

District Name:
County:
Date:

**Self-Assessment Validation System (SAVS)**  
**For former Abbott Preschool Programs and Charter Schools - Revised**  
**2016-2017**

New Jersey Department of Education  
Division of Early Childhood Education  
Revised September 2016

Kimberley Harrington, Acting Commissioner of Education

Division of Early Childhood Education  
and Family Engagement

Districts must submit an electronic copy of their completed SAVS directly to  
Eric Rodney and Tonia Davis at the Department of Education  
on or before May 3, 2017

<b>For DOE use:</b>
<input type="checkbox"/> Reviewed by: _____
<input type="checkbox"/> Full Validation (List Team members)
Date: ___/___/2017

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**ACKNOWLEDGMENTS**

This document continues in its tradition of collaboration by including input from stakeholders chosen for their diversity and expertise in the field of early childhood education and their unwavering commitment to the children of the state of New Jersey.

For the second consecutive year Eric Rodney, Education Program Development Specialist for the Division of Early Childhood Education and Family Engagement reviewed, edited, and made revisions to the 2016-2017 SAVS document and served as the lead coordinator of the project overseeing revisions made for the 2016-2017 system by the following staff members of the Division of Early Childhood Education and Family Engagement: James DeSimone, Jillian Parry, Rosanne Hansel, Elizabeth Vaughan, Gambi White-Tennant, Grace Boswell, Helen Tinsley, Tonia Davis, Deanne Guastello and Robin Wilkins. In addition, the following individuals reviewed and suggested revisions to this document: Renee Whelan-Long Branch school district, Kathleen Thomsen-Neptune school district, and Melissa Parrisi-New Brunswick school district. Thank you to everyone that contributed to this revised edition and for your dedication, flexibility and support year after year

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**Scoring Procedures**

**Key Terms:**

**Criterion:** Standard by which the components of the program will be rated.

**Indicator:** Important points to consider when rating a criterion.

**Preschool Program:** All preschool classrooms in-district, private providers, and Head Start

**Teacher:** All teachers in preschool classrooms in-district private providers, and Head Start .

**Scoring:**

*The following scoring protocol is adapted from the Accreditation Criteria & Procedures of the National Association for the Education of Young Children, 1998.*

<b>Not Yet [1]</b>	<b>In Progress [2]</b>	<b>Fully Met [3]</b>
<p>This criterion is not met.</p> <p>There is little evidence that this statement accurately describes the program but plans may have been developed.</p>	<p>The criterion is partially met.</p> <p>There is some evidence that this statement accurately describes the program. Plans have been developed and initiated but full realization is not yet accomplished.</p>	<p>The criterion is completely met.</p> <p>There is a great deal of evidence that this statement accurately describes the program.</p> <p>For a criterion to rate a [3], all indicators related to the criterion must be present. (It also is possible for all indicators to be present without rating the criterion a [3]).</p>

Each criterion is rated by placing a check mark in only one of the boxes. Explanations of ratings are given in the blank space provided beside each criterion.

- The criterion is rated not yet [1]
- The criterion is in progress [2]
- The criterion is fully met [3]—no explanation is needed for this rating.

**Indicators are now in ascending numerical order. Items listed under “Supporting Evidence for the Indicators may include the following” are accompanied by the number (in parenthesis) of the Indicator to which they apply.**

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## Section I: Program Planning and Administration

### *Administration:*

**Rationale:** The Key to the success of any program is educational leadership and administrative oversight. To effectively operate high-quality preschool programs, school administrators must play an integral role in planning, execution, oversight, and evaluation of the preschool agenda. Individuals filling administrative positions should serve as educational leaders rather than simply managers. When relevant, the fiscal specialist should help private providers develop their program budgets, monitor compliance with the contract, and collect and report teacher tracking and certification information.

**Criterion 1: Administrators overseeing the preschool program facilitate the development, articulation, and implementation of the DOE approved program plan that is shared and supported by the school community.**

### **Indicators:**

- 1. All dedicated in-district early childhood administrators (directors, supervisors, principals etc.) hold the appropriate New Jersey Supervisor’s Certificate, have experience in preschool education and participate in annual training specific to preschool program planning and implementation and the school district’s comprehensive preschool curriculum , pursuant to N.J.A.C. 6A:13A-4.1. *“All dedicated administrators” means administrators that appear on the budget in full or in part.*
- 2. Early childhood administrators facilitate consensus and a shared preschool vision by regularly meeting with and getting feedback from district administrators, preschool program staff, teachers, community provider directors, and families.
- 3. There is evidence of ongoing collaboration with district departments including, but not limited to, curriculum and instruction, special education and bilingual education that informs decision-making and results in continuous preschool program improvement. *“Fully met” would require evidence of collaboration with the district offices of curriculum, special education and bilingual education (if district has such offices).*
- 4. The District Budget Planning Workbook and the Five-Year Preschool Program Plan Update due December 15, 2016 and the Enrollment Projections Workbook for 2016-2017 due November 13, 2016 were turned in to the DOE by the deadline without a request for an extension, and, were complete.
- 5. Early childhood supervisor/Director conducts regular classroom visits in provider, Head Start and district settings at least quarterly.

### **Supporting Evidence for the Indicators may include the following:**

- Evidence of in-district early childhood administrators ongoing early childhood professional development attendance (1)
- Resumes of in-district early childhood administrators (1)
- Evidence that the early childhood administrators work with stakeholders to facilitate consensus and a shared vision, such as survey data, meeting minutes, etc. (2)
- Evidence/examples of issues identified and addressed through ongoing communications with members of the school community (i.e. written plans, policies) (3)

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- E-mails, logs, meeting minutes with district departments (i.e. curriculum and instruction, special education and bilingual education) (3)
- Evidence of attendance by administrators, community provider directors, staff, teachers at various early childhood meetings, trainings. (3)
- Meeting agendas and minutes (3)
- Evidence of the District Budget Planning Workbook and the One-Year Preschool Program Plan update turned in complete and submitted to the DOE on or before deadline ( ex. e-mail send receipt)(4)
- Visitation logs of Early childhood supervisor/Director conducting regular classroom visits in provider, Head Start and district settings (5)

**Administration Criterion 1 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___ <b>Not</b> <b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Criterion 2: Administrators overseeing the preschool program ensure implementation of professional development opportunities for teachers, staff, community provider directors, and other administrators to support professional growth.**

**Indicators:**

- 6.** Administrators from other district department(s)/office(s) participate in relevant preschool meetings and training to enhance their knowledge base.  
*“Fully met” would require special education and bilingual education department/office to participate in on-going early childhood meetings or training.*  
*“In progress” would require one district department/office to participate in on-going early childhood meetings or training.*
- 7.** Individual and collective planning with staff by early childhood administrators results in delivery of a professional development program.
- 8.** Community provider directors and principals adhere to Achieve NJ and guidance set forth on teacher evaluations that support professional growth of teachers and reflect the measurement of best practice in teaching young children.
- 9.** Early childhood supervisors ensure that professional development is relevant to the specific needs of classroom teaching staff from both in-district and community provider settings, and ensure attendance at trainings.

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- 10. District ensures community provider directors receive and attend relevant professional development.
- 11. Early childhood supervisors/contacts attend DOE-sponsored workshops and meetings.
- 12. Early childhood administrators (including provider directors) provide feedback to teachers specific to curriculum implementation and classroom quality.
- 13. Early childhood supervisors/contacts attend curriculum and PBA training by the developers.if applicable.

**Supporting Evidence for the Indicators may include the following:**

- Databases tracking attendance to professional development workshops/trainings (6,8,9,10,13)
- Survey results from teacher and director professional development training surveys (6)
- Copies of memos to district departments informing them of scheduled early childhood trainings and meetings (6)
- Professional Development Agendas (samples) (6)
- District’s early childhood professional development plan (7,9)
- Teacher evaluations from both provider and in-district sites, where applicable (samples) (8,12)
- Evidence of attendance at DOE-sponsored meetings (agendas, certificates, etc.) (11)
- Evidence of early childhood supervisor attendance at curriculum and PBA training by the developers. if applicable. (13)

**Administration Criterion 2 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b>
Not Yet ___ In Progress ___ Fully Met ___	Not Yet ___ In Progress ___ Fully Met ___	___
NA__	NA__	<b>Not Validate</b>
___	___	___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

*The following criterion is relevant for districts that contract with preschool providers. In the event that the district does not have a fiscal specialist, this section should be filled out based on the person fulfilling the responsibilities of this position (e.g. business administrator)*

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**Criterion 3: The fiscal specialist or designee has a working familiarity with professional accounting standards, and the proper training and skills to perform rigorous analyses of preschool provider and Head Start budgets and required financial statements.**

**Indicators:**

- 14. The fiscal specialist or designee has prior experience with professional accounting standards, and in analyzing public school or nonprofit budgets and financial statements.
- 15. The fiscal specialist or designee has auditing, budgeting and accounting experience pursuant to N.J.A.C. 6A:13A-4.7.
- 16. The fiscal specialist or designee demonstrates the requisite computer/technology skills to perform complex spreadsheet analyses or to assist preschool providers in the selection and/or implementation of accounting software (e.g. QuickBooks, Excel).
- 17. The fiscal specialist or designee is familiar with the requirements of the program, administrative code, program implementation and budget guidelines, and the preschool contract.
- 18. The fiscal specialist or designee attends DOE and district meetings regarding fiscal matters and receives regular ongoing training.  
*“Fully met” would require attendance at DOE and district meetings.*
- 19. The fiscal specialist or designee demonstrates evidence of communication with providers and Head Start about increased flexibility in budgeting and spending.

