish a project timeline to ensure that key tasks are identified, assigned and addressed/completed. Provide regular status reports, updates and revisions, as needed
- Review and assess the progress of the council in reaching goals, performance targets, and benchmarks; and participate in local evaluation activities
- Work with parents and other community stakeholders to assess leadership training or other special training needs to support the work of the council
- Prepare bi-monthly reports and updates to the CCCYC Steering Committee and general members
- Communicate with designated state-level staff at DCF and NJ Council for Young Children, as needed

Qualifications:

Education: HS diploma required; additional trainings/courses in related fields preferred; graduation from an accredited college/university preferred

Special Requirements

- Valid driver's license
- Resident of Cumberland County
- Fluency in Spanish
- Excellent reading and writing skills
- Computer skills/use of basic software (MS Word, MS Excel)
- Critical thinking and problem solving skills - thinking outside of box
- Professionalism, business-minded , leadership qualities and skills
- Strong organizational skills
- Understands basic budgeting
- Dedication, persistence and patience (and a sense of humor)
- Able to complete assignments independently; and work productively in collaborative situations

Communication and Interpersonal Skills

- Positive attitude -- friendly outgoing and caring
- Believes in, and committed to people; empathetic to the needs of parents/caregivers of children
- Not judgmental; Good listener – objective - open to new ideas
- Ability to bring diverse people together for the common goal - team builder
- Easily engages in conversation with people; comfortable in speaking in front of groups of people
- Willing to learn and apply new concepts
- Ability to covey complex concepts or findings in easily understood language

Knowledge and Experience

- Experience in outreach or working with residents at the local level – preferably in Cumberland County
- Experience working with children and families; Knowledge of local resources and school districts
- Experience in working across cultures
- Experience in running meetings or making presentations; or coordinating a community program

Salary Range: To be determined (estimated at $40K with benefits)

Work Hours: To be determined – 1.0 FTE (could be 1 Full time / 2 Part Time)

Exhibit 2 - Target Community Service Providers

Maternal and Child Health Services:	Provider Name Contact Person	Relationship Established	Relationship Developing	MOU in Place?
Regional Perinatal Consortium				
Hospitals - specify-OB, peds				
Health Center (FQHC)-specify OB, peds				
Prenatal Clinics				
Pediatric Clinics				
Local Public Health Agency				
WIC Supplemental Nutrition Program				
MCH Community Outreach Programs				
Healthy Mothers/Healthy Babies				
Other:				
Early Childhood Services & Supports				
County Board of Social Services				
Family Success Centers				
School-Based Services				
Parent Linking Program				
Head Start/Early Head Start				
CCR&R-Child Care Resource & Referral				
School Districts				
Other Services & Supports				
Parenting Education and Support				
Addiction				
Depression/Mental Health				
Domestic Violence				
Fatherhood Services				
Early Intervention				
Transportation				
Immigration/Refugee Services				
Other:				
Home Visitation Programs				
Healthy Families				
Nurse Family Partnership				
Early Head Start				
Parents As Teachers				
Local Public Health Nurses				

Exhibit 3 -- Integration of the Protective Factors and the Standards for Prevention

A. Consider how your program/model addresses the five Protective Factors. *Check ALL of the protective factors that are addressed by your program/model. Then, briefly expand on each protective factor in the accompanying section:*

Protective Factors:		Key Program Characteristics / Strategies (bullets are acceptable)
	Positive Parenting, Parent-Child Interaction; Nurturing and Attachment	
	Knowledge of Child Development	
	Parental Resilience	
	Social Connections	
	Concrete Supports in Times of Need	

B. Consider how your agency and/or program model addresses the Standards for Prevention. *Check ALL of the standards that are addressed by your agency and or program. Then, briefly expand on at least two standards in each section:*

Conceptual Standards		
	Family Centered:	
	Community Based:	
	Culturally Sensitive & Competent:	
	Early Start:	
	Developmentally Appropriate:	
	Participatory:	
	Strengths-Based:	
Practice Standards		
	Flexible and Responsive:	
	Partnership Approaches:	
	Informal & Formal Supports:	
	Universally Available & Voluntary:	
	Comprehensive & Integrated:	
	Easily Accessible:	
	Duration & Intensity:	
Administrative Standards		
	Sound Program Structure, Design & Practices:	
	Committed & Caring Staff:	
	Data Collection & Documentation:	
	Measures Outcomes & Conducts Evaluation:	
	Adequate Funding & Long Range Plan:	
	Participants & Community as Collaborators:	

Exhibit 4 – Budget Spreadsheet

BUDGET CATEGORIES 12-Month Budget	TOTAL COSTS	DCF Funding request	Other Cash or In-Kind Funding Sources*
A. Personnel - Salary (hours/week)			
Fringe (% rate)			
B. Consultants & Professional Fees			
C. Materials & Supplies			
D. Facility Costs			
E. Specific Assistance to Clients			
F. Other			
G. Gen. & Adm. (G&A) Cost Allocation			
H. Total Operating Costs			
I. Equipment			
J. Total Cost			
K. Revenue (deduct)*	( )	n/a	n/a
L. Funding Request		n/a	n/a

The budget request shall indicate the Agency's total proposed budget for delivery of the service(s) reduced by the other sources of funding (Line K). If applicable, indicate the sources of leveraged funding and the dollar amounts for each below:

Other Sources of Funding for this Program: (Specify These)			
Other Funding Amounts:	0	0	0

ATTACHMENT 58

The NJ Registry

Early Care & Education Workforce Management

Powered by

RegistryOne®
Early Care and Education Workforce Management

January 17, 2013

RegistryOne®
Early Care and Education Workforce Management

PINJRegistry.org has the framework in place to add Grow NJ components to the existing Registry…

- The base of Grow NJ uses data gathered on **program** elements and **staff** elements
- The NJ Registry is **built to capture elements on both**, as well as other pertinent information
  - Keeps the data all in one place, minimizing data transfer
  - Builds on existing data instead of transferring it or starting over
  - RegistryOne's QRIS Module, QMod, has all the capabilities of other existing QRIS systems to house, manage, and analyze Grow NJ data
  - Has a proven development track record
- The Grow NJ Data System will require a great deal of customization, no matter which system is chosen
- Development of QMod in the NJ Registry will be much less expensive (in the $100,000 range vs. $650,000)

RegistryOne®
Early Care and Education Workforce Management

PINJRegistry.org is a state-of-the-art early care and education workforce management system. It is a customized tool designed to…

- Collect and maintain data needed for workforce management
  - Practitioner data
  - Early Childhood Program data
  - Other data needed for Quality Rating Improvement Systems
- Bring recognition and professionalism to the field
- Inform funders and policymakers about the early childhood and school-age workforce

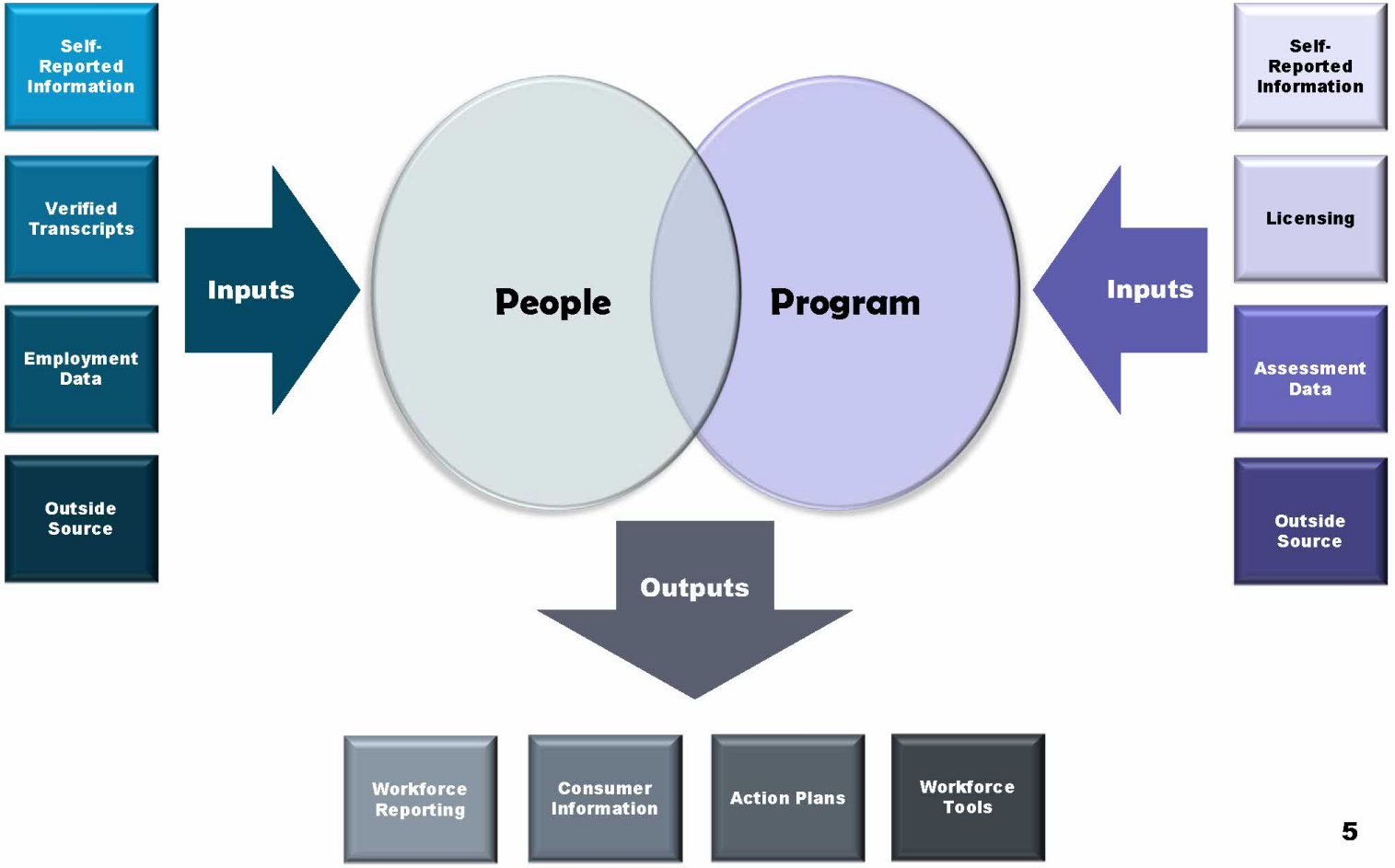
RegistryOne®
Early Care and Education Workforce Management

PINJRegistry.org…

- The system allows participants to build a profile of education, training and employment that can be verified and used in reporting to funders, regulatory and accrediting agencies
- The Program Profile captures key early childhood program details for use in initiatives and reporting
- This online, web-based application makes it easy for users to access, view and update only the information that they are authorized to access

RegistryOne®
Early Care and Education Workforce Management

NJ Registry data is built around people and early childhood program data elements, which are the core of Quality Rating Improvement Systems…



RegistryOne®
Early Care and Education Workforce Management

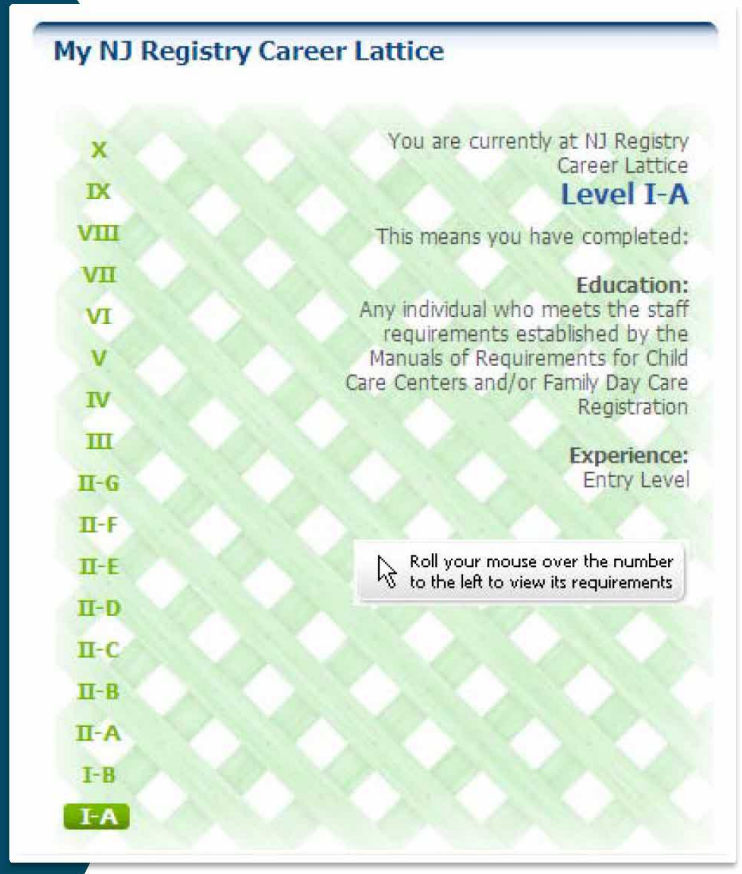
Inputs and Outputs…

- The inputs can come from many sources, including those listed below:
  - Self-reported participant information
  - Verified or unverified education and training
  - Certifications
  - Verified or unverified employment data
- The outputs can also vary widely and increase as the strength of the core Registry data is recognized
  - Workforce reporting
  - Recognition programs, such as lattice levels or QRIS reporting
  - Information used for scholarships or Office of Licensing approvals
- As the inputs and outputs grow, additional tools are built to accommodate the needs of the user groups who perform each task
- Web-based customer sites are built, such as parent portals or training calendars, for consumers to see key information designed to be publicized

RegistryOne®
Early Care and Education Workforce Management

The NJ Registry has logic that looks at the education, training and experience of a participant and assigns a career lattice level based on a predetermined logic structure.

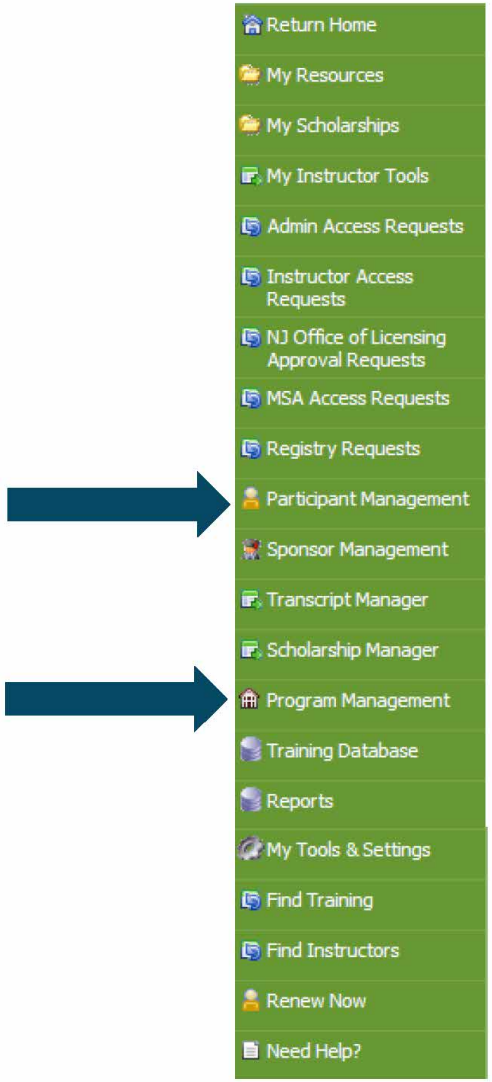
This is the same type of logic used to calculate QRIS scores based on an array of data in the Registry.



RegistryOne®
Early Care and Education Workforce Management

QRIS scores are calculated using information related to programs and staff.

The NJ Registry captures data in both of these areas and can easily be expanded to include any data elements, currently not captured, for any new program or logic model.



CENTER FOR THE STUDY OF

Child Care Employment

August 2012

Mapping Current Professional Preparation and Professional Development Opportunities for New Jersey's Early Learning Workforce – Final Report

By Fran Kipnis and Marcy Whitebook

ATTACHMENT 59

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The conclusion and views presented in this report are those of the authors only, and not the funders.

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ATTACHMENT 59

Mapping Current Professional Preparation and Professional Development Opportunities for New Jersey's Early Learning Workforce

Final Report • August 2012

By Fran Kipnis and Marcy Whitebook

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CENTER FOR THE STUDY OF

Child Care Employment

2013

Assessing the Quality of New Jersey's Professional Preparation and Professional Development System for the Early Learning Workforce

By Fran Kipnis, Marcy Whitebook, Lea Austin and Laura Sakai

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ATTACHMENT 60

Assessing the Quality of New Jersey's Professional Preparation and Professional Development System for the Early Learning Workforce

By Fran Kipnis, Marcy Whitebook, Lea Austin and Laura Sakai

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ATTACHMENT A

CENTER FOR THE STUDY OF

Child Care Employment

2013

The State of Early Childhood Higher Education in New Jersey

The New Jersey Early Childhood Higher Education Inventory

By Fran Kipnis, Marcy Whitebook, Lea Austin and Laura Sakai

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ATTACHMENT 61

The State of Early Childhood Higher Education in New Jersey

The New Jersey Early Childhood Higher Education Inventory

By Fran Kipnis, Marcy Whitebook, Lea Austin and Laura Sakai

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NEW JERSEY EARLY CHILDHOOD HIGHER EDUCATION INVENTORY

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2013

Kindergarten Entry Assessment (KEA)

Implementation Pilot

This report was compiled with the assistance of staff from Teaching Strategies.

Vincent J. Costanza
NJDOE
2013

Executive Summary

Readiness and early school achievement are bi-directional concepts that focus both on children's current skills, knowledge, and abilities and on the conditions of the environment in which children are reared and taught (Meisels, 1996[i]).