**Supporting Evidence for the Indicators may include the following:**

- Resume of fiscal specialist or designee (14,15,16)
- Evidence of budget analyses performed (17)
- Written and verbal examples of attendance at professional development trainings/meetings (18)
- Evidence of meetings with providers (19)
- Evidence of communications with providers about budget and expenditure guidance, including specific discussions about increased flexibility 19)

**Administration Criterion 3 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	
Not Met____	Not Yet____	Validate____
Yet____	In Progress____	Not Validate____
In Progress____	Fully Met____	
Fully Met____	NA__	
NA__		
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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*The following criterion is relevant for districts that contract with preschool providers and Head Start. In the event that the district does not have a fiscal specialist, this section should be filled out based on the person fulfilling the responsibilities of this position (e.g. business administrator)*

**Criterion 4: The fiscal specialist or designee regularly collects and analyzes budgets and financial reports from contracted private providers and Head Start to ensure that their expenditures conform to approved budgets; fiscal practices conform to district contractual terms; and general fiscal integrity is maintained.**

**Indicators:**

- 20.** The fiscal specialist or designee provides examples of analyses performed on private provider/Head Start quarterly expenditure reports and annual external audits from the Office of Fiscal Accountability and Compliance. These analyses compare actual spending to budgeted appropriations to ensure that monies are spent as intended.
- 21.** The fiscal specialist or designee conducts analyses on all submitted preschool budgets to ensure conformity with DOE regulations (FTE/salary analysis, indirect costs, materials/supplies, etc).
- 22.** The fiscal specialist or designee provides examples of appropriate and timely action once financial, legal, or contractual discrepancies have been discovered during the regular course of monitoring (e.g. provides formal notification to supervisor, seeks additional information/documentation, alerts appropriate DOE/DHS authorities, develops and monitors progress of corrective action plans (CAP's) as a result of an audit or limited review examination). *“Fully met” would require documentation of follow-up to CAP's and quarterly reports. “In progress” would require evidence of CAP's sent to the DOE.*
- 23.** The fiscal specialist or designee provides training and assistance to providers and Head Start on budget development, accounting, and expense reporting.
- 24.** The fiscal specialist or designee ensures the budget of each private provider and local Head Start agency supports the needs of the children and the actual program costs for the six-hour comprehensive educational program and day.
- 25.** The fiscal specialist tracks CAP's for financial audits and reviews.
- 26.** Analyses of quarterly expenditure reports are completed shortly after submission, allowing for the timely recoupment of funds based on actual expenditures.
- 27.** Provider budget and Head Start transfers are reviewed and tracked by the school district.
- 28.** The fiscal specialist or designee works with providers and Head Start to modify budgets to balance decreases in funding from the Department of Human Services wraparound program.

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- 29. The fiscal specialist conducts onsite visits of providers and Head Start to check enrollment, supplies, staffing, etc, as part of their monitoring and oversight of budgets.

**Supporting Evidence for the Indicators may include the following:**

- Quarterly financial reports (20)
- Evidence of follow-up/monitoring of corrective action plans and quarterly reports (20, 22, 25)
- Examples of provider and Head Start budget analysis (21, 24, 26)
- District-developed corrective action plans shared with DOE (22)
- Evidence of meetings with providers and Head Start (23,29)
- Completed budget transfer forms and correspondence (27)
- Evidence of revised budgets to increase amount covered by Preschool Education Aid 28

**Administration Criterion 4 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b>
Not Yet ___ In Progress ___ Fully Met ___	Not Yet ___ In Progress ___ Fully Met ___	___
NA__	NA__	<b>Not Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Recruitment and Outreach:**

**Rationale:** All three- and four-year-old children, including children with disabilities residing in districts that receive state funding for preschool, are eligible for services. Issues such as toilet training, immigration status, and other individual circumstances cannot prevent a child from receiving services. Individual districts are unique and, therefore, no single recruitment strategy will work across districts. The school district, along with the Early Childhood Advisory Council, should take the time to research and analyze the most effective public information strategies for its community.

**Criterion 1: Multiple recruitment strategies are being used.**

**Indicators:**

- 30. Public awareness strategies such as fliers, phones information services, cable television, and public service announcements via the radio in appropriate languages are used. Depending on

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community needs, neighborhood visitors or other person-to-person outreach strategies may be needed to reach under-served populations. Various community resources are involved in suggesting recruitment methods, including the Early Childhood Advisory Council.

- 31.** Public awareness strategies and materials in languages relevant to service populations clearly indicate to the community that early childhood programs are available to children with special needs (*must contain Child Find information*).
- 32.** Research has been conducted to determine which recruitment method(s) has been most effective in reaching hard-to-reach populations and/or under-served groups. *“Fully Met” would require districts to demonstrate how research is conducted to inform the recruitment and enrollment process.*
- 33.** District is following its plan to meet the needs of the preschool universe. The former Abbott districts serve at least 90% of universe of three- and four-year-old children. *(Districts below 90% can’t be scored higher than in progress).*
- 34.** District has a plan in place for verifying program eligibility based on age and residency *“Fully Met” would require districts to demonstrate how research is conducted to inform the recruitment and enrollment process.*
- 35.** District has a plan in place for addressing absenteeism.

**Supporting Evidence for the Indicators may include the following:**

- Samples of strategies/materials used for outreach and recruitment including Child Find information (in both English and predominant home languages where applicable) (30,31)
- Early Childhood Advisory Council meeting minutes evidencing work around recruitment (30,31,32)
- Recruitment and outreach section of the program plan (32,33)
- Data to show that research of recruitment methods has been conducted and utilized to inform the process. (32)
- Enrollment data showing that at least 90% of the local preschool universe is being served (33)
- At least 2 examples that verify residence. (34)
- District plan addressing absenteeism.(35)

**Recruitment & Outreach Criterion 1 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b> ___
Not Yet___ In Progress___ Fully Met___	Not Yet___ In Progress___ Fully Met___	<b>Not</b>
NA__	NA__	<b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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**Criterion 2: Accurate enrollment data is collected, maintained, and updated as needed.**

**Indicators:**

- 36.** A preschool enrollment form is used during registration. Age and residency are the primary factors used to determine a child’s eligibility.
- 37.** Translators or forms are available in the home languages for families whose first language is not English.
- 38.** All preschool children are entered into the NJ SMART database.
- 39.** The enrollment process is coordinated at the district level to maximize placement and eliminate multiple enrollment district-wide (applies only to districts that contract with private providers). *“Fully Met” would require districts to have procedures to identify and eliminate multiple enrollments of individual children at the provider level.*
- 40.** There is evidence of district buildings, providers, and Head Start submitting attendance to the Early childhood department to assist in tracking attendance throughout the year.

**Supporting Evidence for the Indicators may include the following:**

- Enrollment forms/registration packets for both district and all providers in English and appropriate home languages (36,37)
- Sign-in sheets for translators (37)
- Evidence that all children are entered in the NJ SMART Database (38)
- Copy of written district-wide enrollment policy (39)
- Sample of district buildings, providers, and Head Start submitting attendance to the Early childhood department. (40)

**Recruitment & Outreach Criterion 2 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b> ___
Not Yet___ In Progress___ Fully Met___	Not Yet___ In Progress___ Fully Met___	<b>Not</b>
NA___	NA___	<b>Validate</b> ___
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**Facilities:**

**Rationale:** The physical environment of a preschool classroom has an impact on both the behavior and learning of the children and adults working in that space. Adequate physical space affects children’s levels of involvement and the types of interactions with their teachers and peers. Classroom facilities for preschool children must be designed specifically to meet the needs of three- and four-year-old children.

**Criterion 1: An assessment of long term preschool facilities needs has been conducted and measures for improvement are underway.**

**Indicators:**

- 41.** Includes children that are served by federally funded Head Start, private provider programs who are willing and able) and in-district facilities
- 42.** Measures are in place to reduce substandard space and increase appropriate classroom space to meet the universe of preschool children that are eligible for the program.
- 43.** Measures include assessment of preschool facilities needs and results used for improvement.