Beginning in August, a total of 37 teachers, one teacher assistant and 10 district level administrators across seven districts, including one charter school, were trained in a performance-based assessment instrument. During the first seven weeks of kindergarten, teachers collected evidence of children's performance across nine domains of learning for the purpose of assigning a score along a continuum that ranges from "Not Yet to 9." Once teachers made ratings for each child at the end of the seven-week period, the DOE was able to view scores of individual children as well as aggregate scores across all pilot districts within each learning domain. As teachers continued to use the instrument throughout the year, DOE made modifications to the amount of data collected by teachers.

Prior to making the initial rating of children's performance at entry, teachers completed a reliability assessment that added credence to the accuracy of teacher ratings within this pilot. Although educators have criticized teacher ratings as unreliable[ii], research indicates that teacher ratings of child development and learning are associated with expected child outcomes[iii]. Two technical assistance visits were made by *Teaching Strategies* within the first seven weeks to gauge the level of implementation with one teacher survey and a round of administrator interviews occurring at the end of the seven-week period. One professional development day occurred in the winter, as did one visit with a teacher survey and administrator interview repeated during the spring. The content of the professional development was driven by needs expressed by teachers during the first months of the pilot. Finally, although the intent of this pilot was to test the use of the performance based assessment instrument, *Teaching Strategies GOLD*[iv], as an assessment of children's academic and social development at school entry, all pilot participants used the instrument throughout the kindergarten year as a formative assessment tool.

Information about children's skills and competencies at kindergarten entry not only inform instructional practices during the kindergarten year, but provide essential data on how well programs are meeting the needs of our youngest students, which include enlightening efforts to close the school readiness gap. However, states, districts and programs struggle to find the most appropriate and efficient ways to assess the readiness of children upon entry to kindergarten.

While it is true that teachers often complete many assessments within districts, it is rare that teachers complete assessments that include the full range of developmental learning domains[v] [vi]that recognize the complexity of young children, such as *Social & Emotional Development, Cognition and Approaches to Learning* domains. While this pilot has assisted teachers in collecting such evidence, the DOE must consider instrument modifications that address duplicative areas within the instrument as well as overlap of assessment initiatives within districts as the project moves forward. Lastly, additional professional development is needed, especially within the area of using reporting features within the instrument to report on child progress.

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I. Background

This pilot emanated from the work of a kindergarten assessment steering committee that was charged with making recommendations for a statewide Kindergarten Entry Assessment (KEA). The DOE assembled an assessment steering committee in March 2012 and formed a group of representatives from state agencies, center–based providers including Head Start and Early Head Start, higher education, principals, teachers and superintendents from local education agencies and national experts. The charge of the committee, which met over a four-month period from March thru June, was to recommend a Kindergarten Entry Assessment (KEA) best positioned to meet two main purposes, *to understand children's academic and social development at school entry to inform instruction, and to serve as one data point in evaluating preschool program efficacy.*

Presentations were heard from publishers that responded to a Request for Information. In addition to presentations, the committee also considered relevant research, position statements on the use of assessment in early childhood settings, and KEA options chosen by other states. After its review of each option, the steering committee recommended that the New Jersey Department of Education pilot *Teaching Strategies GOLD.*

The decision to choose *Teaching Strategies GOLD* was based on three factors. First, it provides numerous examples that make it easy for teachers to assign scores. Second, the instrument has easily customized reports for teachers and administrators and an intuitive navigation. Finally, and most importantly, the system has a version that is directly matched to the Common Core standards.

The committee recommended that a pilot be conducted in a range of districts. This purposeful selection allowed for an informed decision regarding what portions of the instrument should be used by districts.

The committee also recommended that the department collaborate with other states piloting *TS GOLD,* in an attempt to make an informed decision that put the state on a path for state-wide implementation.

Questions that were addressed within the pilot:

1. What do teachers and administrators learn about children at kindergarten entry using the instrument? Does the assessment tell teachers, administrators and the state, which children are on target in terms of learning and development at the beginning of the kindergarten year?

2. In what ways do teachers and administrators use the information they collect? Do teachers use the data to differentiate instruction?

3. What are the impressions of the instrument usability and reliability for teachers and administrators?

ATTACHMENT 62

II. Pilot Components

Beginning in August a total of 37 teachers, one teacher assistant and 10 district level administrators across seven districts, including one charter school, were trained in the instrument. During the first seven weeks of kindergarten, teachers collected evidence of children's performance across nine domains of learning for the purpose of assigning a score along a continuum that ranges from "Not Yet to 9." Once teachers made rating for each child at the end of the seven-week period, the DOE was able to view scores of individual children as well as aggregate scores across all pilot districts within each domain. The two charts below provide a listing of the essential components of the KEA pilot.

KEA Pilot: Essential Components (Fall)

Activity	Timeframe
Introduction to Teaching Strategies GOLD®	Two-days (8/30 & 8/31)
KEA Technical Assistance Visits	Two visits within the seven week period
KEA Pilot Meetings/Teacher Survey	One meeting following the seven-week scoring
Administrator Survey	One meeting following the seven-week scoring

KEA Pilot: Essential Components(Spring)

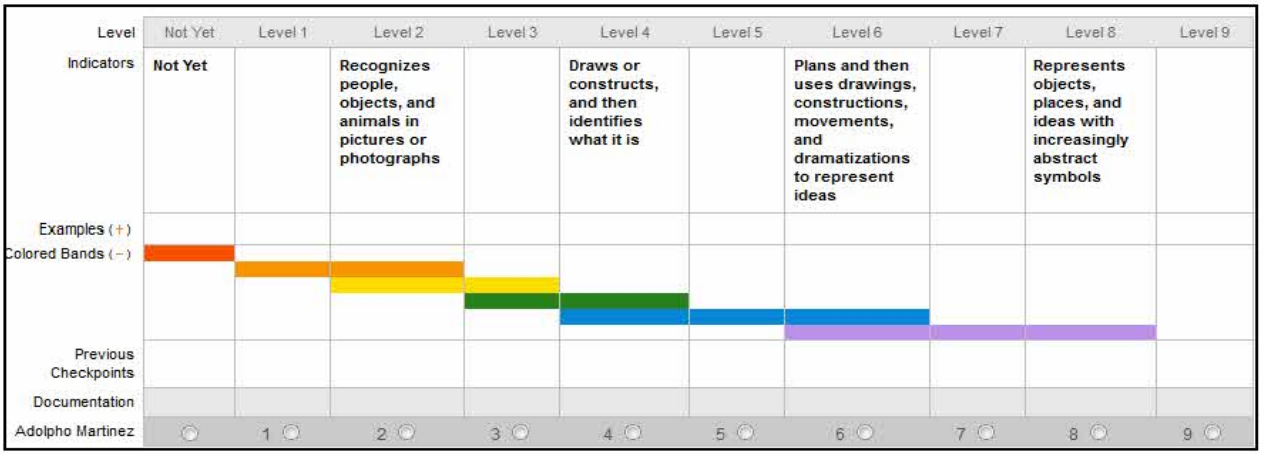
Activity	Timeframe
K Assessment Map	April 12, 2013
District visit/survey	May 20-31, 2013
Teachers will finalize ratings based on collections for the second collection period.	June 6, 2013

The seven-week cutoff period for the pilot is an approach adopted by states using the same instrument (e.g. Delaware, Colorado and Washington). Prior to making the initial rating of children's performance at entry, teachers completed a reliability assessment that adds credence to the accuracy of teacher ratings within this pilot. Teaching Strategies made two technical assistance visits within the first seven weeks that gauged the level of implementation, which was followed by a teacher survey and administrator interview, both occurring in December. The survey and interviews were repeated during the spring. Finally, although the intent of this pilot

was to test the use of the performance based assessment instrument, *Teaching Strategies GOLD*, as an assessment of children's academic and social development at school entry, all pilot participants used the instrument throughout the kindergarten year as a formative assessment tool.

Kindergarten Entry Goals

As defined by using *Teaching Strategies GOLD*, *Kindergarten Entry Goals* are a point at which children have acquired the basic skills, knowledge, and behaviors to be successful in Kindergarten. The color bands within *Teaching Strategies GOLD,* illustrated in the chart below, indicate the research based, expected growth and development for a child of a specific age or class/grade. The blue band identifies the skills, knowledge, and behaviors expected to occur during the PreK year. The blue band overlaps the purple band (kindergarten), and that symbolizes skills that could develop in the kindergarten year, instead of the PreK year. For Kindergarten Entry, we are looking at the level where blue meets purple, or rather the skills that need to be acquired in the PreK year, and not skills that could develop in Kindergarten year. For example, in the chart below, the K Entry point is at "Level 5." A child at a "Level 5" would demonstrate an ability to draw or construct, and then identify the drawing. Furthermore, the child is beginning to plan and then use drawings, constructions, movements, and dramatizations to represent ideas.



Meeting Kindergarten Entry Goals

As defined by *Teaching Strategies GOLD,* in order for a child to demonstrate that they have met *Kindergarten Entry Goals* and developed the appropriate skills, knowledge, and behaviors to be successful upon kindergarten entry, the total score for an area needs to be equal to or greater than, the scores listed below[vii]. For example, a child with a total score of 51 in the area of Social-Emotional indicates that this child has met the developmental goals for Kindergarten entry.

AREA	SCORE
Social- Emotional	**48**
Physical	30
Language	46
Cognitive	49
Literacy	42
Mathematics	35

Completion

A minimum of 70% of a child's data is required to be included in an area of development. For example, there are 12 items within the Area of Literacy; a child would need to have a score for a minimum of nine items complete, to be included in the overall data for the class. Table 1 below highlights the number of children meeting the 70% threshold across each area during the KEA portion of the pilot, while Table2 highlights the completion rate at the end of the pilot.

Table 1

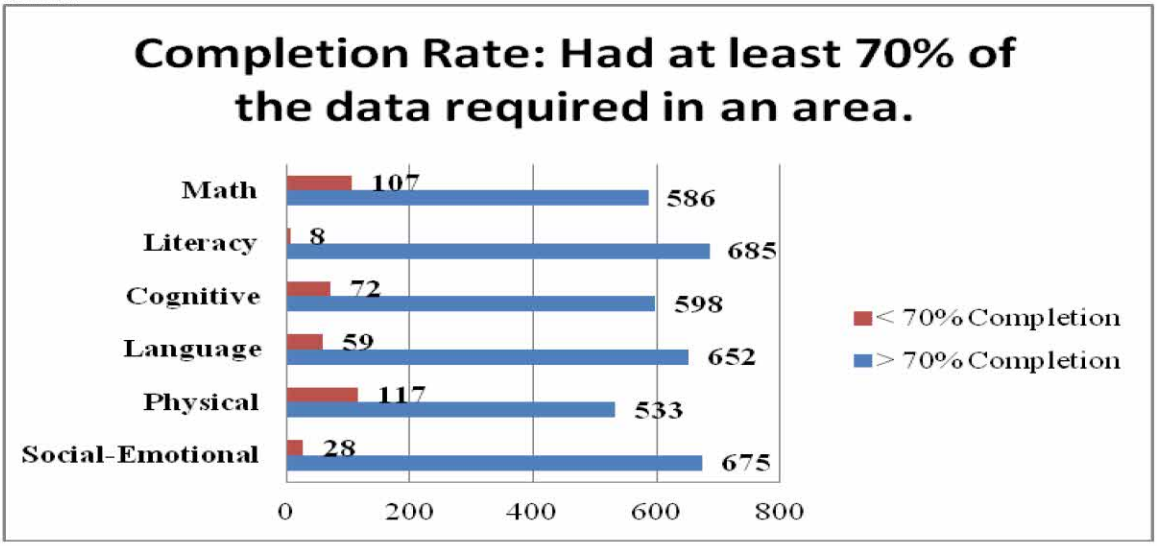
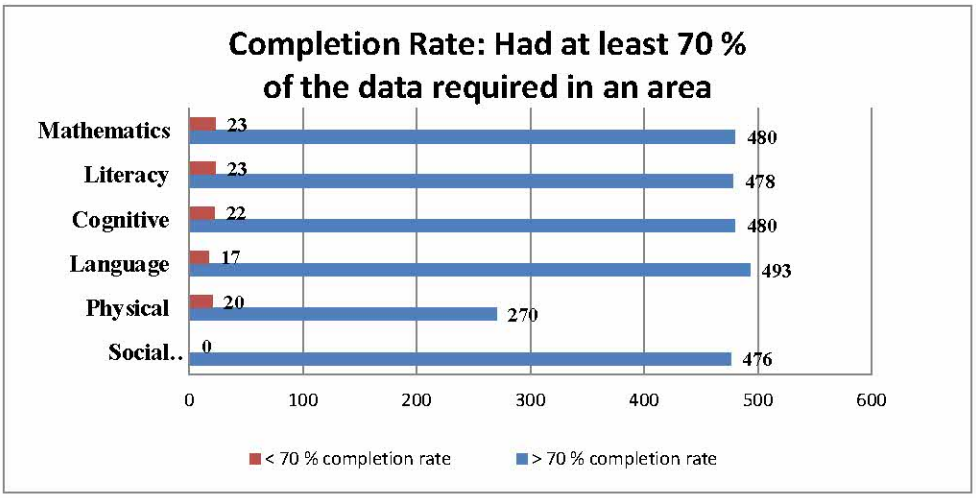


Table 2



III. Findings

For organizational purposes, I have arranged the findings by questions that drove this pilot project.

What do teachers and administrators learn about children at kindergarten entry using the instrument? Does the assessment tell teachers, administrators and the state, which children are on target in terms of learning and development at the beginning of the kindergarten year?

To answer the questions above, I ran numerous reports with the assistance of staff from Teaching Strategies and compared the results to the standard of readiness described under *"Meeting Kindergarten Readiness Goals."* In the charts below, the breakdown of children participating in the New Jersey pilot of *Teaching Strategies GOLD* is broken down into the percentage of children *"Meeting"* or *"Not Meeting"* the readiness goal as established by this instrument and compared at two distinct checkpoints, namely Fall and Spring. As Table 2 demonstrates, a majority of children participating in the pilot either met or exceeded the Widely Held Expectation by the spring collection period.

Table 2 displays the comparison of children meeting the Widely Held Expectation over the two collection periods. As the table highlights, children experienced expected growth within each area represented in *Teaching Strategies GOLD* with the exception of Literacy. The Literacy exception appears to be explained by the high scores children received upon entry to the program. Although no growth was evident, 73% of the children still met the Widely Held Expectation in the area for the spring collection period.

Table 3 displays the completion rate. As discussed above in *"Completion"*, a minimum of 70% of a child's data is required to be included in an area of development.

Table 2

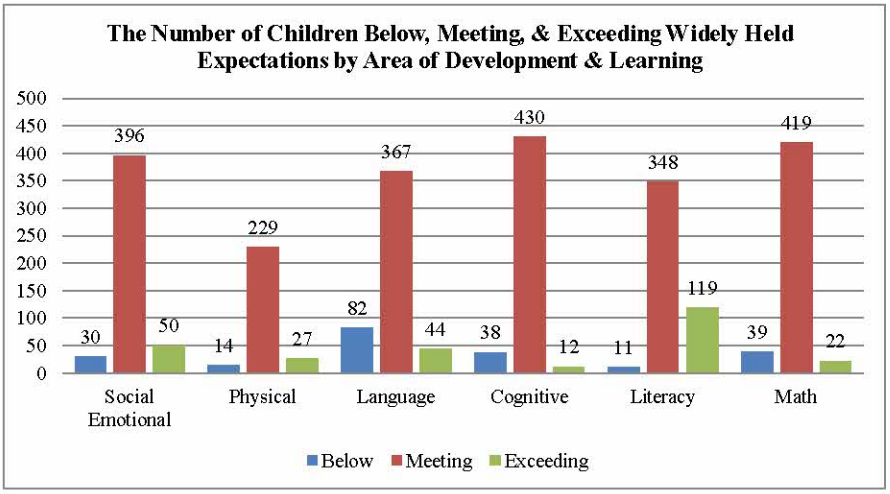
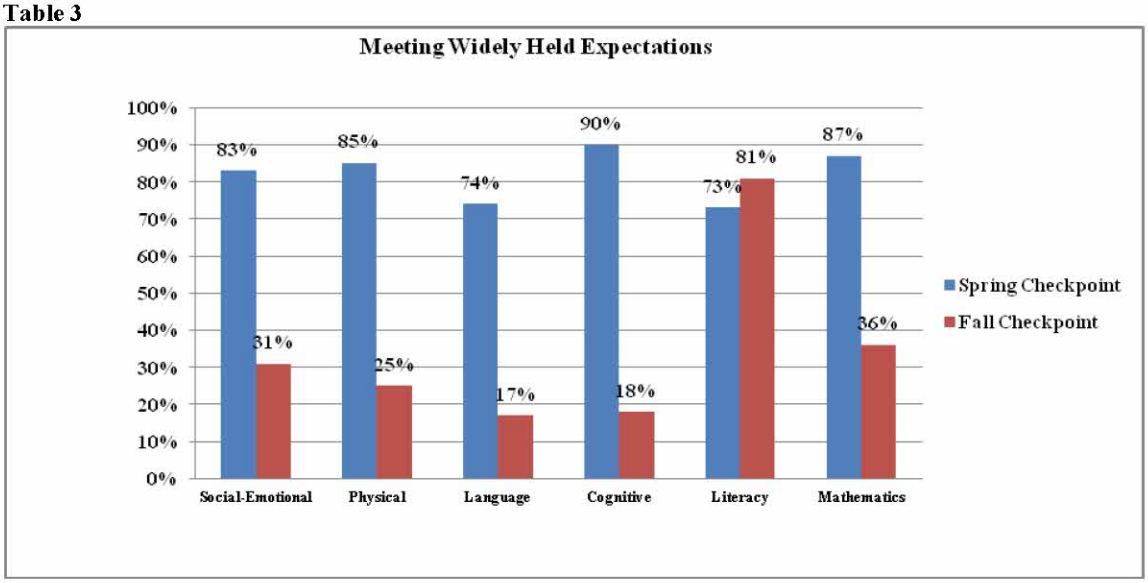


Table 3



For the remaining questions, I considered a survey of teachers and an interview of administrators. A pre/pot strategy was used for both the survey and the interview questions to assist with understanding any changes in perspective over the course of the pilot.