**Supporting Evidence for the Indicators may include the following:**

- Preschool facilities plan (41,42,43)
- Evidence of assessment of preschool facilities and goals for improvement. (41,42,43)
- Communications with Head Start and private providers (41,42,43)
- Meeting minutes (41,42,43)
- Tracking chart that shows all centers and status of each site in meeting facilities standards. (41,42,43)
- Evidence that funds are budgeted and used for facilities improvement (where applicable) (42,43)

**Facilities Criterion 1 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b> ___
Not Met___	Not Yet___	<b>Not</b>
Yet___	In Progress___	<b>Validate</b> ___
In Progress___	Fully Met___	
Fully Met___	NA___	
NA___		
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**Criterion 2: District, Head Start and provider facilities meet the needs of preschool children**

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- Indicators: 44.** Classrooms are neither higher than the second floor of a facility nor in basements and are accessible to all children including those with disabilities.
- 45.** All classrooms meet the minimum space requirement of 750 square feet of usable space, 150 square feet of storage and equipment or furnishings that are either built in or not easily movable and 50 square feet for a bathroom.
- 46.** All classrooms have bathrooms that are within or adjacent to the classroom and accessible to all children including those with disabilities (ie. All doorways are 32 inches or wider, door handles are accessible, thresholds are less than ½ in with a bevel or ¼ inch without a bevel, etc.)
- 47.** Classrooms are equipped with sinks and child-height amenities (paper towel holders, toilets, etc.).
- 48.** There are ample outdoor and indoor play areas to support the achievement of the Preschool Teaching and Learning Standards as defined under N.J.A.C.6A:13A
- 49.** All preschool children have access to a developmentally appropriate, convenient outdoor playground at all district locations including contracted provider and Head Start sites.

**Supporting Evidence for the Indicators may include the following**

- Facilities assessment (44,45,46,47,48,49)
- ECERS-3 scores aggregated by site/facility for Item 1 “Indoor Space” and Item 6 “Space for gross motor play” with relevant analyses (44, 45, 48,49)

**Facilities Criterion 2 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b> ___
Not Yet___ In Progress___ Fully Met___	Not Yet___ In Progress___ Fully Met___	<b>Not</b>
NA___	NA___	<b>Validate</b> ___
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## Section II: Curriculum and Classroom Practices

### Curriculum:

**Rationale:** Curriculum broadly speaking is what schools teach. This includes all that is planned for children in the classroom, such as learning centers, morning circle, or a teacher-initiated small-group activity. Curriculum also includes the unplanned- those experiences a child has while building a bridge with paper towel tubes, string and popsicle sticks, waiting for the bus, eating at the snack table, or fighting over a toy. Curriculum is the entire range of experiences that children have at school. Creative arts, health, safety, and physical education, language arts literacy, mathematics, science, social studies, world languages, and social/emotional development are all important components of a preschool curriculum.

**Criterion 1: The preschool curriculum is effective in helping children learn and develop.**

### Indicator:

**50.** The preschool curriculum is research based and approved in the district’s preschool plan by the New Jersey Department of Education. Please list curriculum in the following space

\_\_\_\_\_.

*“Fully-met” would require districts to have implemented High Scope, Creative Curriculum, Tools of the Mind, or Curiosity Corner*

### Curriculum & Program Criterion 1 Ratings

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b>
Not Yet ___ In Progress ___ Fully Met ___	Not Yet ___ In Progress ___ Fully Met ___	___
NA__	NA__	<b>Not Validate</b>
___	___	___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Criterion 2: The curriculum is being implemented as intended.**

### Indicators:

- 51.** Lesson plans show that the curriculum meets the specific needs of the children in the district. For example, children with special needs and English language learners are naturally supported in the learning environment with adaptations and supports, as necessary.
- 52.** The program structure is designed specifically to address the unique needs of preschoolers. Practices designed for older children like ‘specials’ and cafeteria-style meals are not used.

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- 53.** Teaching staff and master teachers receive professional development from both the curriculum developer and other district staff that enable them to implement the curriculum as intended.
- 54.** Aggregated results of the Early Childhood Environmental Rating Scale Third Edition (ECERS-3) demonstrate a high level of program quality. Other structured observations instruments such as curriculum fidelity tools inform program-wide professional development plan and individualized teacher coaching.

**Supporting Evidence for the Indicators may include the following:**

- Lesson plans (51)
- A sampling of classroom schedules from in-district, provider and Head Start sites showing at least 2 hours of free choice play daily, at least 45 minutes of outdoor and gross-motor play daily, etc. (52)
- Evidence of curriculum-related professional development from curriculum developers and district staff (agendas, presentations, sign-in sheets) (53)
- Aggregated data reports showing the results from classroom observations conducted by the district using a structured classroom observation instrument (54)
- Master teachers log evidencing coaching on curriculum implementation based upon the use of structured classroom observation instruments (54)

**Curriculum & Program Criterion 2 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b> __
Not Yet___ In Progress___ Fully Met___	Not Yet___ In Progress___ Fully Met___	<b>Not</b>
NA__	NA__	<b>Validate</b> __
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*Supporting English Language Learners:*

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**Rationale:** Best practice and research state that both English and the child’s home language should be actively supported to facilitate language and literacy development during the preschool years (August, Shanahan, 2006.) In order to be successful in US schools, and ultimately in the workplace, children need to be fluent in English, but not at the expense of losing their first languages. Teachers need extra guidance and support to effectively create learning opportunities in the context of meaningful interactions and materials that focus on first-language development as well as English proficiency. *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth.* Mahwah, NJ: Lawrence Erlbaum Associates.).

**Criterion 1: All English language learners receive support for home and English language acquisition in their natural preschool environment.**

**Indicators:**

- 55. The results of the Home Language Survey are shared with directors of contracted private provider centers, principals of buildings with preschool classrooms, and every preschool teacher with ELL students in his/her class.
- 56. Materials are available in the children’s home language.
- 57. Administrative supports are provided to the maximum extent possible to address the needs of each ELL/ child in preschool.
- 58. Lesson plans show intentional planned activities to scaffold ELL children’s learning of early literacy skills in English.
- 59. Structured classroom observations are used as planning tools to support English language learners in the classroom.

**Supporting Evidence for the Indicators may include the following:**

- Copy of home language survey and process for how results are shared with directors, building principals and classroom teachers (55)
- Evidence of a database with results from the home language survey (55)
- Classroom inventory lists and material supply orders (56)
- Photographs of in-district and provider classroom that demonstrate an environment that supports ELLs. (56)
- Evidence of administrative supports in place to support the needs of each ELL child in the preschool (57)
- Lesson plans show strategies for supporting the home language of each child in the classroom. (58)
- Aggregated data from Structured Observation Tools at the item level for items specific to supporting dual language learners. (59)

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**ELL/DLL Criterion 1 Ratings**

<b>District Rating</b>  Not Yet ____ In Progress ____ Fully Met ____ NA__	<b>Validator Rating</b>  Not Yet ____ In Progress ____ Fully Met ____ NA__	<b>Validate</b> ____  <b>Not</b> <b>Validate</b> ____
<b>District Comments:</b>  	<b>Validation Findings/Reviewer comments:</b>  	

**Criterion 2: Teachers receive appropriate supports to meet the needs of English/Dual language learners.**

**Indicators:**

- 60.** All teachers receive professional development in techniques and materials needed for creating a language-rich environment that facilitates learning of the child’s home or primary language, as well as English.
- 61.** The Master Teachers specializing in bilingual education models, coaches and provides feedback to master teachers and teachers in how to facilitate language acquisition, and to promote oral language in the preschool setting.

**Supporting Evidence for the Indicators may include the following:**

- Evidence of professional development via workshops or meetings (Presentations, agendas, sign-in sheets) (60)
- Written feedback to teachers (61)
- Master Teacher Logs evidencing coaching on meeting the needs of ELL/DLL students (60,61)
- Master Teacher PLC Agendas and Minutes evidencing a sharing of best practices for meeting the needs of ELL/DLL students (61)
- Samples of resources provided to teachers (61)
- One or more master teacher has specific expertise in bilingual education and developmentally appropriate practices for preschool. (61)

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**ELL/DLL Criterion 2 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA ___	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA ___	<b>Validate</b> ___ <b>Not</b> <b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Criterion 3: Families of English/Dual language learners receive adequate support in the preschool program.**

**Indicators:**

- 62.** Parents/guardians are made aware of the importance of maintaining their home languages and supporting English language development and are provided suggested tools and techniques to extend learning at home, via written notices, newsletters, handouts, meetings and workshops.
- 63.** Outreach services are provided to families (as needed) to assist with translation, support cultural diversity and provide understanding regarding school and/or community functions and programs  
*“Fully met” would require districts to support the predominant language of all families.*

**Supporting Evidence for the Indicators may include the following:**

- Samples of translated parent communication (ex .flyers, newsletters, program announcements, handouts, email, website in languages appropriate to the population). (62,63)
- Samples of classroom communication with parents in languages appropriate to the population). (62,63)
- Evidence of parent workshops/classes regarding the importance of maintaining home languages (sign-in sheets/agendas) (62)
- Translator sign-up sheets (indicating what language they are supporting). (63)
- Parent survey (in languages appropriate to the population). (63)

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**ELL/DLL Criterion 3 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___ <b>Not Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

***Intervention and Support:***

**Rationale:** Working with classroom teachers, paraprofessionals, family members and early childhood administrators, the dedicated early childhood intervention professionals have a unique opportunity to successfully address potential learning difficulties and challenging behaviors of preschool children early on. Specific support from preschool intervention specialists in strategies and interventions to reduce these issues will allow more preschoolers to successfully participate in a general education preschool program.

**Criterion 1: A preschool intervention and referral team (PIRT) is fully staffed and functioning according to the *New Jersey Preschool Program Implementation Guidelines*.**

**Indicators:**

- 64.** An established protocol requesting assistance from preschool intervention team staff clearly outlines who can request assistance, under what conditions, and what appropriate response will follow. All early childhood staff including teachers, center directors, master teachers, and administrators, are familiar with and adhere to, the protocol to ensure effective communication and follow-up.
- 65.** The preschool intervention team roles and responsibilities are clearly articulated and do not entail direct therapeutic services to children.
- 66.** The preschool intervention team collaborates with the classroom teacher and the classroom Master Teacher to an assigned block of preschool classrooms (approximately 14 but no more than 20) in a reflective coaching cycle based on the Teaching Pyramid Observation Tool (TPOT)
- 67.** The preschool intervention team collaborates with the general education teachers and Master Teachers, supervisors, and other professionals (special education, nurses, school based social worker etc).

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- 68.** The preschool intervention team meets with families and caregivers to obtain necessary support, information and documentation to support interventions and positive behavior supports plans (PBS) at home and school.
- 69.** The preschool intervention team assists with transitions from one program to another for students that required PIRT assistance.
- 70.** The district board of education collects data on the number of children served, the duration of services, and types of services offered by the preschool intervention team and the number of children referred to special education.
- 71.** All preschool intervention team members have early childhood experience or education and have received training in a developmentally-appropriate, research-based curriculum model approved by the DOE, the Pyramid and Positive Behavior Supports and the coaching cycle.
- 72.** All funded preschool team positions are fully staffed.
- 73.** The preschool intervention team observes, coaches, consults, provides feedback and models appropriate strategies and interventions to assigned classroom teachers based on the strategies of the CSEFEL Pyramid Model and Positive Behavior Supports and the outcomes of the Teaching Pyramid Observation Tool (TPOT).

**Supporting Evidence for the Indicators may include the following:**

- Written protocol to request the assistance of PIRT, including timelines (64)
- Job descriptions for all PIRT roles (65, 73)
- PIRT Logs (66,67,68)
- Parent meeting, interview and phone logs (67)
- Tracking system for each PIRT member’s caseload and subsequent referrals to CST (68,69)
- PIRT team resumes/credentials (70)
- PIRT Roster showing that all funded positions are staffed. (71)

**Intervention & Support Criterion 1 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b>
Not Yet ___ In Progress ___ Fully Met ___	NotYet ___ In Progress ___ Fully Met ___	___
NA__	NA__	<b>Not Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Criterion 2: The intervention and support from the team meets the needs of the early childhood staff.**

**Indicators:**

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- 74.** Observes, consults, provides feedback and models appropriate strategies and interventions to teachers and master teachers.
- 75.** Aggregated results of the Teaching Pyramid Observation Tool (TPOT) instrument administered in all classrooms demonstrates a high level of implementation of the Pyramid and Positive Behavior Supports developed by the Center for Social Emotional Foundations for Early Learning (CSEFEL).
- 76.** Writes clear intervention plans that are followed by the teacher and modifies the intervention plans as needed throughout the year.
- 77.** Coordinates and provides yearly professional development to other relevant staff such as I &RS, and Child Study Team members and parents on the district’s social and emotional curriculum, the four levels of the pyramid model and Positive Behavior Supports as needed and in accordance with the early childhood professional development plan.

**Supporting Evidence for the Indicators may include the following:**

- Weekly schedules, logs (74)
- Aggregated TPOT data (75)
- Positive Behavior Support Implementation Plan samples (76)
- Intervention plan samples (76)
- Case file sample (76)
- Sign-in sheets or agendas from Professional Development provided by PIRT, (i.e., social and emotional curriculum, the four levels of the pyramid model and Positive Behavior Supports (77)

**Intervention & Support Criterion 2 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b>
Not Yet ___ In Progress ___ Fully Met ___	Not Yet ___ In Progress ___ Fully Met ___	___
NA ___	NA ___	<b>Not Validate</b>
___	___	___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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***Inclusion:***

**Rationale:** Inclusion for young children with disabilities and typically developing children has been based on a three-part rationale (Bricker, 1978): First is that the regular education curriculum and access to a typically developing peer group will provide learning opportunities that do not exist in special education classes containing only children with disabilities (Bricker, 1995). Second, public law recommends that, to the extent possible, children with disabilities receive a free, appropriate education in settings that are typical and that include same-aged peers. This “least restrictive environment” provision appeared in the original law that ensured educational services for children with disabilities (P.L. 94-142) and the subsequent reenactments of the law (P.L. 99-457, P.L. 102-119). Third, many individuals see the inclusion of a child in a center or class in his or her community or neighborhood as the most appropriate and ethical placement, given that it meets the child’s and family’s needs. (Odom, Peck, Hanson, Beckman & Schwartz).

**Criterion 1: Children with Individualized Education Programs (IEPs) are included in general education classrooms and receive appropriate supports within the activities and routines of the preschool day.**

**Indicators:**

- 78.** Once a child is referred to the Child Study Team for evaluation, the classroom teacher participates in all meetings during the IEP process and if the child is found eligible for special Education and related services, has ongoing access to the written IEP.
- 79.** A review of the preschool day is comprehensive in the Present Levels of Academic Achievement and Functional Performance section of the IEP as mandated by NJAC 6:14-3.7 (11) and supports and services for the child are clearly listed in the IEP to assist the teacher to support the child’s participation in the general education classroom routines and activities.
- 80.** The option for placement of a child with an IEP in a general education classroom is available during the entire school year, specifically for children transitioning from the NJ Early Intervention System.
- 81.** The district has met or exceeded the goal of at least 50% placement of disabled children with an IEP in a general education classroom.
- 82.** Related services and supports for the child that are listed in the IEP are primarily implemented during the routines and activities of the general education preschool day.

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- 83.** All teachers are trained to adapt curriculum, materials and activities to meet the needs of children with IEPs in their classrooms.
- 84.** Master Teacher(s) or a designee with a specialization in inclusive practices are employed and provides appropriate guidance and information to other master teachers and other preschool staff.
- 85.** If applicable, the district has begun to include preschool children with disabilities in Head Start’s general education classrooms in order to meet the federal Head Start mandate of 10% inclusion for Head Start preschool children with disabilities.

**Supporting Evidence for the Indicators may include the following:**

- 3 Preschool Student IEPs (with student and family names removed) including one of the most recent IEPs completed by the Child Study Team (78, 79)
- Current district placement data (to demonstrate program availability throughout the year (80, 81, 85)
- Schedules for Related Service Providers and lesson plans indicating that services take place within the preschool classroom (81)
- Professional development agenda and sign-in sheets for trainings on inclusive practices (82,83)
- Resume(s) for inclusion master teachers indicating appropriate specializations (84)
- Logs for Inclusion Master Teacher (84)
- Head Start enrollment data indicating 10% inclusion of children with disabilities (85)

**Inclusion, Criterion 1 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b>
Not Yet ___ In Progress ___ Fully Met ___	Not Yet ___ In Progress ___ Fully Met ___	___
NA ___	NA ___	<b>Not Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Criterion 2: Administrative supports are in place to facilitate inclusion.**

**Indicators:**

- 86.** Meetings between the Early Childhood and Special Education lead administrators occur at least 4 times per year. At least one of these meetings must include the Chief School Administrator. These meetings should focus on program implementation and long range needs of the districts and the evaluation of available data for developing district improvement and action plans.
- 87.** Meetings between the Early Childhood and Special Education department staff (supervisors, CST, PIRT, and Master Teachers Inclusion Specialists) occur monthly. These meetings should

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focus on issues of implementation of curriculum and specialized programs (PBS, LEAP etc.) as well as the collection and sharing of classroom evaluative data.

- 88.** Opportunities for collaboration and consultation among teachers, therapists, and child study teams are built into the school schedule.
- 89.** Training opportunities on developmentally appropriate early childhood practice and curriculum implementation is available for all staff (all teachers, assistants, related service providers, CST, PIRT) and are provided cooperatively with both departments.