In what ways do teachers and administrators use the information they collect? Do teachers use the data to differentiate instruction? What are the impressions of the instrument usability and reliability for teachers and administrators?

Answers to three of the teacher survey questions, represented below, indicate that there are mixed results as to whether the teachers find the instrument usable and informative of instruction. For instance, while a majority of respondents agrees that the instrument is user friendly, a large enough portion of participants disagrees to cause concern. This point appears to have held through the course of the pilot, although modifications that were made to collection midyear seemed to have assisted with the usability of the instrument.

This instrument is user friendly.

Fall

Response	N=	%
Strongly Disagree	2	6.1%
Disagree	9	27.3%
No Opinion	3	9.1%
Agree	16	48.5%
Strongly Agree	3	9.1%

Spring

Response	N=	%
Strongly Disagree	2	3.8%
Disagree	11	21.2%
No Opinion	5	9.6%
Agree	30	57.7%
Strongly Agree	4	12.1%

Moreover, the same pattern is evident when examining whether teachers use the instrument to inform instruction (below). As one teacher commented, *"We already have so many assessments in place in our district; Teaching Strategies GOLD did not include assessments that were not already in place in our school – nothing that is novel – we feel that we have other measures that keep track of data better... Social, language and cognition pieces are good, but time consuming for data collection and rating."*

The comment above is instructive of many pressures that teachers feel as they complete multiple, and sometimes overlapping, assessments within their districts. Furthermore, this comment highlights an essential aspect of this particular assessment. While it is true that teachers often complete many assessments, it is rare that teachers complete assessments that are inclusive of social & emotional development and cognition. This is despite the fact that both areas are crucial developmental domains for young children and found to be predictive of academic gains[viii]. Perhaps the realization of this is why more than 60% of teachers agreed or strongly agreed that the instrument has increased their knowledge about children in their class during the fall collection.

This instrument has helped me to inform and modify instruction for the children in my classroom.

Fall

Response	N=	%
Strongly Disagree	3	9.1%
Disagree	9	27.3%
No Opinion	7	21.2%
Agree	10	30.3%
Strongly Agree	4	12.1%

Spring

Response	N=	%
Strongly Disagree	4	7.6%
Disagree	12	23.1%
No Opinion	15	28.8%
Agree	15	28.8%
Strongly Agree	6	11.5%

This instrument has increased my knowledge about children in my class.

Fall

Response	N=	%
Strongly Disagree	2	6.1%
Disagree	8	24.2%
No Opinion	3	9.1%
Agree	17	51.5%
Strongly Agree	3	9.1%

Spring

Response	N=	%
Strongly Disagree	4	7.6%
Disagree	12	23.1%
No Opinion	15	28.8%
Agree	15	28.8%
Strongly Agree	6	11.5%

However, the concerns about too many instruments are a real concern that many teachers beyond this small pilot undoubtedly face. This point was exemplified by one of the pilot the assessment map in which districts filled completed to document the types of assessments and assessment purposes that the assessments fill in kindergarten. The example in Table 4 is indicative, at least anecdotally the message from many educators, there are simply too many assessments. The point that is illustrated in the example below is that these assessments often overlap. In other words, we should be able to reduce the assessment load *and* still answer the questions that we want answered.

What (Instrument)	Why (Assessment Purpose)	When (Timing of Administration)
Gold	Formative assessment to plan instruction across domains	On-going – fall, winter, spring
DRA	Reading skills	Winter/spring
Teacher Observation	Differentiate instruction	On-going
VDV K Assessment	Letters – identify sounds; #'s 1-10, rhyme, letter formation Shapes, colors	Fall, winter, spring
Dibels	Phonics, reading, sounds, alphabet	3x per year – fall, winter, spring
Writing on Demand	Writing 2x per month	2x per month
Brigance	K screening upon entrance	Before September

In addition to the ubiquity of assessments in general, some of the other challenges that administrators identify point to the instrument being too big (i.e., too many items), that are often duplicative and require more professional development than what has been provided thus far, especially in running and using reports. As evidenced by the fall to spring survey data, their points seemed to hold throughout the course of the pilot.

IV. Recommendations

With the above concerns in mind, the following adjustments were made in December of the 2012-2013 school year that were designed to display a disposition of listening as well as provide feedback to mold further developments with regard to this project. First, the instrument needed to be shortened. At first, teachers collected evidence across 10 areas of development (social-emotional, language, physical, cognitive, literacy, mathematics, science & technology, social studies, the arts and English language acquisition). Although all of these areas are important to the development of young children, the instrument does seem to overlap in a number of areas. Rather than the 10 areas assessed, we proceeded with assessing in the following five areas: social-emotional, language, cognitive, literacy and mathematics for the remainder of the pilot.

Second, the teachers undoubtedly need additional professional development, a sentiment born out through survey and interview data, both fall and spring. The two initial days of professional development that occurred in August need to be bolstered as the initiative moved forward and in considering expanded usage. Although another professional development day was added for the pilot participants this year, a third initial professional development day should be added, at a

minimum, for future participants. In addition to general features of the instrument, the current pilot participants would have benefitted from professional development on observing/documenting young children, using documentation and tying documentation to reporting features, especially for the purpose of communicating with families.

Especially as teachers begin to do the work of using performance assessment to understand child development upon entry to the kindergarten program, there is good reason to start small. Rather than start with the entire 10 areas that we started the pilot with this year, the continued work should start with a modified approach that includes a three-year roll out that starts with a district collecting evidence for and making ratings in the following areas: math, language, literacy, and social & emotional. The expectation here is that by year three a teacher would be using the entire instrument.

As such, we will continue the pilot in the following districts:

District	Teachers	Children	Admin
Garfield	8	168	1
Red Bank	7	147	3
Kingwood	2	42	1
John P. Holland Charter School	2	21	0
Somerville	8	168	2
TOTALS	**27**	**546**	**7**

Lastly, given the opportunity proposed by the USDOE for another round of the Race to the Top—Early Learning Challenge (RTT-ELC) Grant[ix], which allows New Jersey to be awarded up to $45million, the work of this pilot and the continuation next year will position New Jersey well to meet a stated priority of the RTT-ELC grant *"Understanding the Status of Children's Learning and Development at Kindergarten Entry.*

Considering the above point, a number of activities are already underway that would further enhance New Jersey's chances of being awarded this grant. First, an RFP is already written and under Treasury review. Although this process has lasted much longer than anticipated, the timing for the grant opportunity is ideal. Secondly, state collaboration efforts have already begun with states that are using Teaching Strategies GOLD at various stages for KEA, such as Colorado, Washington, Rhode Island and Delaware. Given the continued work of this pilot in the 2013-2014 school year as well as the RFP and state collaboration New Jersey will be well positioned to receive full points for this area.

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Request for Proposal 14-X-22915

For: Kindergarten Entry Assessment System, DOE

Event	Date	Time
Bidder's Electronic Question Due Date (Refer to RFP Section 1.3.1 for more information.)	TBD	5:00 PM
Mandatory Pre-Proposal Conference	Not Applicable	
Mandatory Site Visit	Not Applicable	
Proposal Submission Date (Refer to RFP Section 1.3.2 for more information.)	TBD	2:00 PM

Dates are subject to change. All changes will be reflected in Addenda to the RFP posted on the Division of Purchase and Property website.

	Status	Category
Small Business Set-Aside	☐ Not Applicable ☐ Entire Contract ☐ Partial Contract ☒ Subcontracting Only	☒ I ☒ II ☒ III

RFP Issued By

State of New Jersey
Department of the Treasury
Division of Purchase and Property
Trenton, New Jersey 08625-0230

Using Agency

State of New Jersey
Department of Education
Trenton, New Jersey 08625

Date: As of August 29, 2013

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New Jersey Early Care and Education
DRAFT Outcome-Based Objectives

For each of the following objectives, a baseline will need to be established, and data will need to be disaggregated, where appropriate, to show outcomes by gender, age, race, etc.

Outcomes for Children

1. **Increase the educational success of all New Jersey children, starting at birth, continuing through preschool, kindergarten and beyond, regardless of risk factors (economic, race, language, etc).** [* g-m below are longer-term goals spanning beyond the realm of early care and education programs.]
    a. Increase, by XX percentage points, the number of infants and toddlers receiving a developmental screening across all developmental domains within 3-4 months of entry to early care and education programs.
    b. Increase, by XX percentage points, the number of children receiving a developmental screening across all developmental domains at preschool entry.
    c. Increase, by XX percentage points, the number of children receiving screening for social-emotional health/development.
    d. Increase, by XX percentage points, the number of children connected to high-quality early care and education programs.
    e. Decrease, by XX percentage points, the number of students connected to high-quality early care and education programs needing special education services.
    f. Increase, by XX percentage points, the number of infants, toddlers and preschoolers exhibiting appropriate progress across all domains on comprehensive early childhood assessments.
    g. Increase, by XX percentage points, the number of children entering kindergarten at the normative cutoff across all developmental domains on the Kindergarten Entry Assessment.
    h. Increase, by XX percentage points, the number of students scoring "proficient" or above on the Math and Literacy sections of state tests in all grade levels.
    i. Increase, by XX percentage points, the number of students scoring at or above grade level proficiency on 4th grade NAEP scores.
    j. Increase, by XX percentage points, the number of students graduating high school.
    k. Decrease, by XX percentage points, the number of students retained.
    l. Increase, by XX percentage points, the number of high school graduates participating in higher education or job training.
    m. Increase, by XX percentage points, the attendance rates for children in all grade levels.
    n. Decrease, by XX percentage points, the rate of chronic absenteeism in preschool.

2. **Reduce the prevalence of social-emotional and health-related conditions that impact learning. Increase participation in services in communities where**

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children are most vulnerable. Reduce disparities both within and among high-risk communities.

a. Decrease, by XX percentage points, the prevalence of conditions associated with being at risk, such as, exposure to substance abuse, low birth weight, exposure to lead, chronic medical conditions, preterm birth, smoking during pregnancy, vision deficits, hearing deficit, family member with depression, obesity, asthma, and inadequate prenatal care.
b. Increase, by XX percentage points, participation in high-quality early education and care services for children and families living in conditions associated with being at risk, including free/reduced lunch eligibility, receiving public assistance, parental unemployment (underemployed, in school), teen parenthood, homelessness, foster care, domestic violence, child maltreatment, out-of-home care, low parent educational level, limited English proficiency, illiteracy, incarcerated parent/sibling, military family, refugee family, first generation immigrant/migrant, and grandparent as primary care giver, etc.
c. Increase, by XX percentage points, participation in high-quality early education and care services for children and families living in communities with large numbers of at risk families, high poverty, high crime areas, high unemployment, large numbers of Title 1 and low performing schools.

3. Increase children's access to necessary support services to ensure school readiness and success.

a. Increase, by XX percentage point, the number of children with a medical home/primary care provider.
b. Increase, by XX percentage points, the number of children covered by a health insurance plan.
c. Increase, by XX percentage points, the number of children receiving routine health screening and surveillance prior to kindergarten.
d. Increase, by XX percentage points, the number of children fully immunized at appropriate ages.
e. Increase, by XX percentage points, the number of children receiving oral health care prior to kindergarten entry.
f. Increase, by XX percentage points, the number of families participating in nutrition education programs.
g. Increase, by XX percentage points, the number of families receiving help for identified mental health issues prior to children entering kindergarten. Decrease waiting lists for these services.
h. Decrease, by XX percentage points, the number of children in overcrowded housing.
i. Increase, by XX percentage points, the number of families participating in parenting education and support programs.
j. Increase, by XX percentage points, the number of eligible children and families receiving child care subsidies. Decrease waiting lists for child care subsidies.

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k. Increase, by XX percentage points, the number of eligible children, birth through age 3, in high-quality early care and education programs providing support for early learning and development issues.
l. Increase, by XX percentage points, the number of children with special needs placed in high-quality early care and education programs providing support for children's special needs in the least restrictive environment.
m. Decrease, by XX percentage points, the number of eligible families on waiting lists for services.
n. Increase, by XX percentage points, the number of children with access to necessary transportation to early care and education programs.

4. **Increase the number of children participating in high-quality early care and education programs.**

   a. Increase, by XX percentage points, the number of children enrolled in regulated early care and education facilities/programs.
   b. Increase, by XX percentage points, the number of children enrolled in high-quality early education and care programs.
   c. Increase, by XX percentage points, the number of eligible families participating in evidence-based home visiting programs.
   d. Increase, by XX percentage points, the number of children enrolled in full-day public kindergarten.

Outcomes for Programs

5. **Increase the number of regulated early care and education programs throughout New Jersey, beginning prenatally. Increase the number of regulated care centers and increase participation of regulated centers in high-quality initiatives (e.g. GROW NJ) to increase availability of high-quality programs for children in all age groups and in all geographic regions.**

   a. Increase, by XX percentage points, the number of regulated early education and care settings throughout the state (state preschool, Head Start, licensed child care, family child care), particularly in areas where regulated care is currently lacking.
   b. Increase, by XX percentage points, the number of high-quality early education and care programs throughout the state (measured by national accreditation, state quality rating, etc.).
   c. Increase, by XX percentage points, the number of evidence-based home visiting programs.
   d. Increase, by XX percentage points, the number of high-quality early intervention programs.

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6. **Increase the number of early care and education programs possessing characteristics of effective, high quality early education and care programs and services.**
    a. Increase, by XX percentage points, the number of programs using an evidence-based/research-based comprehensive curriculum model.
    b. Increase, by XX percentage points, the number of programs using the New Jersey Birth through Three Early Learning Standards and the New Jersey Preschool Teaching and Learning Standards.
    c. Increase, by XX percentage points, the number of programs using an assessment of teacher-child interaction.
    d. Increase, by XX percentage points, the number of programs with qualified administrators with early childhood-specific training or credentials.
    e. Increase, by XX percentage points, the number of programs with qualified teachers with early childhood-specific credentials and training.
    f. Increase, by XX percentage points, the number of programs with high quality program structures.
    g. Increase, by XX percentage points, the number of programs that are nationally accredited.
    h. Increase, by XX percentage points, the number of programs participating in Grow NJ Kids.
    i. Increase, by XX percentage points, the number of programs rating a 3 or above on Grow NJ Kids.
    j. Increase, by XX percentage points, the number of programs with good to excellent ratings on the ECERS-R, ITERS-R, FCCERS-R, CLASS (PreK and Toddler), and Arnett Caregiver Interaction Scale.
    k. Decrease, by XX percentage points, the number of programs with licensing/regulatory violations.
    l. Increase, by XX percentage points, the number of home visiting programs implementing an evidence-based home visiting model with fidelity.
    m. Increase, by XX percentage points, the number of programs participating in and following the regulations of a USDA food program.

<u>Outcomes for Workforce</u>

7. **Increase the quality of New Jersey's early care and education workforce.**
    a. Increase, by XX percentage points, the number of teachers with a degree/certificate in early care and education, including infants and toddlers.
    b. Increase, by XX percentage points, the number of program directors with degree/certificate in early care and education, including infants and toddlers.
    c. Increase, by XX percentage points, the number of teacher assistants with a certificate in early care and education, including infants and toddlers.
    d. Increase, by XX percentage points, the average staff retention rate in early care and education settings.

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e. Increase, by XX percentage points, the number of early care and education professionals with an endorsement or certificate in the education of English language learners.
f. Increase, by XX percentage points, the number of early care and education professionals with a Teacher of the Handicapped endorsement as well as a degree/certificate in early care and education.
g. Increase, by XX percentage points, the number of early care and education professionals with training in programs such as CSEFEL, PBS, the Infant Mental Health Endorsement, etc.
h. Increase, by XX percentage points, the number of early care and education professionals qualified to provide training in CSEFEL, PBS, Infant Mental Health Endorsement, curriculum and assessment, ECERS-R, ITERS-R, FCCERS-R, CLASS (PreK and Toddler), Arnett Caregiver Interaction Scale, etc.

8. Use data to create and strengthen state policies and investments leading to a skilled, stable and effective early care and education workforce.

a. Increase the level of state assistance for establishing public/private partnerships.
b. Standardize early childhood teacher and leader preparation programs and develop a quality control system.
c. Increase, by XX percentage, the number of institutions of higher education participating in the quality control system.
d. Increase, by XX percentage points, the average salary and benefits for early care and education professionals with a degree/certificate in early care and education.
e. Implement systems for recruitment, retention and succession planning to ensure a stable and qualified early care and education workforce.

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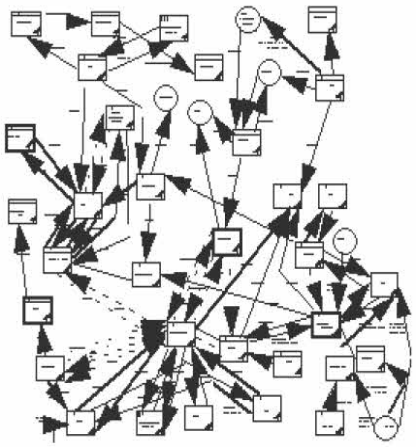
Appendix: New Jersey's Information Architectural Approach

Data sharing, as traditionally practiced, creates more problems than it solves. It provides a sense of false economy, false security, and false efficiency. Each sharing of data

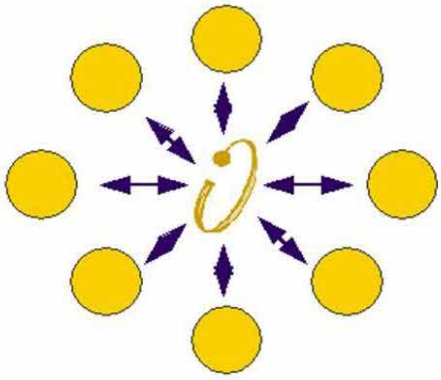


- involves point-to-point mapping of the data elements being shared, and this effort is repeated every time the same data is shared with a new organization;
- is based upon the needs of the two business units but using data as defined by one of the business units, leading to data quality issues due to inconsistent data definitions;
- reduces the data quality of the organization, as unmanaged versions of the same data exist in multiple locations, without any process for resolving data quality or definition issues;
- creates pressure on the source system staff to provide the requested data; the more popular the data, the more work for the source system staff;
- creates pressure on the source system itself to provide the requested data; the more popular the data, the more performance impact on the source system; and,
- introduces security concerns, as once the data has been shared, there is no or limited tracking of how that data is used.