**Supporting Evidence for the Indicators may include the following:**

- Meeting agendas, sign-ins and minutes for all meetings of the lead administrators (86)
- Meeting agendas, sign ins and minutes for three of the meetings of the department staff 87)
- Program schedule or meeting minutes evidencing collaboration between teachers and related service providers or CST (88)
- Professional development agenda and sign ins specifically noting participation by CST, related service providers and special education teachers (89)

**Inclusion, Criterion 2 Ratings**

<p><b>District Rating</b></p> <p>Not Yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p><b>Validator Rating</b></p> <p>Not Yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p><b>Validate</b>___</p> <p><b>Not</b></p> <p><b>Validate</b>___</p>
<p><b>District Comments:</b></p>	<p><b>Validation Findings/Reviewer comments:</b></p>	

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### Section III: Professional Development

**Professional Development:**

**Rationale:** The preschool program should carry out a professional development plan directly related to the district’s mission and chosen curriculum. It should include provisions for systematic ongoing training and be based on research on adult learning and children’s development. It should be based on a professional development needs assessment using classroom observation instruments. Staff development geared specifically to the findings should be an integral part of the overall plan. Professional development should be focused on helping children meet the standards outlined in the *Preschool Teaching and Learning Standards* and should be available for districts and provider teachers alike. Aspects of the professional development plan should be specifically designed for instructional, non-instructional, and administrative staff.

**Criterion 1: Structured classroom observation instruments, performance-based assessment data and teacher evaluations are used to determine areas for professional development.**

**Indicators:**

- 90.** A structured observation instrument or set of instruments (if applicable) is used to measure quality of instructional practices in preschool classrooms.
- 91.** The aggregated data from the structured observations and teacher evaluations along with results of performance based assessments are analyzed and used to plan for professional development.

**Supporting Evidence for the Indicators may include the following:**

- Master Teachers aggregated data from the ECERS-3 and other structured observation instruments (i.e. ECERS- 3, curriculum fidelity tools) (90, 91)
- Aggregated performance-based assessment data with analysis at the item and area levels (91)
- Data from teacher evaluations (i.e., school improvement panel-ScIP, district evaluation advisory council- DEAC)(91)

**Professional Development, Criterion 1 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b> _____
Not Yet ____ In Progress ____ Fully Met ____	Not Yet ____ In Progress ____ Fully Met ____	<b>Not</b>
NA__	NA__	<b>Validate</b> _____

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<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>
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**Criterion 2: A cohesive professional development system is implemented for instructional, non-instructional, and administrative staff.**

**Indicators:**

- 92.** The focus for professional development is to improve implementation of the district’s curriculum.
- 93.** Master Teachers provide in class follow up to all professional development.
- 94.** An electronic database is used to document teacher professional development for both in-district and provider teachers.
- 95.** District and provider administrators, including early childhood supervisors, center directors and building principals, receive annual professional development in topics such as the district’s chosen curriculum, the standards, performance-based assessment, evaluating and observing preschool teachers both formally and informally, and adult-child interaction.
- 96.** Support staff, such as, lunch assistants, security officers and related service providers, receive information about developmentally appropriate practices and are given an overview of the curriculum.

**Supporting Evidence for the Indicators may include the following:**

- Professional development plan (92)
- Evaluation of professional development plan (92)
- Agendas/Sign-in sheets (92, 96,)
- Artifacts from PD opportunities (i.e. presentations, handouts, agendas, meeting minutes, etc.) (92, 96)
- Master teacher log (93)
- Electronic professional development tracking system including CAPS if applicable. (95,96)

**Professional development, Criterion 2 Ratings**

<b>District Rating</b> Not Yet____ In Progress____ Fully Met____ NA__	<b>Validator Rating</b> Not Yet____ In Progress____ Fully Met____ NA__	<b>Validate</b> ____ <b>Not</b> <b>Validate</b> ____
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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**Criterion 3: Master teachers fulfill the roles and responsibilities outlined in the New Jersey *Preschool Program Implementation Guidelines, 2015.***

**Indicators:**

- 97.** Master Teachers coach preschool teachers through a reflective cycle of improvement, including a pre-conference, classroom visit, post conference and continuing support, with a focus on developmentally appropriate practice and the district’s chosen curriculum. Collaborative peer coaching in the classroom is the master teacher’s primary responsibility.
- 98.** Master Teachers model lessons aligned to the approved curriculum for teachers when appropriate.
- 99.** Master Teachers facilitate PLC meetings with teachers, supporting curriculum implementation, performance based assessment and early childhood best practices.
- 100.** Master Teachers administer structured observation instruments, such as the ECERS-3, and provide teachers with written feedback within a reflective cycle of improvement.
- 101.** Master Teachers provide direct professional development training/workshops for teachers and paraprofessionals.
- 102.** Master Teachers with specific expertise (e.g. inclusion, bilingual education, math curriculum) provide consultation to other Master Teachers.

**Supporting Evidence for the Indicators may include the following:**

- Master Teacher logs evidencing ongoing use of the reflective cycle (97)
- Master Teacher logs and lesson plans evidencing master teachers modeling lessons for teachers. (98)
- Agendas, sign-in sheets and supporting documentation evidencing PLC meetings facilitated by master teachers. (99)
- Master Teacher logs indicating the use of structured observation instruments embedded within a continuing cycle of reflective practice. (100)
- Artifacts of Professional development that Master Teachers provided via workshops and meetings with teachers (presentations, meeting minutes, agendas, handouts, etc.) (101,102)
- Master Teachers’ credentials and/or resumes (102)

**Professional Development, Criterion 3 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b> __
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Not Yet ___ In Progress ___ Fully Met ___ NA ___	Not Yet ___ In Progress ___ Fully Met ___ NA ___	Not Validate ___
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***Staff Qualifications:***

**Rationale:** “The quality of the staff is the most important determinant of the quality of an early childhood program,” (National Association for the Education of Young Children, 1998). Not only is it important for preschool classrooms to be staffed with individuals that have experience with young children, but also staff should have certification specific to early childhood. It is vital that all assistant teachers have at minimum, a high school diploma or the equivalent.

**Criterion 1: All teachers must have appropriate credentials and appropriate certification pursuant to N.J.A.C. 6A:13A-4.3.**

**Indicator:**

**103.** An electronic database is used to track teacher credentials, consistent enrollment and adequate progress for P-3 candidates, and indicates that certification requirements are met.

*“Fully met” would require districts to have an electronic data base and would demonstrate that all teachers possess the appropriate certification.*

**Supporting Evidence for the Indicators may include the following:**

- Electronic database or Table 4 of the Preschool Budget (103)

**Staff Qualifications, Criterion 1 Ratings**

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<b>Not Yet</b> ___ <b>In Progress</b> ___ <b>Fully Met</b> ___  NA__	<b>Not Yet</b> ___ <b>In Progress</b> ___ <b>Fully Met</b> ___  NA__	___  <b>Not Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Criterion 2: In-district and community provider teachers and assistants receive on-going evaluations and reviews.**

**Indicators:**

- 104.** Steps and procedures to evaluate teacher and teacher assistant performance in-district and in the provider and Head Start settings (if applicable) are in place and are clearly defined.
- 105.** Instruments used to evaluate preschool teachers specifically address appropriate practices in preschool classrooms. Instruments like Charlotte Danielson’s are not used in isolation- they are supplemented to address preschool teaching practices.
- 106.** Steps and procedures for removal from a position in-district and in the provider setting (if provider settings are used) are in place and are clearly defined.
- 107.** Teacher evaluations completed by community provider directors and principals support the professional growth of teachers and reflect the measurement of best practice in teaching young children.

**Supporting Evidence for the Indicators may include the following:**

- Evaluation forms for in-district, Head Start and community providers (104,105,107)
- Procedures for evaluation and removal at Head Start and community providers (104,106)
- Sample teacher evaluations (with teachers’ names blacked out) for in-district, providers and Head Start. (104,105,107)

**Staff Qualifications, Criterion 2 Ratings**

<b>District Rating</b>  <b>Not Yet</b> ___ <b>In Progress</b> ___ <b>Fully Met</b> ___  NA__	<b>Validator Rating</b>  <b>Not Yet</b> ___ <b>In Progress</b> ___ <b>Fully Met</b> ___  NA__	<b>Validate</b> ___  <b>Not Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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**Criterion 3: All assistant teachers have appropriate credentials as per district requirements and participate in on-going professional development.**

**Indicator:**

- 108.** An electronic database is used to document the credentials of assistant teachers and any professional development training received, and indicates appropriate credentials.  
*“Fully met” would require districts to have an electronic database.*

**Supporting Evidence for the Indicators may include the following:**

- Electronic database tracking professional development attendance for assistant teachers (108)
- Table 4a of the Preschool Budget (108)

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**Staff Qualifications, Criterion 3 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___ <b>Not</b> <b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Criterion 4: All existing and new directors of private providers meet the requirements set forth in to Chapter 122 Manual of Requirements for Child Care Centers-State of NJ Department of Children and Families**

**Indicators:**

- 109.** An electronic database is used to track the experience and education of directors of private providers. (Please refer to Chapter 122 Manual of Requirements for Child Care Centers-State of NJ Department of Children and Families).  
*“Fully met” would require districts to have an electronic database.*

**Supporting Evidence for the Indicators may include the following:**

- Electronic database (109)

**Staff Qualifications, Criterion 4 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___ <b>Not</b> <b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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**Criterion 5: Master Teachers meet recommended qualifications.**

**Indicators:**

- 110.** Master Teachers have received or are working towards becoming an Early Childhood Professional Development fellow.
- 111.** All Master Teachers have the appropriate qualifications and experience as described in N.J.A.C.6A:13A-4.2

**Supporting Evidence for the Indicators may include the following:**

- Master Teacher fellow letters for all Master Teachers, or verification of enrollment in the current year’s Master Teacher Seminar. (110)
- Master Teacher’s Teaching Certificates and resumes (111)

**Staff Qualifications, Criterion 5 Ratings**

<p><b>District Rating</b></p> <p>Not Yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p><b>Validator Rating</b></p> <p>Not Yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p><b>Validate</b></p> <p>___</p> <p><b>Not Validate</b></p> <p>___</p>
<p><b>District Comments:</b></p>	<p><b>Validation Findings/Reviewer comments:</b></p>	

**Criterion 6: All family workers have a high school diploma or equivalent.**

**Indicator:**

- 112.** An electronic database is used to track the credentials of family workers (if provider settings are used).  
*“Fully met” would require districts to have an electronic database.*

**Supporting Evidence for the Indicators may include the following:**

- Electronic Database (112)

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**Staff Qualifications, Criterion 6 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___ <b>Not</b> <b>Validate</b> ___
<b>District Comments:</b>  	<b>Validation Findings/Reviewer comments:</b>  	

**Section IV: Program and Child Evaluation**

*Child Assessment and Screening:*

**Rationale:** Developmentally appropriate assessment of young children includes multiple types of assessment that serve different functions (NAEYC Position Statement 2004). In high quality preschool programs, two types of assessment are required. The first is an on-going, authentic assessment of the child’s development in the context of the classroom environment. This evidence may include records of children’s conversations, their drawings, constructions, photographs, and anecdotal notes indicative of their development. This performance-based assessment is used to help educators determine appropriate activities and interactions. The second type of assessment is used to identify those who may need further diagnostic assessment. Upon entry into the program, it is required that all three- and four-year-old children be administered a developmental screening. This information is never used to determine or deny placement. Rather, it is used to determine if a child requires further evaluation. No other type of assessment is appropriate in preschool except those used for program evaluation. For that purpose, only randomly selected samples of children should be tested and rigorous research design must be followed.

**Criterion 1: A Department of Education-approved performance-based system is used appropriately and regularly to support each child’s unique learning and development growth.**

**Indicators:**

- 113.** Portfolios of children’s work are kept on a regular basis for every child and clearly illustrate and document children’s development over a period of time. Items in children’s portfolios are clearly aligned with the New Jersey *Preschool Teaching and Learning Standards*.
- 114.** Observations of children are intentional and use some of the following techniques while documenting progress across domains: work samples, photography, narrative description, anecdotes, videotaping, and tape recording.

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- 115.** Information gathered about children is used when planning instruction and daily activities.
- 116.** The collections and observations are used in communications with both parents and staff (e.g., child study team, special educators, and therapists).
- 117.** The results of the performance-based assessment are considered when planning professional development activities to further enhance teaching practices (e.g. information on supporting English language learners’ language arts literacy skills).
- 118.** Procedures are in place to ensure reliable collection of child information through portfolio review meetings and professional development
- 119. Teachers have opportunities to share anecdotal notes and rating decisions in an effort to support quality and reliable data.**

**Supporting Evidence for the Indicators may include the following:**

- At least one hard copy of a student assessment Portfolio/folio (113)
- Written observations (114)Lesson plans connecting assessment and instruction (115)
- Documentation from parent/teacher conferences, communication with therapists and/or child study team members. (116)
- Aggregated Performance-based Assessment data (e.g., Teaching Strategies GOLD, Work Sampling System, Child Observation Record) (117)
- Professional development plan evidencing that Performance-Based Assessment Data was included in planning. (117)
- Procedures to ensure reliability, such as teacher meetings and reliability certificates (118)
- Documentation of **Teachers anecdotal notes and rating decisions in an effort to support quality and reliable data.(119)**

**Child Assessment and Screening, Criterion 1 Ratings**

<b>District Rating</b> Not Yet___ In Progress___ Fully Met___ NA__	<b>Validator Rating</b> Not Yet___ In Progress___ Fully Met___ NA__	<b>Validate___</b> <b>Not</b> <b>Validate___</b>
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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**Criterion 2: A system of screening is in place. Screening instruments are carefully selected and used appropriately.**

**Indicators:**

- 120.** Screening instruments are administered by classroom teachers upon entry to the program or within the first few weeks of school and results are used to identify children who may need referrals for special services.
- 121.** Only research based screening instruments that follow developmentally appropriate practice are used (e.g. ESI-R).
- 122.** Screening is not used as a pre-test/post-test measure for child or program evaluation.
- 123.** Parents are advised as to the purpose and results of the screening, and notified both before and after the screening takes place.
- 124.** Screening instruments are given in a child’s primary language.
- 125.** Districts maintain an electronic database showing: students screened, students passing, students scoring within re-screen range, follow through for re-screen, students scoring referred, referrals to CST and outcomes of referral.

**Supporting Evidence for the Indicators may include the following:**

- Electronic database with data (number of re-screens and referrals to CST, language of screening, date of screening and entry date into the program) (120,122,124,125)
- Screening instruments (121)
- Samples of parent communications (123)

**Child Assessment and Screening, Criterion 2 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b> ___
Not Yet ___ In Progress ___ Fully Met ___	Not Yet ___ In Progress ___ Fully Met ___	<b>Not</b>
NA___	NA___	<b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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***Program Evaluation:***

**Rationale:** Program evaluation should be on-going and include the input of the Early Childhood Advisory Council, administrators, provider and district teachers, aides, parents, and other support staff. All forms of program evaluation should be set up in a manner that allows honest and anonymous input. Information gathered from program evaluations should be used to improve the quality of the program, as well as, identify and building upon strengths.

**Criterion 1: The preschool program is evaluated annually.**

**Indicators:**

- 126.** The Early Childhood Advisory Council participates and assists in the analyzing of collected data (e.g. Community Needs Assessment, New Jersey Preschool Evaluation Study, performance based assessment data and district classroom observation instrument data).
- 127.** SAVS improvement plans for the 2015-2016 school year (for districts that submitted plans) have been submitted to the department and recommendations were implemented during the 2016-2017 school year. The plan(s) include; Identification of the program area(s) in need of improvement; a detailed explanation of the steps to be taken by the district board of education; and a timeline for implementation.
- 128.** Results of classroom observations, prior year data summary tool, parent surveys and teacher surveys are used in an annual evaluation of the district program.
- 129.** The prior years data summary tool was turned in to the DOE in a timely manner, and, was complete.
- 130.** Results of long-term sustainability data should be used to inform the program quality such as kindergarten results (KEA), 3<sup>rd</sup> grade reading level scores, or any child outcome assessment that would directly relate and correlate to the program curriculum and standards being implemented in the preschool classrooms.
- 

**Supporting Evidence for the Indicators may include the following:**

- Minutes of staff and advisory council meetings (126)
- SAVS Improvement Plans 2015-2016 (127)
- Parent and teacher surveys (128)

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- Evidence of meetings with other district administrators to plan data collection on the long-term evaluation of the preschool program (agendas, plan)(130)
- Evaluation report (128)
- Evidence that the prior years data summary tool was turned in to the DOE in a timely manner, and, was complete(129)

**Program Evaluation, Criterion 1 Ratings**

<b>District Rating</b> Not Yet___ In Progress___ Fully Met___ NA__	<b>Validator Rating</b> Not Yet___ In Progress___ Fully Met___ NA__	<b>Validate___</b> <b>Not</b> <b>Validate___</b>
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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Date:

## Section V: Community Collaboration

### *Community Collaboration:*

**Rationale:** It is considerably easier for children to develop and learn with the support of strong families who, in turn, enjoy the support of individuals and institutions in their surrounding communities. When families, schools, and community institutions (e.g. local businesses, community colleges, and health agencies) collectively agree upon their goals and decide how to reach them, everyone benefits. Effective collaborative relationships require communication that values and respects the opinion, perspectives, and rights of each partner. Ultimately, everyone in the district and community should understand that he/she is part of the same program.