Ultimately, in this data sharing world, the organization spends more and more time (and money) moving data around and resolving the inevitable data quality issues that surface.

Data Reusability

Data reusability is the commitment to collecting, managing and storing electronic data in forms and formats to enhance the quality, understanding and value of that data, to promote the efficient use of that data between agencies and applications, and to minimize data redundancy and conflicting definitions. Data reusability leads to "information sharing", not "data sharing".



Data reusability is more specific than data sharing, in that data sharing is based on data duplication and data movement, while the goal of data reusability is to eliminate unnecessary duplication.

It is more specific than data integration, in that data integration is the reconciling and cross-walking of information from disparate systems, while the goal of data reusability is to

achieve data integration through optimization and standardization of reference and master data and normalization and rationalization of definitions and formats for enterprise and affinity data.

The purpose of data reusability, and therefore enterprise information architecture, is to meet the State's strategic and operational needs. In its report, "***NATIONAL INFORMATION ARCHITECTURE: Toward National Sharing of Governmental Information***", the National Association of State Chief Information Officers (NASCIO) summarizes:

"The business case for such an architecture rests on four foundations.

- **First**, shared information is **more accurate**; it is collected once and used many times, thereby avoiding the misunderstandings and keying errors associated with multiple collection.
- **Second**, shared information is **timelier**; it can often be made available instantly rather than waiting for a separate collection effort.
- **Third**, shared information is **more complete**; information from multiple sources can be assembled into a full description.
- **Fourth**, shared information is **more cost-effective**; it costs much less to store data and send it to another user than it does to collect it again."

To these, New Jersey adds two additional foundations.

- **Fifth**, shared information is **more accessible**; when information is managed through a common process, it is maintained more efficiently, and it is more readily reusable by other applications.
- **Sixth**, shared information is **more useful**; with a single version of the truth available to managers and executives, information will more effectively support decision-making processes.

The ultimate goal of the NJEIMF is data reusability with better data quality. The purpose of an enterprise data quality program is to first identify the quality of the data within the organization, and then systematically improve it. For this reason, Data Quality is a key objective for all of the information management components of the NJ-EASEL.

New Jersey's Model-Driven Development (MDD) Approach

It is the modeling of enterprise-level data that differentiates project-level data modeling activity from information architecture. The product of this enterprise-level modeling is a **Canonical Data Model**, a term describing the design integration of multiple distinct databases. The canonical data model is used

by integration technologies as a definition for common data moving between the systems of an enterprise. At a higher level of abstraction it may also refer to the definition of data stores.

The NJEIMF requires a model-driven approach to development. Where it exists, this process begins with an existing Conceptual Business Model (CBM). The CBM guides the development of a Solution Conceptual Data Model (CDM) to capture the key information needs of the business. This model is created with participation by stakeholders at the highest levels of the business. The CDM guides subsequent modeling efforts and documents an overall view of the business, even for areas outside the scope of the application being developed. The CDM feeds back into the organization's CBM, or forms the basis for one where it does not yet exist.

After creation of the CDM, the logical modeling process captures detailed user requirements and business rules. A Solution Logical Data Model (LDM) is created representing the scope of the project. It is consistent with both the CDM, the Logical Business Model (LBM) for the business or subject area where one exists, and the NJ Enterprise Reference Data Model (NJERDM). The LDM is normalized, fully attributed, and consistent with the NJ Data Naming Convention. The entities and attributes of the LDM are registered with the NJ Data Architecture unit and recorded in its Data Registry. The NJ Data Architecture unit validates and approves all entity and attribute names. The LDM feeds back into the organization's LBM and the NJERDM.

Once the LDM is created, it is used to produce a PDM for the project. It is in this PDM that any changes to data structures to address performance, security, or development issues are made. The LDM remains fully normalized and the physical changes are mapped from it. Once the PDM is approved, it is used to generate the Data Description Language (DDL) needed to create the actual database structures required.

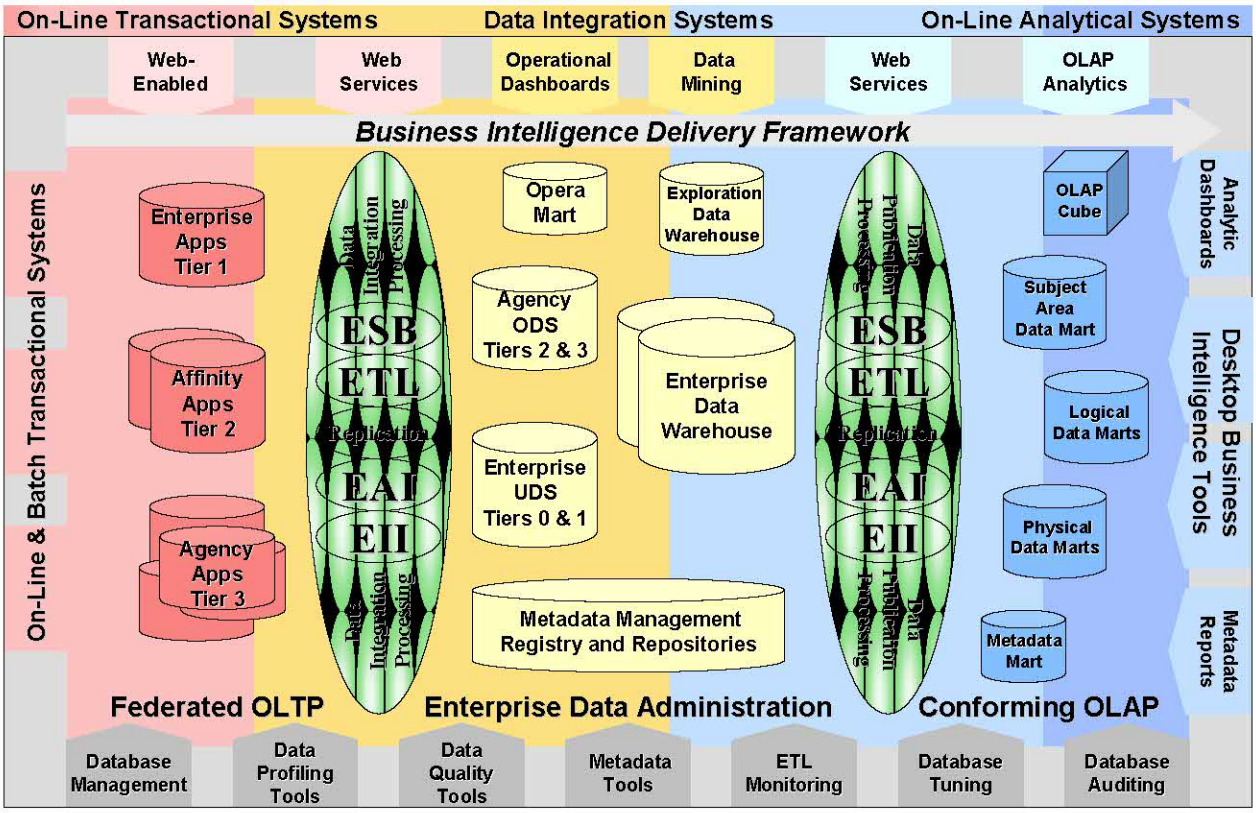
Whenever possible, changes that need to be made to the application after the initial database is created should first be made in the LDM. The changes are then progressed through the PDM to the actual database. In this way, the documentation remains accurate and synchronized, and the impact of changes on data integrity is fully understood. In cases where changes must be made immediately to the physical database to correct an urgent production problem, it is imperative (and required) that the developers update the LDM and PDM immediately thereafter.

NJEIMF Conceptual Architecture

The following diagram shows the inter-relationships between various conceptual components of the NJ Enterprise Information Management Framework. The value of this model is that it illustrates how all information systems are inter-related conceptually, and that no system should be developed in isolation of existing data, data stores, standards, conventions, or processes. The New Jersey solution is guided by this conceptual architecture.

ATTACHMENT 65

New Jersey Conceptual Information Architecture



The New Jersey Enterprise Information Management Framework is a major and essential component of a long-term strategic commitment to support data reusability and improve data quality. This architecture forms the foundation for collecting, storing, managing, controlling privacy of, and providing access to data on an enterprise basis. It enables transparent, participatory and collaborative government. It is a force-multiplier, transforming costs for system development into investments creating reusable data assets.

ATTACHMENT 66

NJ Office of Information Technology
Jon S. Corzine, Governor
Adel Ebeid, Chief Technology Officer

P.O. Box 212
300 Riverview Plaza
Trenton, NJ 08625-0212

www.nj.gov/it/ps/

State of New Jersey IT Circular

Title: 05- State of New Jersey Online Privacy Policy

NO:	SUPERSEDES:
06-05-NJOIT	N/A
DATE PUBLISHED: 11/20/2006	
VERSION: 1.0	**EFFECTIVE DATE:** Date of Signature
FOR INFORMATION CONTACT: Office of Policy and Planning oitpolicy@oit.state.nj.us	

ATTN: Directors of Administration and Agency IT Managers

I. PURPOSE

To ensure that New Jersey Executive Branch Agencies protect personally identifiable information to the maximum extent possible while complying fully with the State's laws regarding public access to government records.

II. SCOPE

This policy applies to all public Web sites of State agencies in the Executive branch of Government other than Independent State agencies that operate Internet Web sites as a public service.

III. DEFINITIONS

a. A **Cookie** is a special text file that a Web site adds to your hard disk so that it can recall something about you at a later time. Typically, a cookie records your preferences when using a particular site.

b. **Independent State Agencies** are authorities, boards, commissions and other agencies of the State of New Jersey, which are not subject to the policy supervision and control of the Governor. An example of an independent State agency would be the New Jersey Transit Authority.

c. **Online** is the condition of being connected to a computer or a telecommunications system. For the purposes of this policy, the term is used to describe a connection to the Internet.

d. **Personally Identifiable Information** means information that identifies an individual, including an individual's Social Security number, name, address other than the five digit zip code, driver identification number, telephone number and e-mail address.

e. **The Principles of Fair Information Practices** are a set of widely accepted information practices that the Federal Trade Commission supports for consumer oriented Web sites that collect personal identifying information from or about consumers online. The principles include consumer notice, consumer choice, appropriate levels of security and consumer access to their personally identifiable data.

f. **SSL (Secure Sockets Layer)** is a commonly used protocol for managing the security of a message transmission on the Internet.

g. **Transaction Risk Assessment** is the process that determines the security requirements necessary to ensure the appropriate level of availability, integrity, access, confidentiality, authentication and non-repudiation of the information in question.

h. A **Web Site** is a collection of HTML (Hypertext Markup Language) files on a particular subject that includes a beginning file called a home page. For example, most companies, organizations, or individuals that have Web sites publish a single address. This is their home page address. From the home page, you can get to all the other pages on their site.

IV. POLICY

All New Jersey Executive Branch Agencies that operate Internet Web or online services shall have privacy statements that are prominently displayed on their home pages and any other public entry page where personally identifiable information is collected or transmitted. The statements shall be developed in accordance with the Principles of Fair Information Practices as recommended by the Federal Trade Commission and in consultation with agency legal counsel. The privacy statement shall be easy to find, read and understand. The statement should inform Web site users when personally identifiable information is collected, in what way the information will be used, any third party distribution of the information and the choices available regarding collection, use, and distribution of the collected information.

Following promulgation of this policy, each State agency that maintains a Web site requiring the collection or transmission of personally identifiable information will conduct a transaction risk assessment, and implement appropriate security and privacy safeguards. At a minimum, state Web sites that require or permit a citizen to enter the following information will use an SSL session or equivalent technology to encrypt the data:

1. Social Security Number or tax identification number

2. Transaction payment information, i.e. credit card number

3. Individual Name, address and other personal information

4. Individual identification codes and passwords

5. Individual medical and health information

6. Individual financial information, i.e. income

State Web sites that permit the download of forms for completion and subsequent return via unencrypted e-mail should notify users of the risk in sending sensitive or personal information via e-mail over the Internet.

State agencies that elect to obtain information through the use of cookies shall notify the user of the cookie, the information to be collected, and the use of the information collected.

Agencies shall establish security procedures and practices for the storing, handling and disposing of electronic records that contain personally identifiable information so that the information is not intercepted or changed by unauthorized persons.

Personally identifiable information will not be sold or distributed to non-governmental third parties for solicitation purposes unless permitted by law. The collection of personal data should be limited to that which is needed for legitimate public purposes and retained only as long as necessary. Personally identifiable information should only be used for the purposes disclosed in the privacy policy statement.

Agencies that enter into contracts or agreements for sharing personally identifiable information with other entities must have contractual requirements that protect the information from inappropriate uses.

If an agency intends for its Web site to collect personally identifiable information, then the agency will notify the public that State and Federal laws, including statutes, rules, regulations and the common law, control the use of information held by the state. Citizens should be informed about how they can review their personal information and recommend corrections if it is inaccurate or incomplete.

Agency privacy statements shall include the name and contact information of a person who can address questions regarding the privacy statement and privacy practices of the Agency.

Agencies that provide Web pages directed at children shall comply with the Children's Online Privacy Protection Act of 1998 (COPPA) and any other applicable State or Federal law. The Federal Trade Commission rule applies to Web sites or online service directed at children and to Web sites or online services where there is actual knowledge that the person from whom they seek information is a child. The requirements include but are not limited to:

1. To post prominent links on their Web sites to a notice of how they collect, use, and/or disclose personal information from children.

2. With certain exceptions, to notify parents that they wish to collect information from their children and obtain parental consent before collecting, using, and/or disclosing such information.

3. Not to condition a child's participation in online activities on the provision of more personal information than is reasonably necessary to participate in the activity.
4. To allow parents the opportunity to review and/or have their children's information deleted from the operator's database and to prohibit further collection from the child.

5. To establish procedures to protect the confidentiality, security, and integrity of personal information they collect from children.

V. Roles and Responsibilities

a. Employee

1. To adhere to Statewide and agency security and confidentiality rules and procedures

2. Maintain the confidentiality of individuals' personally identifiable information consistent with law.

b. Agency Senior Management

1. Designate a person or persons to act as the point of contact for all questions relating to access to information and privacy.

2. Ensure that employees who have access to the Internet are educated on the importance of maintaining the confidentiality of personal information.

3. Ensure that Web development efforts include consideration of privacy related issues.

4. Approve appropriate privacy statements, where required.

c. Agency Information Technology Unit and the Office of Information Technology

1. Ensure that appropriate security safeguards are in place relating to the electronic transmission, electronic storage and electronic access of personal information.

d. Compliance

1. Agencies, subject to this policy, shall comply with this policy within 90 days of its effective date.

ATTACHMENT 67

NJ-EASEL High-Level Program Plan
Prepared October 4, 2013

Activity/*Deliverable*	YR1H1	YR1H2	YR2H1	YR2H2	YR3H1	YR3H2	YR4H1	YR4H2
Program Management Effort								
Detailed Project Plan EDW		Mon8						
Detailed Project Plan Sprint 1			Mon15					
Detailed Project Plan Sprint 2				Mon24				
Detailed Project Plan Sprint 3						Mon33		
Data Architecture Effort								
NJ-EASEL Logical Data Model			Mon13					
Determine Additional Data			Mon14					
Sprint 1 Dimensional Model			Mon15					
Sprint 2 Dimensional Model				Mon21				
Sprint 3 Dimensional Model					Mon30		Mon39	
Data Integration Effort								
Establish Dev. Environment		Mon12						
Develop DOE Integration			Mon18					
Establish Test Environment				Mon19				
Establish Prod Environment				Mon20				
Develop Partner Integration						Mon36		
Master Data Mgmt. Effort								
Acquire MDM Licensing		Mon10						
Develop Initial DOE Protocols			Mon18					
Extend to External Agencies					Mon30			
Analytics Development Effort								
Sprint 1 Reporting Solution				Mon20				
Sprint 2 Reporting Solution					Mon29			
Sprint 3 Reporting Solution							Mon38	

Activity begins in month 7 of first year and concludes with month 6 of fourth year (Month 42)

Center for Evidence-Based Practice: Young Children with Challenging Behavior

www.challengingbehavior.org

Recommended Practices

Linking Social Development and Behavior to School Readiness

Barbara J. Smith, Ph.D. – University of Colorado-Denver and Health Sciences Center

"From the last two decades of research, it is unequivocally clear that children's emotional and behavioral adjustment is important for their chances of early school success." (Raver, 2002)

There is mounting evidence showing that young children with challenging behavior are more likely to experience early and persistent peer rejection, mostly punitive contacts with teachers, family interaction patterns that are unpleasant for all participants, and school failure (Center for Evidence-Based Practice: Young Children with Challenging Behavior, 2003). Conversely, children who are emotionally well-adjusted have a greater chance of early school success (Raver, 2002). Social and behavioral competence in young children predicts their academic performance in the first grade over and above their cognitive skills and family backgrounds (Raver & Knitzer, 2002).