**Criterion 1: The Early Childhood Advisory Council includes diverse community representatives, meets regularly, and is integrally involved in advising on the preschool program.**

### **Indicators:**

- 131.** The Early Childhood Advisory Council is representative of the community and may include, but is not limited to the following groups: parents, private providers, higher education, mental health agencies, private sector, kindergarten/first grade teachers, NAACP, social service providers, Head Start agencies, and child and family advocates.
- 132.** The community and parent involvement specialist or other designee staffs the advisory council.
- 133.** Meeting minutes indicate that meetings occur regularly and include program evaluation, advisement and community outreach and collaboration.
- 134.** The purpose and work of the council is conveyed to families, the school, and neighboring community.
- 135.** There is a method in place for the council to assess and evaluate their role and work.

### **Supporting Evidence for the Indicators may include the following:**

- Early Childhood Advisory Council membership roster (131,132)
- Agendas (133)
- Minutes (133)
- Protocol identifying date minutes were distributed (i.e. e-mail confirmation, fax confirmation etc.) (133)
- Evidence of communication to families and community members regarding the Advisory Council (134)
- Copy of the Advisory Council’s collaborative vision and mission statements. (134)
- Assessment and evaluation of council. (135)

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**Community Collaboration, Criterion 1 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___ <b>Not</b> <b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Criterion 2: There are regularly scheduled meetings with contracted providers and Head Start.**

**Indicators:**

- 136.** Meeting minutes indicate that meetings include opportunities for discussion, collaboration and provider input into programming.
- 137.** Professional development is provided for directors of centers.
- 138.** Providers meet regularly with district staff to discuss fiscal and program updates.

**Supporting Evidence for the Indicators may include the following:**

- Minutes (136,138)
- Agendas (136,138)
- Evidence of Professional Development to provider directors, such as agendas, sign-in sheets, presentations and handouts. (137)

**Community Collaboration, Criterion 2 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___ <b>Not</b> <b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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**Criterion 3: The needs and goals of the community are being addressed.**

**Indicator:**

- 139.** A community needs assessment and/or family survey is conducted annually and the results are summarized.
- 140.** The needs assessment and survey results inform a follow up plan for improvement.

**Supporting Evidence for the Indicators may include the following:**

- Community needs assessment (139)
- Aggregated data from various surveys (e.g. family, teacher, ECAC etc.) (139)
- Improvement plan (140)

**Community Collaboration, Criterion 3 Ratings**

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b>
Not Yet ___ In Progress ___ Fully Met ___	Not Yet ___ In Progress ___ Fully Met ___	___
NA ___	NA ___	<b>Not Validate</b>
___	___	___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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***Family Involvement:***

**Rationale:** Supportive partnerships around the child provide the type of environment in which families, schools, and the community work together to achieve and sustain shared goals for children. On-going communication and interaction encourages appropriate and effective learning opportunities for children. A well-defined plan is required for incorporating a wide range of family involvement and educational opportunities into the preschool program. With systematic coordination between home and school, we can more meaningfully support all aspects of the child’s life. When educators and families work together, children have a greater chance of reaching their maximum potential.

**Criterion 1: There are multiple opportunities for families to be involved in district and in providers programs.**

**Indicators:**

- 141.** District-wide family involvement activities are coordinated by the Community/Parent Involvement Specialist (CPIS), or other staff member, in conjunction with the family workers and social workers.
- 142.** District and provider family meetings and workshops are designed to accommodate the individual languages and cultures of the families in the community
- 143.** There are numerous ways for families to be involved, from family-teacher conferences, and volunteer opportunities to family workshops and participation on the advisory council.
- 144.** There are parent education activities in the preschool program with specific strategies identified that assist parents in remaining actively involved in their child’s education throughout their school years.
- 145.** Family meetings are offered at various times of the day, helping to ensure that all families have the opportunity to attend.

**Supporting Evidence for the Indicators may include the following:**

- Evidence of CPIS and Family worker collaboration, such as logs, meeting agendas and minutes, etc. (141)
- CPIS, Family worker, social worker weekly logs/reports (141)
- Family workshop agendas for in district and provider programs (142,144)
- Family volunteer schedule/sign-in sheet, conference schedules and sign-ins (143)
- Flyers for family involvement opportunities, such as Back-to-School night, volunteer opportunities, workshops, etc. (143,144,145)

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**Parent Involvement, Criterion 1 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___ <b>Not Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Criterion 2: Direct communication with families takes place regularly.**

**Indicators:**

- 146.** Flexible scheduling is available for family-teacher conferences.
- 147.** Families receive a procedure and policy handbook.
- 148.** Written communication related to the child is presented in the home language as necessary.
- 149.** Information about the child and feedback about the program is solicited from the family at school entry and throughout the year.
- 150.** Families are offered at least three annual home/personal/center visits by the family worker in provider sites.

**Supporting Evidence for the Indicators may include the following:**

- Parent/family teacher conference schedule/records from providers and in district programs (146)
- Parent/family handbook from providers and in district programs (147)
- Examples of written communication about children in home languages (report cards, narratives, class newsletters, notes to families, etc.) (148)
- Teacher log of family contacts from providers and in district programs (149)
- Registration/enrollment form from providers and in district programs (149)
- Evidence of home visits for a sampling of families (sign-in forms, corresponding, Family Worker logs, etc.) (150)

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**Parent Involvement, Criterion 2 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___ <b>Not</b> <b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Criterion 3: Family workers and/or social workers are active participants in the preschool program.**

**Indicators:**

- 151.** An organized system is in place for family workers, social workers, and Community Parent Involvement Specialists to collaborate and share information.
- 152.** There is a written system in place for families to request the services of family workers and social workers as needed.

**Supporting Evidence for the Indicators may include the following:**

- Family request form(s) for social service assistance (151)
- Log/schedule of meetings between family workers and social workers (151)
- Written protocol for requesting support for families in need of services. (152)

**Parent Involvement, Criterion 3 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___ <b>Not</b> <b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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***Head Start:***

**Rationale:** Pursuant to N.J.A.C. 6A:13A school districts may offer the preschool program within a mixed delivery system that includes in-district, private provider and local Head Start agency settings provided the provider and/or local Head Start agency program(s) with which the district board of education contracts comply with the school district’s program requirements, including the employment of appropriately licensed and qualified teaching staff.

**Criterion 1: All eligible children served by Head Start are included in the district program.**

**Indicator:**

- 153.** The district contracts with Head Start to ensure that all Head Start eligible children residing in the district are served.
- 154.** The district contracts with Head Start were turned in to the DOE in a timely manner, and was complete.
- 155.** The District and Head Start collaborate and communicate regularly to address challenges in serving Head Start eligible children residing in the district are being addressed (such as centralized enrollment).
- 156.** The District and Head Start have a MOU with the elements described below.\*
- 157.** The District actively places children with disabilities within the local Head Start Agency in compliance with Federal Head Start requirements.

\*The District and Head Start have developed a memorandum of understanding which is required by the Office of Head Start. The intent of this requirement in the Reauthorization is to maximize public resources provided to support young children and families, and to improve the availability and quality of services. The MOU should include the following but not limited to:

- Educational activities, curricular objectives school readiness goals, student outcomes and instruction
- Selection priorities for eligible children to be served by program
- Staff training, including opportunities for joint staff training on topics such as academic content stands, instructional methods, curricula, and social and emotional development
- Communications and parent outreach for smooth transitions to kindergarten
- Program technical assistance
- Enrollment procedures
- 10% disability requirement
- Provision and use of facilities, transportation, and other program elements; and
- Other elements mutually agreed to by the parties

**Supporting Evidence for the Indicators may include the following:**

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- Enrollment tables (153)
- Approval letter (153)
- Written agreement (153)
- Evidence that district contracts with Head Start were turned in to the DOE in a timely manner, and was complete.(154)Meeting minutes (155)
- MOU (156)
- Evidence that percentage of children with disabilities has increased (157)

**Head Start, Criterion 1 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___  <b>Not</b> <b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Criterion 2: Administrative supports are in place to facilitate collaboration with Head Start.**

**Indicators:**

- 158.** Joint professional development sessions are held to ensure curriculum and assessment articulation.
- 159.** The school district actively supports Head Start’s need to enroll children at or below poverty level.
- 160.** The school district and Head Start agency effectively collaborate to serve preschool children with disabilities.
- 161.** Regular communication between the Head Start director/executive director or designee and the school district staff take place.

**Supporting Evidence for the Indicators may include the following:**

- Evidence of Head Start inclusion in district professional development, such as sign-in sheets, correspondence notifying the provider of professional development, etc. (158)
- Attendance records (159)
- Enrollment forms (159)
- Evidence that enrollment meets Head Start mandates to service children with disability or that this inclusion has steadily increased (160)
- Evidence of communication between the district and the Head Start grantee, such as emails, meeting minutes, memos, communication logs, etc. (161)

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**Head Start, Criterion 2 Ratings**

<p><b>District Rating</b></p> <p>Not Yet ___ In Progress ___ Fully Met ___</p> <p>NA ___</p>	<p><b>Validator Rating</b></p> <p>Not Yet ___ In Progress ___ Fully Met ___</p> <p>NA ___</p>	<p><b>Validate</b></p> <p>___</p> <p><b>Not Validate</b></p> <p>___</p>
<p><b>District Comments</b></p>	<p><b>Validation Findings/Reviewer comments:</b></p>	

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## Section VI: Support Services

### *Health, Safety, and Food Services:*

**Rationale:** “The provision of a safe and healthy environment is essential to a successful preschool program. Safe and healthy early childhood programs prevent illness and accidents, and also educate children concerning safe and healthy practices” (NAEYC, 1998). Children receive health screenings, and balanced, nutritious meals, and learn about safety and healthy eating habits within and outside of the classroom.