Science has established a compelling link between social/emotional development and behavior and school success (Raver, 2002; Zins, Bloodworth, Weissberg, & Walberg, 2004). Indeed, longitudinal studies suggest that the link may be causal....academic achievement in the first few years of schooling appears to be built on a foundation of children's emotional and social skills (Raver, 2002). Young children cannot learn to read if they have problems that distract them from educational activities, problems following directions, problems getting along with others and controlling negative emotions, and problems that interfere with relationships with peers, teachers, and parents. "Learning is a social process" (Zins et al., 2004).

The National Education Goals Panel (1996) recognized that a young child must be ready to learn, e.g., possess the pre-requisite skills for learning in order to meet the vision and accountability mandates of academic achievement and school success. Academic readiness includes the prosocial skills that are essential to school success. Research has demonstrated the link between social competence and positive intellectual outcomes as well as the link between antisocial conduct and poor academic performance (Zins et al., 2004). Programs that have a focus on social skills have been shown to have improved outcomes related to drop out and attendance, grade retention, and special education referrals. They also have improved grades, test scores, and reading, math, and writing skills (Zins etal., 2004).

Social skills that have been identified as essential for academic success include:

- getting along with others (parents, teachers, and peers),
- following directions,
- identifying and regulating one's emotions and behavior,
- thinking of appropriate solutions to conflict,
- persisting on task,

IDEAs that Work

- engaging in social conversation and cooperative play,
- correctly interpreting other's behavior and emotions,
- feeling good about oneself and others.

And yet, many children are entering kindergarten and first grade without the social, emotional, and behavioral skills that are necessary for learning and success in school. One survey of over 3000 kindergarten teachers found that 30% claimed at least half of the children in their classes lacked academic skills, had difficulty following directions and working as part of a group; and 20% reported that at least half of the class had problems in social skills (Rimm-Kaufman, Pianta, & Cox, 2000).

Research indicates that children who display disruptive behavior in school receive less positive feedback from teachers, spend less time on tasks, and receive less instruction. They lose opportunities to learn from their classmates in group-learning activities and receive less encouragement from their peers. Finally, children who are disliked by their teachers and peers grow to dislike school and eventually have lower school attendance (Raver, 2002).

What can we do to increase school readiness in young children?

- Policy – Federal and state policies need to reflect the importance of these foundational skills by removing barriers and providing incentives and resources to communities and programs: (1) to improve the overall quality of early care settings; (2) to support families so that they are able to promote positive relationships and social competence in their infants and young children; (3) to prevent problem behavior by addressing social and educational factors that put children at risk for challenging behavior; and (4) to provide effective services and interventions to address social/emotional problems and challenging behavior when they occur.
- Public Awareness – Federal, state, and local governments and community agencies need to raise the visibility of importance of social competence in school success.
- Knowledge and Skills – Early care and education professionals need training and on-site technical assistance in evidence-based practices for: (1) promoting social skills (e.g., identifying and regulating emotions, playing cooperatively, following directions, getting along with others, persisting with tasks, problem solving, etc.); (2) preventing problem behavior (through classroom arrangements, individualizing to childrens' interests and abilities, etc.); and (3) providing effective intervention strategies when needed (e.g. positive behavior support, peer mediated strategies, etc.) (Fox et al., 2003). Early childhood education professionals need to know how to integrate social/emotional learning with literacy, language, and other curricular areas. Professionals need to know how to provide parents with information and support around parenting practices that prevent problems and effectively address challenging behavior.
- Research – Studies are needed on specific promotion, prevention, and intervention strategies to establish their efficacy for specific groups of children in particular settings. Research is also needed on policy and programmatic features that result in more effective services for children and families related to social development.

"The emotional, social, and behavioral competence of young children is a strong predictor of academic performance in early elementary school." (Zero to Three, 2003)

References

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Raver, C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. Social Policy Report of the Society for Research in Child Development, 16(3), 1-20.

Smith, B., & Fox, L. (2002). Systems of service delivery: A synthesis of evidence relevant to young children at risk for or who have challenging behavior. Center for Evidence-Based Practice: Young Children with Challenging Behavior. www.challengingbehavior.org

ZERO TO THREE (2003). Assuring school readiness by promoting healthy social and emotional development. Washington, DC: ZERO TO THREE Policy Center.

Zins, J., Bloodworth, M., Weissberg, R., & Walberg, H. (2004). The scientific base linking social and emotional learning to school success. In J. Zins, R. Weissberg, M. Wang, & H. J. Walberg (Eds.), Building academic success on social and emotional learning: What does the research say? (pp. 1-22). New York: Teachers Press, Columbia University.

On the web

www.challengingbehavior.org
Center for Evidence-Based Practice: Young Children with Challenging Behavior

www.csefel.uiuc.edu
Center on the Social and Emotional Foundations for Early Learning

www.zerotothree.org
ZERO TO THREE

The reproduction of this document is encouraged.

ATTACHMENT 69

Function – Based Information Tool (F-BIT)

Student:

Staff Person:

Date:

The purpose of this tool is to help teachers systematically reflect on variables that are contributing to why the student is engaging in behaviors that are disruptive or interfering with educational routines and to provide guidance for selecting intervention strategies.

Positive Qualities: Reflecting on the student's positive qualities can be very helpful for selecting intervention strategies. Review the list below and select all of the positive qualities that reflect this student's personality and style.			
	Attentive to social cues		Engaged learner
	Conveys thoughts well		Organized
	Sociable		Hard worker
	Liked by peers, has friends		Arrives on time
	Kind/Considerate		Comes to class/school prepared
	Empathetic		Regularly attends school/class
	Self-reflective		Self starter / self-directed
	Positive attitude/outlook		Willing to help others
	Self-confident		Cooperative
	Good sense of humor		Flexible/Easygoing
	Honest		Interested/motivated to learn
	Leader		Persistent disposition
	Planful, problem solver		Accepts responsibility for actions
	Fashionable		Creative, artistic or musical

Not Sure	Works	**Strategies that Work**: Check all instructional strategies and conditions the student typically responds positively.
		Structured tasks/ activities
		Clearly defined expectations (e.g., rubric or group norms)
		Familiar structured routines
		Check-ins (e.g., mid project check in) and reminders
		Giving the student 'chunks' of a project or assignment at a time
		Helping the student to task analyze projects or test preparation into 'chunks' of information or steps
		Having written directions
		Familiar tasks (e.g., skills required, the type of task, etc.)
		Tasks or activities that involve artistic expression of concepts
		Tasks or activities that use technology
		Activities that involve movement or interaction with materials
		Study guides, content outlines, vocabulary sheets, etc.
		Graphic organizers
		Giving the student frequent positive attention or support
		Independent work
		Partner or group work
		Other:
		Other:

Behavior Priorities: (1) indicate with an 'X' the behaviors that you would like to see improve and (2) generate a couple of examples of what the student says and does that is a problem (see the example below).		
I would like to see the student improve:	**"X" Priority**	**Examples of what the student does. Use <u>VERBS</u> to describe the behavior not adjectives (e.g. puts head down is better than doesn't cooperate)**
<u>EXAMPLE</u>: Following Directions, Rules and Routines	*X*	• *Rolls eyes when given a direction* • *Makes 'huffing' noises* • *Ignores direction by not making eye contact, keeping back to teacher, continuing to talk to peers*
Following Directions, Rules and Routines (e.g., calls out; makes noises; talks with peers; gets out of seat; does not follow directions; repeats behaviors previously told not to do; proceeds doing something despite being told to stop)		
Interactions with Adults (e.g., talks back; argues with teacher; uses rude language; walks away when teacher is talking)		
Interactions with Peers (e.g., teases, bullies, calls names, argues, puts peers in awkward position)		
Engagement Level (e.g., puts head down, withdraws from conversation; does not participate)		
Physical Interactions with Peers (e.g., pushes, shoves, hits, wrestles, physically intimidates; threatens)		

Problematic Antecedent Triggers: Review the list of antecedent triggers below. Select those items that are most commonly associated with occurrences of behavior. If you are not sure, over the next couple of days take notice of the conditions present just before the behavior occurs. Then return to completing this list. Once you have selected triggers, consider the possible function: (A) Does the behavior enable the student to escape or delay the situation? (B) Does the behavior gain the student social attention? (C) Does the behavior gain the student social control over the situation or perceived image?

Behavior typically occurs when…	Do you think the behavior is motivated by wanting …		
	…to get out of or Delay a Situation	…attention from Adults or Peers	…social control over the situation
Following Transitions & Routines			
… entering class (locating seat, engaging in a 'do now' activity, etc.)			
… it is time to dismiss from class			
… it is time to transition between activities			
… transitioning between locations (e.g., hallway)			
… it's time to follow class routines (e.g., put bag under desk)			
…there is a change in routine or personnel (e.g., substitute)			
… there is unstructured time or delays in routines			
Participating in Instruction & Work Routine			
… whole group instruction is happening (listening, waiting turn, note taking)			
… it is time to do an assignment (attending to directions, getting materials, starting the task)			
… working on a challenging assignment (e.g., above reading or math level, missing background knowledge, perceptual reasoning, processing, working memory, written expression, etc.)			
… sustained effort or attention is needed to complete tasks			
… participating in cooperative groups (see transition and social relation items)			
Planning & Organizing			
… the student doesn't have / can't find the needed materials			
… it is time for a test or quiz			
… the student has to generate a plan or problem solve			
… the student has to manage multiple tasks or steps			
… the student has to initiate start up or follow through			
… the student is asked to submit homework or other projects			
Handling Prompts & Redirection			
… directed to stop doing something (e.g., talking)			
… directed to put personal or banned items away			
… directed to start work			
… told no to request (e.g., going to the bathroom)			
… directed to attend to dress code violation			
… their performance or behavior is critiqued			
… asked to cooperate with request (e.g., take out book)			
Social Relations & Emotional Coping Difficulties			
… the student is excluded from a group of students			
… the student wants to socialize with a preferred peer			
… working with a partner or in a group			
… the situation is socially (e.g., mild teasing)or emotionally stressful (e.g., something has happened at home, fight with friend, etc.)			
… another student/adult says something they don't like			
… there is pressure to perform or respond (e.g., test, called on in group)			

Consequences: Review the list of typical consequences / responses to behavior. For each response strategy that you use, Indicate in the right hand columns the type of outcome you think the student experiences (i.e., escape, attention, social control) as a result of the response / consequence.	**Does the response/consequence result in the student getting …**		
	out of or delaying the situation?	attention from adults or peers?	social control over the situation?
In response to behavior do you….			
…give a non verbal cue (e.g., look at student)			
…provide a verbal redirection (e.g., "*It is time to start work*")			
…provide a reprimand (e.g., "*This is not appropriate in class*")			
…use humor to defuse the situation			
…ignore (or try to ignore) what the student did			
…provide a reminder of what is and isn't appropriate in class (e.g., "*When you come into class you need to take your hat off*")			
…move or re-assign seat			
…let the student have what they are asking for or do what they want			
…help the student to get on task (e.g., by providing assistance with the assignment)			
… remove or replace the task with something different			
…have the student take a break			
…give the student a pass to guidance or CST			
…deduct points from an assignment			
…take away recess, other free time, or a privilege			
…student-teacher conference to discuss the issue			
…all the student's parents			
…end the student to an administrator			
…assign a detention			
Other:			
In response to behavior do other students….			
…laugh or "egg" on the student			
…not react to the behavior			
…ignore student			
…offer assistance, encouragement or support			
…tattle/obtain teacher attention to intervene			
…show camaraderie or solidarity			
Other (describe):			

Pulling the Information Together: Based on the information you selected above, develop a working WHEN, WHAT, IN ORDER TO statement that explains the pattern of behavior that will help you to select targeted interventions:	
When (under these antecedent conditions):	
What (the student engages in this behavior):	
In Order to (achieve this outcome):	

Function: In light of your reflections about conditions most typically associated with behavior occurrences (antecedent triggers and consequences) what do you think the student is trying to achieve by acting out (i.e., the function of behavior)? Select those items that most consistently reflect your understanding of why the behavior is occurring.	
X	**The student is engaging in behavior to <u>escape or delay the situation</u> because the student…**
	… gets overwhelmed in the situation and doesn't know how to get out of it
	…gets frustrated when work is difficult or challenging
	…may be embarrassed that they cannot do the work
	…doesn't know how to do the activities / assignments
	…has difficulty getting started with tasks
	…may be socially uncomfortable
	…other:
X	**The student is engaging in behavior to <u>gain attention</u> because the student…**
	…is in need of developing friends
	…is going through a difficult time (e.g., illness in the family)
	…appears disenfranchised from the peer group
	…may lack self confidence and is looking to others to validate their sense of social status
	…seems to need a lot of adult attention and interaction
	…is trying to access adult assistance for academics or other reasons
	…other:
X	**The student is engaging in behavior to <u>gain social control</u> because the student may…**
	… be trying to save face in front of peers
	…want more predictability or sense of control over the situation
	…be trying to establish their social status or social importance
	…be trying to compensate for feeling disliked or disenfranchised from adults at school
	…perceive the behaviors being displayed are a means to gain respect
	…does not want to make a change in routine or activity (e.g., transition from gym to math)
	…other:

Intervention Planning: The most effective interventions are those that match the function (reason) why the student is engaging in problem behavior. Use the **PBSIS Intervention Planning Tool** to select strategies matched (1) specific items you generated in the planning worksheet (i.e., antecedent and consequences) and (2) your working function statement. Consider the student's strengths and preferences in your decision to select specific strategies	
Prevent behavior by:	•
Reinforce positive behaviors by:	1. Increase frequency of social praise (e.g., beginning, middle, end of class, immediately following cooperation, etc.) 2. Provide additional incentive using the school-wide ticket system: • Increase use of the school-wide ticket to reinforce targeted desired behaviors (e.g., being on task, following directions, etc.) • Set a daily or weekly goal with student to earn 'bonus' school-wide tickets for meeting the goal
Redirect unwanted behavior by:	•

A Snapshot of Quality in Abbott Kindergarten Classrooms

Authors: Dr. Holly Seplocha, William Paterson University
Dr. Janis Strasser, William Paterson University

Acknowledgements
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We would also acknowledge the support and assistance of other partners of the ELIC: Dr. Ellen Wolock, New Jersey Department of Education and Dr. Ellen Frede, National Institute for Early Education Research at Rutgers, and The College of New Jersey. We are also grateful to Mary DeBlasio at William Paterson University and Lisa Smith at The College of New Jersey for coordination of data collection.

We are especially thankful to the Abbott kindergarten teachers and principals throughout New Jersey who graciously opened their classrooms for observations. This research could not have been conducted without this assistance.

Abstract

A total of 135 (12%) randomly selected kindergarten classrooms in low-income districts in this state were observed to develop a baseline profile of quality to inform policy and practice. Kindergarten classroom quality was measured using two instruments: Assessment of Practices in Early Elementary Classrooms (APEEC; Hemmeter, Maxwell, Ault & Schuster, 2001), and the Early Language and Literacy Classroom Observation Toolkit (ELLCO; Smith & Dickerson, 2002). Scores on both instruments revealed most kindergartens were operating at a minimal to mediocre level of quality. Teachers who held Preschool to Grade 3 teaching certifications scored higher on all measures and significantly higher ($p < .002$) on the literacy environment than those holding standard elementary K-5/K-8 licenses. In addition, prior experience teaching preschool seems to improve quality scores.

Introduction

In the 1998 school finance case of *Abbott v. Burke*, the Supreme Court of New Jersey directed the New Jersey legislature to enact legislation that would address two funding mandates. The Court's first order was for the legislature to allocate adequate funds to ensure that the same amount of money was spent per pupil for regular education in these poor districts, now known as *Abbott* districts, as was available on average in New Jersey's high performing districts. The Court's second mandate was for the State to develop, adequately fund and implement "supplemental programs" that met the needs of the poor children of New Jersey. As part of this legislation, the 30 poorest districts were mandated to provide preschool classes for all 3- and 4-year old children (Abbott v. Burke 1998). These 30 school districts were given the responsibility for ensuring that all programs, regardless of setting, meet high quality standards established by the Court order (Abbott v. Burke, 2000). The goal of the Abbott preschool mandate was to

ensure that children would enter kindergarten with the skills and abilities to succeed in school. While the New Jersey Department of Education has invested considerable effort and funds in improving preschool classroom quality and has been assessing the progress of this initiative, little attention has been focused on the kindergarten programs that these children attend at the completion of preschool.

In an effort to assess the quality of Abbott Kindergartens, the New Jersey Department of Education – Office of Early Childhood Education (DOE-OECE) contracted with the Early Learning Improvement Consortium (ELIC) to expand its assessment of preschool classrooms to assess Abbott Kindergarten classrooms. The ELIC is a multiyear initiative begun in fall 2002 in which participating institutions of higher education assist the DOE-OECE and Abbott districts in identifying the particularized needs of preschool children and programs by collecting and analyzing data on children and classrooms. In the fall of 2006, faculty and staff from the universities completed structured classroom evaluations of approximately 12.41% of all *Abbott* kindergarten classrooms. The primary purpose of this data collection was to develop a baseline profile of the quality of kindergarten classrooms to inform policy and practice.

Given the growth and improvement of Abbott preschool classrooms (Frede, Jung, Barnett, Lamy & Figueras, 2007; Lamy, Frede, et al, 2005), this study sought to examine the kindergarten classrooms that children move into at the completion of preschool. This study was designed to answer the following questions: What is the overall quality of kindergarten classrooms in Abbott districts? What is the quality of the literacy environment in kindergartens? What is the quality of the teaching strategies used to support language and literacy development? What impact, if any, do the teacher's prior teaching experiences have on kindergarten quality? What impact, if any, does the type of teacher certification have on quality? What recommendations can be made to improve quality in kindergarten? This report presents the methods and findings of the ELIC kindergarten study. Recommendations based on the findings are also presented.

Perspectives

Guiding this study was the premise that kindergarten should be a place for active learning and engagement. Kindergarten children are active learners and learn through their interactions with materials, adults and other children (Bredekamp & Copple, 1997; Gullo, 2006; Seefeldt & Wasik, 2002). Gallo (2006) notes that kindergarten children should be provided with opportunities for rich, in-depth, integrated studies or projects to enhance higher-order thinking, language use, problem solving skills, generalization of knowledge, transfer of learning, and deeper understanding of concepts.

Fusco (2006) notes that "Quality kindergarten programs flourish in the context of a full-day developmentally appropriate kindergarten, where children have choice and opportunity for exploration." (p. 17). Bronson (2006) links children's social and emotional competence to teachers' inclusion of diversity in everyday interactions, materials, and activities. Strickland (2006) suggests the importance of maintaining a balance between explicit instruction and informal learning by keeping instruction active and consistent with how young children learn. . Strickland (2006) further recommends that "Instruction should go beyond the acquisition of isolated skills to help learners strategically apply what they have learned" (p. 77).

ATTACHMENT 71

The New Jersey Department of Education
Division of Early Childhood Education,

PreK-3rd Leadership Track

Early Childhood Administrators

2012-2013

Instructors: Vincent J. Costanza, Early Childhood Development Specialist,
New Jersey Department of Education

Office Phone: 609-777-2074
Office Fax: 609-777-0967
E-mail: vincent.costanza@doe.state.nj.us

Course Outline

Overview:
The purpose of this course is to provide research, strategies and techniques that will allow administrators to identify and implement high quality preschool through third grade programs. This course will assist administrators in evaluating their early childhood programs as well as successfully leading their instructional staff. Each administrator is expected to attend all course sessions, engage in course discussions, and participate in an observation and feedback dialogue. Administrators will receive professional development hours and a letter of commendation from the New Jersey Department of Education upon course completion.

Course Objectives:
Upon completion of this course, early childhood administrators will:

- Develop a comprehensive understanding of the P-3 continuum reflective of research and early childhood best practice
- Increase knowledge about early development, high quality inclusive environment, specific best practices for content learning, and strategies for supporting teaching staff in these areas
- Utilize tools to assess and refine classroom practices in collaboration with teaching staff
- Focus on instructional improvement through effective professional development, purposeful supervision
- Recognize how to use data driven decision making to promote student achievement and family engagement
- Understand the importance of collaboration and partnerships
- Prioritize next steps for developing and advocating for P-3 systems in their own schools and communities

*The leadership track is funded through a grant from the Foundation for Child Development

ATTACHMENT 71

Course Content Schedule

Time: 9:00 AM – 3:00 PM (All Sessions)

November, 2012

Broadening and Articulating our PreK-3rd Vision: The Nine Essential Components
Leader Quality, Infrastructure, Access to Programs
Defining your Role as an Early Childhood Leader

January, 2012

Program Quality, Teacher/ Teaching Quality
Program Assessment: Using Structured Observation Instruments
Responsive Program/ Professional Development
Reflective Cycle

March, 2013

Whole Child Learning Standards, Child-Based Assessments
Integrated Curriculum
Child Screening and Assessments

April, 2013

Family and Community Engagement, Transition
Responding to Diversity
Inclusion/Special Education
Dual Language Learners

ATTACHMENT 72

September 10, 2012

Dear Superintendents:

Enclosed is information concerning a professional development opportunity being offered to district teams by the Division of Early Childhood Education (DECE), New Jersey Association for Supervision and Curriculum Development (NJASCD), New Jersey Principals and Supervisors Association (NJPSA), and the Advocates for Children of New Jersey (ACNJ). This program is designed to strengthen early childhood programming and practice throughout the early years, with a particular focus on strengthening the quality of kindergarten. Furthermore, this initiative combines the work of ***The Kindergarten Seminar***, offered last year to all kindergarten teachers throughout the state, with ***The PreK-3rd Leadership Training Series*** for all administrators responsible for preschool through third grade classrooms, offered for the previous three years.

In order to participate in this initiative, the DECE and all collaborating groups require participants to register for this professional development opportunity in teams that consist of at least one administrator and one teacher from each district. Pertinent details and registration information for ***The Kindergarten Seminar,*** offered to teachers, as well as ***The PreK-3rd Leadership Training Series,*** offered to administrators, is attached or can be accessed at: www.njascd.org.

Lastly, this professional development initiative will be preceded by the **Fourth Annual *PreK-3rd Leadership Conference*** to be held on November 2, 2012 at NJPSA/FEA conference Center at 12 Centre Drive in Monroe Township. At least one person from the district team should attend the conference. Registration opens on September 10, 2012 for this year's conference entitled, *Supporting Executive Functions Throughout the PreK-3rd Grade Continuum.*

Registration for this and other sessions as mentioned in this letter is also attached or can be accessed at: www.njascd.org.

For additional information regarding this opportunity, please contact Jennifer Scaramazza at: Jennifer.scaramazza@doe.state.nj.us or Donna Jensen at: Njascdmail@aol.com.

Sincerely,

Vincent J. Costanza, Ed.D

Early Childhood Program Specialist

Division of Early Childhood Education

ATTACHMENT 72

This Registration Form is a master form to register for any one or combination of the following:

I. **The Fourth Annual PreK – 3rd Leadership Conference**
II. **The PreK-3rd Leadership Training Series (4 sessions)**
III. **The Kindergarten Seminar (5 sessions)**

District teams should consist of at least one administrator attending The PreK-3 Leadership Training Series and at least one kindergarten teacher attending The Kindergarten Seminar. At least one person from the district team should attend the conference.

PRICING:

Conference only - $45.*00 per person*

To attend all events (including the conference):

Team of 2 or 3 - $ 75.00
Team of 4, 5 or 6 - $100.00

I. Fourth Annual PreK-3rd Grade Leadership Conference—

Title: Supporting Executive Functions Throughout the PreK-3rd Grade Continuum

November 2, 2012

9:00 AM—3:00 PM

FEA Conference Center

Morning refreshments and lunch are provided.

II. The PreK-3rd Leadership Training Series (4 sessions)

Target audience: Administrators

Please register at least one administrator for all sessions in one of the regions below:

A. North

Location: William Paterson University
1600 Valley Road
Wayne, NJ 07470
Room: V1002-03
(973) 720-2000
Dates: **December 20th, February 22nd, April 12th and May31st**

Directions: http://www.wpunj.edu/directories/directions-wpunj.dot

B. Central

Location: FEA/NJPSA
12 Centre Drive
Monroe Twp., NJ 08831
(609)860-1200

Directions: http://www.njpsa.org/directions.cfm

Dates: **December 7th, February 8th, March 8th and May 10th**

Time: 9:00 AM – 2:30 PM Morning refreshments provided; lunch on your own

II. Pre K-3rd Grade Leadership Training Series (*continued*)

C. South

Location: Pemberton Early Childhood Center
100 Arney's Mt. Road, Pemberton, NJ 08068

Dates: **November 30th, February 1st, April 19th and May 17th**

Directions: http://www.pemberton.k12.nj.us/information/directions.aspx

III. The Kindergarten Seminar

Target Audience: Kindergarten Teachers

Please register at least one kindergarten teacher for all sessions in one of the regions below.

A. North

Location: Public Safety Academy (PSA)
300 Oldham Road
Wayne, NJ 07470
Phone: (973) 304-6021

Dates: **November 29th, January 17th, March 14th, April 25th and May 23rd**

Directions: http://www.pccc.edu/community/public-safety-academy/about-the-pccc-public-safety-academy/directions3

B. Central

Location: Learning Resource Center-Central
200 Riverview Plaza, 1st floor
Trenton, NJ 08625
Phone: (609-633-8971

Dates: **January 25th, February 27th, March 27th, April 17th, and May 29th**

Directions: http://www.nj.gov/education/lrc/dir2lrcc.pdf

C. South

Location: Camden County Educational Services Commission
225 White Horse Avenue
Clementon, NJ 08021
Phone: (856) 784-2100

***Dates*: November 14th, December 6th, January 10th, Feb. 22, April 18th**

Directions: http://www.camdenesc.org/

ATTACHMENT 72

Registration Form for PreK-3rd Conference, Leadership Series and Kindergarten Seminar

Please list each person and which session(s) they will be attending. The example displays an administrator who will be attending the Conference (I) as well as the PreK-3rd Leadership Series in the Central location (11B).

Name	Position	Session(s)
Ex. Mrs. Jane Doe	Principal	I and IIB

School/District _____

Address _____

_____

Phone _____ Fax _____

Contact E-mail Address _____

Purchase Order No. _____ Personal Check _____

No. of People _____ Total Fee $_____

Refunds: If you are unable to attend a program for which you have registered, call or write NJASCD seven (7) days prior to the program date to request a refund. No refunds shall be granted unless notification is provided within this timeframe.

Please mail or fax to

NJASCD
12 Centre Drive,
Monroe Township, NJ 08831
or fax to 609-409-0946
For questions regarding registration, contact Donna Jensen at 609-860-8991

ATTACHMENT 73

Framework for Increasing Capacity of Early Childhood Classrooms (K-3) Teachers and Administrators

Overall Goal: Sustain gains made in preschool across all domains of learning for children in kindergarten through third grade by helping teachers and administrators implement optimal instructional practices across domains throughout the early grades, and by assessing and supporting children's development and learning using developmentally appropriate assessment and instruction with immediate intervention. High quality instructional practices will be supported by providing systematic feedback to teachers and administrators in the areas of transition planning, entry assessments across all grades within the K-3 continuum, monitoring of student progress, classroom walkthroughs, and analysis of program and student data. To support this goal, we will also explore the potential for technology to improve children's mastery of math and literacy skills by selecting and piloting tablet-based literacy and math programs in select schools.

Part 1: Increasing the capacity of early childhood teachers and administrators

The chart below represents students in New Jersey who are partially proficient on the New Jersey Assessment of Skills and Knowledge (NJ ASK), which is the state test for students in grades 3 through 8. Children with special needs as well as dual language learners are included in the table below. The needs of these groups will be addressed in a two-phase approach which is described below.

33,698 partially proficient students or 33% of 101,376 total students.
20,812 or 62% are general education students.
9,680 or 29% are students with special needs.
5,020 or 15% are in the category of Limited English Proficient. Only 3,111 students or 38% of the 8,464 in this category perform at or above proficient on the test.
44% of the students are either children with special needs or Limited English Proficient.
20,091 or 60% of partially proficient students are eligible for the free or reduced lunch program.
18,609 students of the 38,700 students (48%) that are economically at risk perform at or above proficient on the test.

- Phase 1: First half of the Priority schools and Focus Schools (see table below) with >50% PP rates

- Phase 2: Second half of the Priority schools and Focus Schools (see table below) with >50% PP rates

What? Implement a Kindergarten to Third grade assessment and improvement system that promotes the differentiated support of leaders, teachers, and students, and involves families. The components:

- Best practices guidelines for Kindergarten through Third Grade
- Transition portfolios for students at each grade level with prior year data that is shared with teachers and families
- Grade level entry assessments and individualized plans for each grade level (with parent feedback)
- Focused walkthroughs that utilize a district's chosen teacher evaluation instrument
- A coaching and embedded support series for administrators and teachers, focused on
  1) Optimizing instruction in K-3
  2) Using data from unit and other formative assessments
  3) Using walk through results and feedback to improve instruction, and
  4) Immediate intervention (Response to Intervention and SEL Pyramid)
  5) Family engagement practices
- A model for conducting Professional Learning Communities

Phase 1 Tasks: Improve Practices and Student Performance in Priority Schools (Years one and two)

1. Develop guidelines in grades 1-3 that are aligned to preschool and kindergarten guidelines, currently available here http://www.state.nj.us/education/ece/guide/, to form PreK-3rd grade guidelines.
   a. Create outline
   b. Establish and meet with steering committee to guide work
   c. Draft sections
   d. Design self-guided modules
   e. Train DECE staff and other TA staff in content
2. Establish steering committee on evaluation
3. Set up evaluation component, based on evaluation steering committee recommendations
4. Expand the role of each DECE early childhood specialist currently assigned to the Paterson, Newark, Camden and Trenton school districts to provide more systematic kindergarten support and to extend the supports through 3rd grade

5. Division early childhood staff assigned to priority schools will meet with Early Childhood staff located in Regional Achievement Centers (RAC) to inventory how schools are handling the following:
    a. Entry assessments
    b. Formative assessments and other progress monitoring (including literacy-specific assessments)
    c. Curricula being used
    d. Intervention practices
    e. Results of measures of instructional practices and student performance
6. If necessary, survey the priority schools directly, analyze survey data and finalize assessment and intervention choices (with RACS, and early childhood staff from the Division, Offices of STEM and Literacy)
7. Streamline assessment requirements where possible to remove assessments that overlap and fill assessment holes
8. Specify entry assessment components, individualized plan templates and protocol (including sharing data with families) for each grade, based on information collected and provide any necessary training
9. Provide re-training, as necessary in both entry and ongoing assessments
10. Utilize the district's teacher evaluation walkthrough instruments for each grade level
11. Provide a model for structuring PLCs that accounts for identifying age/grade appropriate teaching practices and highlights student work
12. Set up training and walkthrough schedule (ongoing) and include assigned Early Childhood RAC staff
13. Assign teachers and administrators to trainings, which will include the following topics:
    a. Best practices in K-3
    b. Grade level entry assessments
    c. Standards-based formative assessments and other progress monitoring
    d. Literacy-specific assessments
    e. Response to Intervention practices (from basic instructional practices to interventions)
14. Begin teacher and administrator seminar*

*Administrator seminar: Conducted in two cohorts of administrators in two regions (a total of 63 principals, and 1 central office representative from each of the 4 school districts

*Teacher seminar: Conducted in mixed grade levels (K-3) within district to promote vertical articulation of practices around the standards in 17 cohorts of teachers

Part 2: Increasing children's literacy and math proficiency through tablet-based curriculum.

Technology is increasingly reshaping our world, changing how we are living our lives and teaching and learning across all age levels. For early learners, innovations in tablet technology has led to an explosion of software applications designed specifically to improve literacy and math proficiency in engaging ways that also provide immediate feedback and data on student fluency and progress. In addition to the inherent potential

of tablet-based applications to support early childhood learning, the increased use of technology in elementary, secondary and post-secondary education to support the implementation of the Common Core and the adoption of high-stakes assessments that are administered through a digital platform means that children in grades PreK-3 must be exposed to, and gain experience with, technology as a tool for learning. This need is particularly acute for students who qualify for free and reduced price lunch who are less likely to be exposed to technology, such as tablets, at home.

What: Implement a pilot of researched tablet-based software applications for students in grades PreK-3 with a focus on literacy and math, in a number of classrooms in priority and focus schools with large free and reduced lunch student populations. The components of the pilot include:

- The creation of a steering committee to develop pilot parameters
- The identification of proven, research-based, tablet-based, grade-appropriate, education software applications
- The development of instructional models based on best practices for the intentional and appropriate use of software applications and technology
- The identification of pilot classrooms in priority and focus schools with large free and reduced lunch student populations that meet the criteria established by the steering committee
- Initial and ongoing training and coaching for teachers and administrators
- Monitoring of program progress and success against metrics identified by the steering committee
- Final evaluation of the success of the programs at the end of the pilot period

Part 2 Tasks: Increasing children's literacy and math proficiency through tablet-based curriculum

1. Create a steering committee at the New Jersey Department of Education to develop guidelines and parameters for the pilot
    a. Develop metrics for identifying research-based, tablet-based, grade-appropriate education software applications
    b. Develop parameters for identifying pilot sites
    c. Develop success metrics for pilot
    d. Development of the professional development and training model for staff and administrators, including a training schedule for both initial and ongoing support

e. Create timeline and protocols for pilot monitoring and final evaluation

2. Identify and select research-based, tablet-based, grade-appropriate education software applications for math and literacy development through the use of a Request for Qualification and Proposal
3. Acquisition of tablets for use in the pilot program
4. Develop instructional models for use of the selected software applications in the classroom, including:
    a. scheduling and staffing models,
    b. best practices for incorporating the software with traditional face to face instruction
    c. differentiation of instruction
    d. use of data.
5. Identify pilot sites based on criteria established by the steering committee
6. Implement training and support model for pilot sites:
    a. Provide initial training to pilot teachers and coaches on the use of selected software and technology in the classroom using the pilot instructional model
    b. Provide ongoing, in classroom support for teachers and administrators
    c. Provide access to pilot resources and materials for pilot teachers and administrators
    d. Develop Professional Learning Community for pilot teachers and administrators, including the use of an online learning community platform to support in person training
7. Monitor progress in pilot classrooms based on metrics and schedule established by the steering committee. Metrics will include:
    a. Achievement of implementation deliverables
    b. Qualitative objectives based on feedback from students, teachers and administrators through surveys developed by the steering committee
    c. Quantitative objectives based on attainment of math and literacy proficiency by students in the pilot using interim and summative assessments
8. Draft final pilot evaluation report

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Phase 2 Tasks: Improve Teacher and Leader Practices and Student Performance in Schools with High Partial Proficiency rates (Years Three and Four)

1. Expand the Kindergarten to Third Grade Assessment and Improvement System to the next 58 schools with substantially high Partial Proficiency rates (>50%) by assigning an early childhood specialist to each of the six RAC regions with target schools.
2. Early childhood specialist assigned to schools will inventory how schools are handling the following:
    a. Entry assessments
    b. Formative assessments and other progress monitoring
    c. Curricula being used
    d. Literacy-specific assessments
    e. Intervention practices
    f. Results of measures of instructional practices and student performance
    g. Capacity to support teachers through a job-embedded professional development model (e.g., PLCs)
3. Streamline assessment requirements where appropriate
4. Conduct walkthroughs with the principals and other leaders
5. Conduct teacher and administrator seminars* that focuses on:
    a. Best practices in K-3
    b. Grade level entry assessments
    c. Standards-based formative assessments and other progress monitoring
    d. Literacy-specific assessments
    e. Response to Intervention practices (from basic instructional practices to interventions)
6. Provide administrators and coaches with assistance when interpreting data for the purpose of developing targeted interventions for both teachers (instructional practices) and students (targeted tutoring). At these meetings, DOE staff will meet with district administrators and coaches to revise teaching practices and systems based on data. These meetings will also allow for monitoring of SGO implementation as well.

*Administrator seminar: Conducted in two regional cohorts of 24 and 25 administrators each (36 principals, and 13 central office representative for each of the 13 school districts

*Teacher seminar: Conducted in mixed grade levels (K-3) in regions to promote vertical articulation of practices around the standards in 4 cohorts of teachers

ATTACHMENT 73

Preschool to 3rd Grade Assessment and Improvement System

This system of assessment and improvement is designed to address five major elements that will occur through the Preschool thru 3rd Grade continuum, including *Transition Planning*, *Entry Assessments*, *Progress Monitoring*, *Classroom Data Looks*, and *Data Workshops*. Each is a component of a comprehensive assessment and improvement system. The attached Preschool to 3rd Grade Assessment Map details the types of assessments used, why they are used and when they are to be used. The Timeline indicates when during the school year that each should occur.

- *Transition Planning* allows teachers and administrators to review data on incoming children as they transition throughout the early childhood Preschool to 3rd Grade Continuum.
- *Entry Assessments* are administered at the beginning of each grade level and provide a starting point for instruction.
- *Progress Monitoring* includes strategies and instruments, such as DRA2, Running Records and Unit assessments. The resulting data provide immediate information on efficacy of instruction and help teachers focus interventions and refine/develop plans for each child.
- *Classroom Data Look* assists teachers and administrators to reflect on their instructional practices by reviewing data on a three-week cycle, which occurs three weeks into every six-week unit cycle, and uses targeted walkthroughs with "look fors" for standards-aligned instructional practices. PLCs are used to enhance practices.

- *Data Reviews* occur at the end of every six-week cycle to provide administrators and coaches with an outside look at data for the purpose of developing targeted interventions for both teachers (instructional practices) and students (targeted tutoring). At these meetings, DOE staff meet with district administrators and coaches to revise teaching practices and systems based on data. This process will help both administrators and coaches monitor fidelity of instruction, track children's progress and provide support for teachers and students.

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Preschool to 3rd Grade Assessment Framework

Grade	What	Why	When
Preschool	ESI-R	Identify children for health and special services	Upon entry to program and completed by end of October
	GOLD/COR/WSS	Formative assessment to plan instruction for individuals and groups across all domains	On-going with Fall, Winter, Spring ratings
K	ESI-K	Identify children for health and special services	Upon entry to program and completed by end of October* *(for children who were not screened in preschool)*
	GOLD/Unit Assessment	Formative assessment to plan instruction for individuals and groups across all domains	On-going with three or five rating periods
	GOLD Entry Assessment	To get a baseline of skill upon entry to kindergarten to plan instruction and create an individualized plan	Upon entry, during the first 6 weeks
	DRA 2	Progress monitoring of reading skills	January and June
1	DRA 2	Progress monitoring of reading skills	October, January and June
	Running Records/Unit Assessment	Formative assessment to plan instruction for individuals and groups across all domains	On-going with five rating periods
	Summative assessment	To examine strengths and weaknesses classroom and school wide	May
2	DRA 2	Progress monitoring of reading skills	October, January and June
	Running Records/Unit Assessment	Formative assessment to plan instruction for individuals and groups across all domains	On-going with five rating periods
	Summative assessment	To examine strengths and weaknesses classroom and school wide	May
3	DRA 2	Progress monitoring of reading skills	October, January and June
	Running Records/Unit Assessment	Formative assessment to plan instruction for individuals and groups across all domains	On-going with five rating periods
	NJASK/PARCC Assessment	To assess overall progress in achieving the Common Core standards at classroom, school, and district levels	May

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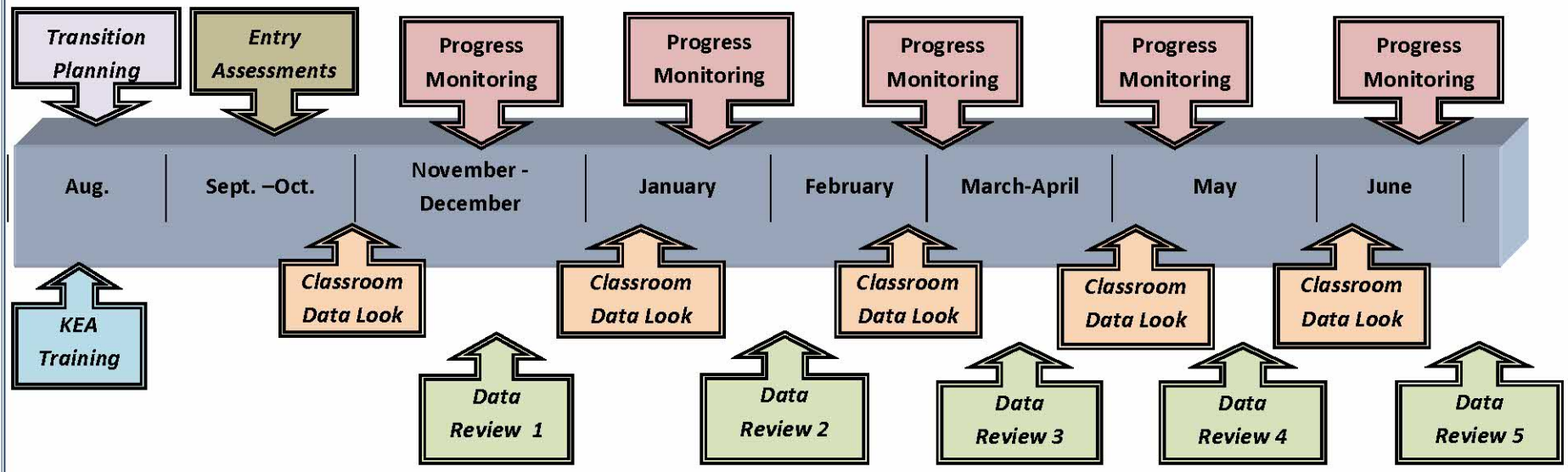
Assessment and Improvement Timeline

Timeline Elements

- *Transition Planning*: Review data for incoming children as they transition throughout the Preschool thru 3rd Grade Continuum
- *Entry Assessments*: Administer assessments at beginning of each grade level
- *Progress Monitoring*: Unit assessments as well as formative measures provide timely data to focus interventions
- *Classroom Data Look*: Occurs three weeks into every six week unit cycle and uses targeted walkthroughs and PLCs to utilize collected data
- *Data Review*: Occur at the end of every six week cycle and provide administrators & coaches with an outside look at data for the purpose of developing targeted child plans



ATTACHMENT 74

New Jersey Council for Young Children
New Jersey Comprehensive Early Learning & Development Standards
Birth to Grade Three
Dissemination and Training Plan
October 11, 2013

Outcome	Timeline	Purpose	Person Responsible
Articulation and Alignment			
Include "Approaches to Learning" in state kindergarten standards.	by 12/2015	To ensure inclusion of non-cognitive skills in kindergarten	DOE
Create a single document that shows a seamless, progressive alignment of all early learning & development standards.	2/2014 – 12/2014	To provide continuity for teaching and learning	DOE will contract with a standards expert
Complete curriculum developers' alignment review of the standards alignment with the curricula and assessments.	5/2015	To ensure alignment of all materials	DOE
Materials			
Develop "Train the Trainer" (TOT) materials for the *NJ Birth to Three Early Learning Standards* and the revised *NJ Preschool Teaching and Learning Standards*.	7/2014	To create replicable program in order to reach broader populations	DOE
Develop and submit RFP for development of self-guided training module on standards	9/2014 - 8/2015	To build capacity and expedite development of materials	DOE with MOU from public NJ colleges or universities
Develop teaching guide for optimizing early learning and development programs that serve English language learners	8/2014	To reach English language learner populations	DOE
Finalize the revision of the NJ Core Knowledge and Competency Framework to include the *NJ Birth to Three Early Learning Standards*.	8/2014	To unify documents	Workforce Committee
Produce 6,000 family-friendly versions of the *NJ Birth to Three Early Learning Standards* and the revised *NJ Preschool Teaching and Learning Standards* booklet in multiple languages and formats.	12/2014	To reach broader populations	DHS
Create a library of video clips of	9/2014 –	To provide additional resources	DOE

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infants, toddlers and preschoolers engaged in the skills captured by the standards and illustrate what infants, toddlers and young children know and are able to do.	8/2015		
Design guidelines for grades 1-3	10/2013	To provide ensure best practices for ages not currently being addressed with steering committee composed of school district staff, early childhood experts, higher education, and state agency administrators guidance	DOE
Complete the Common Core implementation section of the First and Second Grade Implementation Guidelines	10/2013 – 3/2014	To provide guidance for early childhood educators and administrators to improve developmentally appropriate practices for this age group	DOE Steering Committee
Dissemination			
Disseminate to Quality Improvement Specialists, Training Academy, teacher preparation programs, home visiting and CCR&Rs, among others.	12/2014	To make available to broad populations	DOE
Distribute materials through early learning and development programs, the state marketing campaign, County Councils, Family Success Centers, pediatrician offices, schools, home visiting programs, local parent councils and CCR&Rs.	1/2015	To make available to broad populations	DHS
Training			
Include training on both sets of standards as part of the comprehensive professional development system included in the Training Academy and state technical assistance system.	2014-18	To ensure depth of understanding	
Train 83 Quality Improvement Specialists in the standards through the Training Academy.	8/2014	To build capacity in order to reach greater numbers	

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Quality Improvement Specialists will provide regional training to 14,652 caregivers and teachers of infants, toddlers, and preschool children.	2014-18	To build capacity in order to reach greater numbers	
Train 300 home visitors and 4,200 Early Intervention service providers on the *NJ Birth to Three Early Learning Standards* and the revised *NJ Preschool Teaching and Learning Standards*.	2014-2018	To build capacity in order to reach greater numbers	
Train 322 special education teachers, 161 special services providers, and 161 Child Study Team members working with preschool children with disabilities in both sets of standards.	2014-2018	To build capacity in order to reach greater numbers	
Use teaching guide for supporting English language learners for training	8/2014	To reach broader populations	Training Academy
Integrate *NJ Birth to Three Early Learning Standards* and the revised *NJ Preschool Teaching and Learning Standards* into teacher and caregiver preparation coursework and credentials.	9/2014 – 9/2017	To unify materials	Workforce Committee, DHS, DOE
Build the standards into the K-3 seminar and leadership series.	8/2014	To build continuity	DOE
Conduct RFP to NJ colleges and universities to assist with the K-3 teacher and leader training	10/2014	To build capacity	DOE
Conduct Phase 1 of embedded training in the 63 schools with persistently low third grade NJ ASK ("Priority Schools"), training 636 teachers, and 63 school leaders.	10/2014 – 6/2015	To target low-performing schools	DOE
Conduct Phase 2 of embedded training in the 36 schools with persistently low third grade NJ ASK ("Priority Schools"), training 518 teachers and 36 school leaders.	10/2014 – 6/2015	To target low-performing schools	DOE

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Division of Early Childhood Education »DECE Home

DRAFT Preschool Mathematics Standards and Presentations 2013

- DRAFT Preschool Mathematics Standards 2013 - Veteran Master Teacher PowerPoint Presentation
- Introducing New Jersey's Draft Preschool Mathematics Standards 2013 - Audio PowerPoint
- The Preschool Mathematics Standards/Draft
- New Jersey Preschool Teaching and Learning Mathematics Standards Aligned to the Common Core Mathematics Standards for Kindergarten – DRAFT

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NJ Department of Education, PO Box 500, Trenton, NJ 08625-0500, (877)900-6960

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DRAFT Preschool English Language Arts Standards and Presentation 2013

- DRAFT Preschool English Language Arts Standards 2013
- Preschool English Language Arts Standards Articulation with Kindergarten ELA Common Core PowerPoint
  - Download

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DRAFT Preschool Approaches to Learning Standards and Presentation 2013

- DRAFT Approaches to Learning Standards 2013
- Approaches to Learning PowerPoint
  - Download

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ATTACHMENT 76

13264

STATE OF NEW JERSEY
DEPARTMENT OF HUMAN SERVICES
DIVISION OF MEDICAL ASSISTANCE AND HEALTH SERVICES

PERINATAL RISK ASSESSMENT

PLEASE PRINT CLEARLY

REQUIRED FOR FORM PROCESSING

Date Form Completed (M M - D D - Y Y) | SSN | Insurance ID/Medicaid # | Insurance Effective Date (M M - D D - Y Y)

Patient Information

Last Name* | First Name* | Date of Birth* (M M - D D - Y Y)

Street Address* | City*

Zip Code* | County | Home / Cell Phone* | Work Phone

Emergency Contact Name* | Emergency Contact Phone*

Name of Father of the Baby

Father of Baby Involved . . . . ○ Yes ○ No

Married . . . . . ○ Yes ○ No

Provider Information*

Provider FAX # | Provider Phone # | Provider Zip Code | Planned Delivery Site Code

Provider Chart # | NPI # / Provider # | Screener: First Initial and Last Name

Race/Ethnicity
(choose one)
- ○ African American
- ○ Caucasian
- ○ Asian
- ○ Native American
- ○ Multi-Racial
- ○ Hispanic
- ○ Other

Primary Language
(choose one)
- ○ English
- ○ Spanish
- ○ Other *(specify)*

Health Insurance*
(Select all that apply)
- ○ Medicaid PE
- ○ Medicaid FFS
- ○ Medicaid MC
- ○ Medicare
- ○ NJ Family Care
- ○ Commercial
- ○ Uninsured/Self-Pay

MCO*
(choose one for Medicaid Eligibles)
- ○ None
- ○ AmeriGroup
- ○ Health First
- ○ Horizon NJ Health
- ○ UnitedHealthcare Com.

Entry Into Prenatal Care
- Date of first visit* (M M - D D - Y Y)
- Date of 1st visit under MCO (M M - D D - Y Y)
- LMP* (M M - D D - Y Y)
- EDC* (M M - D D - Y Y)

Physical Assessment
- Blood Pressure /
- Pre Pregnancy Weight (lbs)
- Current Weight (lbs)
- Height (Ft-Inches)

Perinatal History
- Gravida*
- Para* (T P SAB EAB L)
- Date of most recent live birth (M M - D D - Y Y)
- Weeks Gestation of Preterm loss(es): *select any that apply*
  - ○ <21 wks
  - ○ 21-34 wks
  - ○ >34 wks
- Specify # of Weeks Gestation of most advanced loss:

Oral Health and Referral

	Yes	No
Sensitive/Bleeding Gums	○	○
Dental Referral Given	○	○
Patient Education Given	○	○
Visit within the last year	○	○

Pregnancy Risk Factors

○ *All Risk Factors Negative*

	Current Preg Y N	Prior Preg Y N	Family History Y N
Previous Cesarean Section	na na	○ ○	na na
Low Birth Weight (<2500gm)	na na	○ ○	na na
History of PROM	na na	○ ○	na na
Hyperemesis	○ ○	○ ○	na na
Obesity	○ ○	○ ○	na na
Gestational Diabetes	○ ○	○ ○	na na
PIH/Preeclampsia	○ ○	○ ○	na na
Placenta Previa	○ ○	○ ○	na na
Cervical Incompetence	○ ○	○ ○	na na
Ectopic Pregnancy	○ ○	○ ○	na na
Multiple Gestation	○ ○	○ ○	○ ○
Fetal Reduction	○ ○	○ ○	na na
Macrosomia	○ ○	○ ○	na na
IUGR	○ ○	○ ○	na na
Oligo/Polyhydramnios	○ ○	○ ○	na na
Abnormal Amniocentesis	○ ○	○ ○	na na
Abnormal AFP	○ ○	○ ○	na na
Maternal Fetal Infection	○ ○	○ ○	na na
Abdominal Surgery	○ ○	○ ○	na na
Fetal Genetic/Structural abnormalities	○ ○	○ ○	○ ○
Rh Negative	○ ○	○ ○	na na
Hepatitis B	○ ○	○ ○	na na
Group B Strep	○ ○	○ ○	na na
Opioid Replacement Treatment	○ ○	○ ○	na na
Pyelonephritis	○ ○	○ ○	na na
Urinary Tract Infection	○ ○	na na	na na
Assisted Reproductive Technology	○ ○	na na	na na
Bleeding during current pregnancy	○ 1st	○ 2nd	○ 3rd ○ No

13264

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13264

Provider Chart #

Current Medical Conditions

○ *All Risk Factors Negative*

	Yes	No	✚On Meds	Patient History	Family History		Yes	No	✚On Meds	Patient History	Family History		Yes	No	✚On Meds	Patient History	Family History
Neurological Condition	○	○	○	○	na	Phlebitis/DVT	○	○	○	○	na	Renal Disease	○	○	○	○	na
Seizures	○	○	○	○	○	Anemia	○	○	○	○	na	Lupus	○	○	○	○	na
Depression/Mental Illness[98]	○	○	○	○	○	Blood Dyscrasia	○	○	○	○	na	Cancer	○	○	○	○	○
Asthma	○	○	○	○	na	Diabetes	○	○	○	na	○	Uterine Abnormalities	○	○	○	○	na
Tuberculosis	○	○	○	○	na	Thyroid Disease	○	○	○	○	○	Abnormal Pap Smear	○	○	○	○	na
Cystic Fibrosis	○	○	○	○	○	Sickle Cell Trait	○	○	○	○	○	STD	○	○	○	na	na
Heart Condition	○	○	○	○	○	Sickle Cell Disease	○	○	○	○	na	AIDS	○	○	○	na	na
Chronic Hypertension	○	○	○	○	na	Liver Disease	○	○	○	○	na	Allergies[98]	○	○	○	○	na

HIV

	Y	N	✚ On Meds
HIV Positive	○	○	○

Date HIV Test Given ☐☐ (M M) - ☐☐ (D D) - ☐☐ (Y Y) Refused ○

Psychosocial Risk Factors

○ *All Risk Factors Negative*

	Yes	No		Yes	No
Disabled[98]	○	○	Transportation	○	○
Unemployed/Inadequate Income	○	○	Inadequate Social Support	○	○
Husband/Partner is Unemployed	○	○	Unplanned Pregnancy	○	○
Homeless	○	○	Nutritional Concerns	○	○
Unstable Housing	○	○	Perinatal Depression	○	○
Education <12 years	○	○	Eating disorder	○	○
Currently in Foster Care	○	○	Domestic Violence	○	○

Reason for Late Entry into Prenatal Care (*2nd or 3rd trim*)

	Yes
Insurance Enrollment Delay	○
Unaware of importance of PNC	○
Financial	○
Child Care Issues	○
Couldn't find a health provider	○
Access to pregnancy testing	○
Abortion desired/unsuccessful	○
Transportation	○

Environmental Exposures

	Yes	No
Lead:		
Home built before 1978	○	○
Viral:		
Cats or Birds in Home	○	○
Tobacco:		
2nd or 3rd Hand Smoke	○	○

*4Ps Plus

	Yes	No
Did either of your parents have a problem with drugs or alcohol	○	○
Does your partner have any problem with drugs or alcohol	○	○
Have you ever felt manipulated by your partner	○	○
Have you ever felt out of control or helpless	○	○
Over the past 2 weeks		
have you felt down, depressed or hopeless	○	○
have you felt little interest or pleasure in doing things	○	○

	Yes	No
Have you ever drunk beer/wine/liquor	○	○

In the month before you knew you were pregnant	*Any	None
how many cigarettes did you smoke	○	○
how much beer/wine/liquor did you drink	○	○
how much marijuana did you use	○	○

***If an *Any is checked, continue with the 4Ps Follow-Up Questions.**

4 Ps Plus Follow-up Questions (if an *Any above was checked)

In the month before you knew you were pregnant :	Refer for Assessment: Every Day	Refer for Assessment: 3-6 Days/wk	Prevention Education: 1-2 days/wk	Prevention Education: <1 day/wk	No Referral Needed (did not drink/use drugs)
About how many days a week *did you* usually drink beer / wine / liquor	○	○	○	○	○
use any drug such as marijuana, cocaine or heroin	○	○	○	○	○
And now, about how many days a week *do you* usually drink beer / wine / liquor	○	○	○	○	○
use any drug such as marijuana, cocaine or heroin	○	○	○	○	○

Plan of Care

	Completed/ Enrolled	Referred	Refused		Completed/ Enrolled	Referred	Refused
Tobacco Cessation	○	○	○	SSI	○	○	○
Substance Abuse Prevention Ed	○	○	○	DYFS	○	○	○
Substance Abuse Assessment	○	○	○	Community Home Visiting	○	○	○
Mental Health Assessment	○	○	○	Preterm Labor Prevention	○	○	○
Domestic Violence Assessment	○	○	○	Diabetes Care Program	○	○	○
TANF/GA	○	○	○	Nutritional Consult	○	○	○
Emergency Assistance	○	○	○	Breast Feeding Consult	○	○	○
Food Stamps	○	○	○	Maternal Fetal Medicine Consult	○	○	○
WIC	○	○	○	Childbirth Education	○	○	○

✚ **Current Medications** PLEASE PRINT CLEARLY

[98]Additional Critical Information

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DO NOT PHOTOCOPY BLANK FORMS

PLEASE COMPLETE AND FAX TO: 856-662-4321

ATTACHMENT 77

Common Core State Standards (CCSS) / Model Curriculum / Partnership for Assessment of Readiness for College and Careers (PARCC) » Home

Shifting Gears

Using the CCSS, PARCC and Educator Evaluation to Drive Student Achievement

(PowerPoints and Videos)

- Shifting Gears Leader Support
- FAQ's from Parking Lot Questions generated at the Shifting Gears Conferences
- Turn-key Common Core (Download | View)
- Turn-key PARCC (Download | View)
- Turn-key SGO (Download | View)
- Turn-key Resources (Download | View)
- Turn-key Survey

- Obstacles and Opportunities: Using the CCSS, PARCC and Educator Evaluation to Improve Student Achievement
- Shifting Gears: Visual and Performing Arts Breakout Session
- Shifting Gears: ELA (Elementary) Breakout Session
- Shifting Gears: World Language Breakout Session
- Shifting Gears: Science Breakout Session
- Shifting Gears: Career and Technical Education (CTE) Breakout Session
- Shifting Gears: Health and PE Breakout Session
- Shifting Gears: Mathematics (Elementary) Breakout Session
- Shifting Gears: Mathematics (Grade 6-12) Breakout Session
- Shifting Gears: Social Studies Breakout Session
- Shifting Gears: ELA (Grades 6-12) Breakout Session
- Shifting Gears: Early Childhood Education (Pre-K and K) Breakout Session
- Shifting Gears: Principals and Supervisors Breakout Session
- Shifting Gears: Using the Educator Evaluation/Student Growth Objectives (SGOs)to Drive Student Achievement
- Shifting Gears: Using PARCC to Drive Student Achievement
- Shifting Gears: Using the CCSS to Drive Student Achievement
- Video on CCSS from Council of the Great City Schools

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ATTACHMENT 78

Regional ACHIEVEMENT CENTERS

When schools succeed, students ACHIEVE.

Home
RAC Overview
For Priority & Focus Schools/Districts
Career Opportunities
RAC Results
For RAC Staff

As outlined in New Jersey's No Child Left Behind waiver, the Department is undergoing a fundamental shift from a system of oversight and monitoring to service delivery and support. The Department will recognize high performing "Reward" schools and shift significant resources and support to "Priority" and "Focus" schools, those schools that are the lowest performing in the state or that have significant achievement gaps.

Seven field-based Regional Achievement Centers (RACs) staffed with expert school turnaround teams will work directly with Priority and Focus Schools to implement proven turnaround principles and dramatically improve student achievement.

Although the RACs will focus on schools as the main unit of change, significant collaboration and communication will take place with school districts to ensure cohesive, sustained improvement.

If interventions are implemented faithfully, the Department believes that each Priority and Focus School should achieve sustained, positive growth in student achievement that dramatically narrows the achievement gap and sets schools on a trajectory for preparing all students for college and career.

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ATTACHMENT 79

New Jersey Department of Children and Families (DCF)
Division of Prevention and Community Partnerships (DPCP)
Office of Early Childhood Services – New Jersey Home Visiting Initiative

Goal: The overall goal of the Home Visiting Initiative is to improve the physical and emotional health and well-being of infants, children and their families in New Jersey by providing community-based education and support to parents and families in their homes.

Objectives:

- Promote healthy pregnancies and improve birth outcomes
- Improve infant and child health outcomes.
- Eliminate racial and ethnic disparities in perinatal and child health measures.
- Strengthen and promote healthy and nurturing parent-child relationships.
- Improve the safety and security of infants, children and families.
- Prevent child maltreatment, abuse and neglect.

Integration of Home Visitation (HV) into a System of Care: Home visitation services operate most effectively when integrated into a comprehensive system of health, social services and community supports. Collaboration with community partners ensures that linkages are in place for core components and early identification of eligible women and families--prenatal/perinatal screening, risk assessment and referral through a central intake point within a target community. A diagram of the New Jersey Comprehensive Home Visiting System Model is available at: http://www.state.nj.us/dcf/prevention/childhood/HVmodel.pdf.

DCF–DPCP is currently funding the following evidence-based home visiting programs:

- **Nurse-Family Partnership (NFP)** is specifically for first-time pregnant women or new mothers who enroll in services by the second trimester of pregnancy (28 weeks). Nurse home visitors (RNs) provide health education and family support to parents to improve the health, well-being and self-sufficiency of first-time mothers, fathers and their children. RNs use a standardized curriculum for parent education and ensure linkages to other available community services and supports, as needed. Home visits are weekly and become less frequent over time according to the family's needs. NFP provides services from pregnancy until the child is two years old.

- **Healthy Families Program (HF)** provides education and supportive services to new and expectant parents. Eligibility for HF services may vary by community and depends upon the specific target population for a given community. The initial assessment visit is completed by a specially trained Family Assessment Worker (FAW). Ongoing home visits are conducted by Family Support Workers (FSWs). Visits continue from enrollment to age three (to age five at some NJ sites). FSWs link new or expectant parents to existing social service and health care resources, and promote positive parenting and the healthy growth and development of infants and children.

- **Parents As Teachers (PAT)** is an early childhood parent education, family support and school readiness program serving families throughout pregnancy until their child enters kindergarten. PAT visits are made by certified Parent Educators. Most PAT visits take place at home, but may also include small group meetings about early childhood development and parenting. Participation continues from enrollment up to age five. PAT workers use a standardized curriculum. Workers ensure that families have linkages and referrals to other needed community networks and resources.

- **Home Instruction for Parents of Preschool Youngsters (HIPPY)** peer home visitors use a structured curriculum to teach parents of children ages 3 to 5, with an emphasis on parent-child reading and other activities that promote school readiness skills.

For more information about the **NJ Home Visiting Initiative** contact:

- Lenore Scott, HV Program Manager – 609-888-7406 / lenore.scott@dcf.state.nj.us

ATTACHMENT 79

ATTACHMENT 79

New Jersey Home Visiting Programs by County (February 2013)

For general information about Home Visiting Programs in New Jersey, call 609-888-7406

Atlantic County

Healthy Families
Southern NJ Perinatal Cooperative
2922 Atlantic Avenue, 2nd Floor
Atlantic City, NJ 08401
Phone: (609) 345-6420

Parents As Teachers
Family Services of Atlantic County
3073 English Creek Avenue, Suite 3
Egg Harbor Township, NJ 08234
Phone: (609) 569-0239

Nurse-Family Partnership
Robins Nest, Inc.
42 South Delsea Drive
Glassboro, NJ 08028
Phone: (856) 881-8689

Bergen County

Healthy Families
Care Plus NJ, Inc.
350 Engle Street
Englewood, NJ 07631-1808
Phone: (201) 894-3989

Parents As Teachers
Nurse-Family Partnership
Partnership for MCH of Northern NJ
One Ottilio Terrace
Paterson, NJ 07502
Phone: (973) 942-3630

HIPPY (Home Instruction for Parents of Preschool Youth)
Bergen Family Center
Englewood/Teaneck Family Success Ctr.
44 Emory St., Englewood, NJ 07631
Phone: (201) 568-0817

Burlington County

Healthy Families
Parents As Teachers
Burlington County CAP
Action Program
718 South Route 130
Burlington, NJ 08016
Phone: (609) 835-4329

Nurse-Family Partnership
Southern NJ Perinatal Cooperative
2500 McClellan Avenue, Suite 250
Pennsauken, NJ 08109
Phone: (856) 665-6000

Camden County

Healthy Families
Center for Family Services
584 Benson Street
Camden, NJ 08103
Phone: (856) 964-1900

Parents As Teachers
Nurse-Family Partnership
Southern NJ Perinatal Cooperative
2500 McClellan Avenue, Suite 250
Pennsauken, NJ 08109
Phone: (856) 665-6000

Cape May County

Healthy Families
Holy Redeemer Health System
1801 North Route 9
Swainton, NJ 08210
Phone: (609) 465-2082

Parents As Teachers
Caring for Kids
31 E. Mechanic Street
Cape May Court House, NJ 08210
Phone: (609) 675-5400

Nurse-Family Partnership
Robins Nest, Inc.
42 South Delsea Drive
Glassboro, NJ 08028
Phone: (856) 881-8689

Cumberland County

Parents As Teachers
FamCare, Inc.
570 Chestnut Avenue
Bridgeton, NJ 08302
Phone: (856) 451-3339

Healthy Families
Nurse-Family Partnership
Robins' Nest, Inc.
42 South Delsea Drive
Glassboro, NJ 08028
Phone: (856) 881-8689

Essex County

Healthy Families
Partnership for MCH of Northern NJ
303-309 Washington St., 4th Floor
Newark, NJ 07102
Phone: (973) 621-7758

Healthy Families
Essex Valley Visiting Nurse Association
274 South Orange Avenue
Newark, NJ 07103
Phone: (973) 412-2000

Parents As Teachers
Family Connections, Inc.
Family Success Center of Orange
170 Scotland Rd.
Orange, NJ 07050
Phone: (973) 677-2500

Nurse-Family Partnership
Youth Consultation Services
60 Evergreen Pl., 10th Floor
East Orange, NJ 07018
Phone: (973) 482-2774 Ext. 120

Gloucester County

Healthy Families
Nurse-Family Partnership
Parents As Teachers
Robins' Nest, Inc.
42 South Delsea Drive
Glassboro, NJ 08028
Phone: (856) 881-8689

Hudson County

Healthy Families
Care Plus NJ, Inc.
895 Bergen Ave., Suite 307
Jersey City, NJ 07306-4309
Phone: (201) 222-7791

Parents As Teachers
Youth Consultation Services (main office)
60 Evergreen Pl., 10th Floor
East Orange, NJ 07018
Phone: (973) 482-8411

Nurse-Family Partnership
United Way of Greater Union County
33 West Grand Street
Elizabeth, NJ 07202
Phone: (908) 533-7171

Hunterdon County

Healthy Families
NORWESCAP
459 Center St.
Phillipsburg, NJ 08865
Phone: (908) 213-2614

Parents As Teachers
Nurse-Family Partnership
Project Self-Sufficiency

ATTACHMENT 79

New Jersey Home Visiting Programs by County (February 2013)

For general information about Home Visiting Programs in New Jersey, call 609-888-7406

127 Mill Street
Newton, NJ 07060
Phone: (973) 940-3500

Mercer County

Nurse-Family Partnership
Children's Futures, Inc.
28 West State Street, Suite 305
Trenton, NJ 08608
Phone: (609) 695-1977

Healthy Families
Parents As Teachers
Mercer Street Friends
222 Hermitage Ave
Trenton, NJ 08618
Phone: (609) 989-1925

Middlesex County

Healthy Families
Central Jersey Family Health Consortium
2 King Arthur Court, Suite B
North Brunswick, NJ 08902
Phone: (732) 937-5437

Healthy Families (Perth Amboy)
VNA of Central Jersey/VNA Health Group
313 State Street, Suite 416
Perth Amboy, NJ 08861
Phone: (732) 362-8040

Parents As Teachers
Puerto Rican Action Board
90 Jersey Avenue
New Brunswick, NJ
Phone: (732) 828-4510

Nurse-Family Partnership
United Way of Central Jersey
32 Ford Avenue
Milltown, NJ 08850
Phone: (732) 247-3727

Monmouth County

Healthy Families
Parents As Teachers
Nurse-Family Partnership
VNA of Central Jersey/VNA Health Group
200 Broadway, Long Branch, NJ
Phone: (732) 502-5158

Morris County

Healthy Families
Parents As Teachers
Partnership for MCH of Northern NJ
194 Speedwell Avenue
Morristown, NJ 07960
Phone: (973) 290-9444

Nurse-Family Partnership
Youth Consultation Services (main office)
60 Evergreen Pl., 10th Floor
East Orange, NJ 07018
Phone: (973) 482-8411

Ocean County

Healthy Families
Preferred Children's Services
100 Linden Ave, Lakewood, NJ
Phone: (732) 886-3764

Parents As Teachers
St. Francis Community Center
4700 Long Beach Blvd.
Long Beach Township, NJ 08008
Phone: (609) 494-8861

Nurse-Family Partnership
VNA of Central Jersey/VNA Health Group
200 Broadway, Long Branch, NJ
Phone: (732) 502-5158

Passaic County

Healthy Families
Nurse-Family Partnership
Partnership for MCH of Northern NJ
One Ottilio Terrace
Paterson, NJ 07502
Phone: (973) 942-3630

Parents As Teachers
Passaic Head Start, Inc.
68 Third Street
Passaic, NJ 07055
(973) 365-5808

Salem County

Healthy Families
Parents As Teachers
Nurse-Family Partnership
Robins' Nest, Inc.
42 South Delsea Drive
Glassboro, NJ 08028
Phone: (856) 881-8689

Somerset County

Healthy Families
Parents As Teachers
Central Jersey Family Health Consortium
2 King Arthur Court, Suite B
North Brunswick, NJ 08902
Phone: (732) 937-5437

Nurse-Family Partnership
United Way of Central Jersey
32 Ford Ave, Milltown, NJ
Phone: (732) 247-3727

Sussex County

Healthy Families
Parents As Teachers
Nurse-Family Partnership
Project Self-Sufficiency
127 Mill Street, Newton, NJ
Phone: (973) 940-3500

Union County

Healthy Families
Holy Redeemer Visiting Nurse Services
354 Union Avenue, Elizabeth, NJ
Phone: (908) 352-5694, ext. 34252

Parents As Teachers
Muhlenburg JFK Health Systems
1200 Park Ave, Plainfield, NJ
Phone: (908) 668-2780

Nurse-Family Partnership
United Way of Greater Union County
33 West Grand St, Elizabeth, NJ
Phone: (908) 533-7171

Warren County

Healthy Families
NORWESCAP
459 Center Street
Phillipsburg, NJ 08865
Phone: (908)213-2614

Parents As Teachers
Family Services of Morris
62 Elm Street, Morristown, NJ
(973) 538-5260

Nurse-Family Partnership
Project Self-Sufficiency
127 Mill Street, Newton, NJ
Phone: (973) 940-3500