**Criterion 1: The educational process is strengthened and facilitated by improving and protecting the health status of children.**

#### Indicators:

- 162.** Individual child health records are up-to-date and allergies or other health issues are clearly stated.
- 163.** Nurses are available at a ratio of 1:300 students and maintain up to date health records.
- 164.** Families and teachers receive a written policy related to child illness and school attendance.
- 165.** Health screenings are conducted for each preschool child (e.g. at a minimum, vision, hearing, dental, height and weight screenings of each eligible child upon enrollment in preschool).
- 166.** Families are notified when documented health concerns are identified with their child. A follow-up referral is recommended and parents are assisted in locating medical and health resources.

#### Supporting Evidence for the Indicators may include the following:

- Sample of child health record with child’s name blocked out (162)
- Schedule A (163)
- Total preschool enrollment numbers as of date of validation visit (163)
- Policy handbook or family handbook (164)
- Nurse log of completed health screenings (165)
- Evidence of referrals and correspondence to families (166)

#### Health, Safety and Food Services Criterion 1 Ratings

<b>District Rating</b>	<b>Validator Rating</b>	<b>Validate</b>
Not Yet ___ In Progress ___ Fully Met ___	Not Yet ___ In Progress ___ Fully Met ___	___
NA__	NA__	<b>Not Validate</b>
		___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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**Criterion 2: Supports and practices facilitate health, safety, and food services.**

**Indicators:**

- 167.** Emergency procedures are written, and appropriate training has been provided to staff and/or children, as needed.
- 168.** Nutrition and health workshops are offered to families and staff.
- 169.** Written information on health, safety and nutrition is distributed to families.
- 170.** School based health services are provided to all children and families. Referrals for outside health services are made as needed.

**Supporting Evidence for the Indicators may include the following:**

- Policy handbook or family handbook from providers and in district programs (167,169C)
- Copies of workshop agendas and sign-in sheets for families and staff on health & safety topics (167,168)
- Evidence of school based health services provided to children, such as nursing logs (170)
- Evidence of referrals and correspondence to families related to health concerns (170)

**Health, Safety and Food Services Criterion 2 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___ <b>Not</b> <b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

**Criterion 3: Children receive adequate nutrition.**

**Indicators:**

- 171.** Weekly/monthly menu outlining both meals and snacks meet the nutritional requirements recommended by the Child Care Food Program of the United States Department of Agriculture and are made available to families.
- 172.** Preschool meals meet USDA nutritional guidance and are served in a sanitary manner.

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- 173.** Menus reflect that healthy food choices are made and reviewed by qualified staff (e.g., nurse, registered dietician).
- 174.** For children who bring in their lunch, district and provider personnel (i.e. social workers, family workers, EC supervisors, center directors and building principals) discuss and provide their families with information on the importance of healthy lunches.

**Supporting Evidence for the Indicators may include the following:**

- Copies of menus indicating breakfast, lunch, snacks are offered (171)
- Documentation showing menus are made available to families (171)
- Documents showing healthy choices directed at children (172)
- Aggregated ECERS-3 results for Item 8 (Meals and Snacks) with aggregated results for the Personal Care subscale (172)
- Documentation showing menus are approved by qualified staff (173)
- Documents indicating policies on bringing lunch from home. (174)

**Health, Criterion 3 Ratings**

<b>District Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validator Rating</b> Not Yet ___ In Progress ___ Fully Met ___ NA__	<b>Validate</b> ___ <b>Not</b> <b>Validate</b> ___
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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## Section VII: P-3 Articulation

### *Transition:*

**Rationale:** Transition is an ongoing process that facilitates and maintains continuity between programs. Preparing children and their families for the transition process helps to orient them to the program, anticipate services based on each child’s needs, provide important information to the family and gather valuable information from the family. While it is important for schools to prepare teachers, children and their families for this transition to school, it is even more critical that seamless supports are provided for all children as they move through each year, including summer, from preschool through third grade. Districts should establish a P-3 transition team to establish transition goals and activities and develop a systematic approach to local transition implementation. *“A developmental continuum of standards, curriculum and assessments, extending from the early years into later schooling, can support better transitions from infant/toddler care through preschool programs to kindergarten and into the primary grades as teachers work within a consistent framework across educational settings” National Association for the Education of Young Children, 2011.*

**Criterion 1: Transition plans are made for children entering the preschool program from home or other programs.**

### **Indicators**

- 175.** A system is in place to gather information about children and their families prior to school entry to share with teachers.
- 176** Flexible scheduling and planning provide different opportunities for families to learn about the preschool program including, but not limited to open houses, visits’ to preschool classrooms or specific dates to meet their child’s (children’s) new teacher.
- 177.** Families are encouraged to become involved in their children’s education and the school community (i.e during home visits, family meetings and various communication methods etc.)
- 178A** system is in place that includes specific transition activities for those children that have to be transported from before-care to preschool and from preschool to after-care at different locations’. Policies and/or procedures are in place to communicate information to non English speaking families

### **Supporting Evidence for the Indicators may include the following**

- Survey or home visit to get to know families and to identify family needs for comprehensive social services and learning supports. (175)
- List of activities including, but not limited to event-based experiences for children and families to ease transition to preschool. (176,177,178)
- Back-to-School Night agenda or flyer for family involvement activities (176)
- Examples of transition materials (various assessments e.g., performance-based assessments) in the languages of the families in their program. (178)

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**Criterion 1 Ratings**

<p><b>District Rating</b></p> <p>Not Yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p><b>Validator Rating</b></p> <p>Not Yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p><b>Validate</b></p> <p>___</p> <p><b>Not Validate</b></p> <p>___</p>
<p><b>District Comments:</b></p>	<p><b>Validation Findings/Reviewer comments:</b></p>	

**Criterion 2. Transition plans are made for children entering the preschool program from early intervention programs.**

**Indicators:**

- 179.** District personnel contacts each of the families of incoming children with disabilities entering the preschool program from EI and discusses registration procedures, ensures that parents receive a district Preschool Handbook and The Parents Rights in Special Education Handbook: <http://www.nj.gov/education/specialed/form/prise/prise.pdf> and goes over all pertinent information necessary concerning upcoming eligibility or IEP meetings, possible placement and programs available to the preschool child and answers all questions the parents may have about the upcoming process.
- 180** District personnel attend Transition Planning Conferences arranged by the early intervention program.
- 181.** Meeting minutes and/or correspondence including documentation of initial parent contact by district staff show that early intervention, preschool and special education staff collaborate to meet the needs of children with disabilities entering the preschool program from early intervention and to place children in the least restrictive environment.
- 182.** Families are informed about the district registration requirement options for placement including general education classrooms and request forms inviting the Part C service coordinator from early intervention to the initial IEP meeting for children after determination of eligibility.
- 183.** Policies and/or procedures are in place to communicate information to non English speaking families

**Supporting Evidence for the Indicators may include the following:**

- Logs indicating communication with parents of children with disabilities entering the program. (179)
- Early intervention agency reports showing district staff attendance at Transition Planning Conferences (180)

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- Meetings dates and minutes with special education, early intervention, bilingual, preschool supervisors and kindergarten administrators. (180,181)
- Written correspondence between early childhood, early intervention and special education departments (181)
- Parent Handbook (182,183)

**Transition, Criterion 2 Ratings**

<p><b>District Rating</b></p> <p>Not Yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p><b>Validator Rating</b></p> <p>Not Yet___ In Progress___ Fully Met___</p> <p>NA__</p>	<p><b>Validate</b></p> <p>___</p> <p><b>Not Validate</b></p> <p>___</p>
<p><b>District Comments:</b></p>	<p><b>Validation Findings/Reviewer comments:</b></p>	

**Criterion 3: A plan has been developed for transition of children from the preschool program into grades K-3 as outlined in 6A:13A-6.1.**

**Indicators:**

- 184.** The P-3 transition team (composed of a facilitator and families, child care leaders, early intervention staff, school personnel including preschool, elementary, bilingual, and special education teachers, and specialists in subject areas, curriculum & assessment and P-3 data) meets on a regular basis.
- 185.** The P-3 transition team establishes goals to ensure seamless supports for all children as they move from year to year, which is articulated in a transition plan, a timeline for implementing the plan, and a method for evaluating and updating the plan annually.
- 186.** The transition plan includes a system for gathering information about children prior to the start of school each year, including the results of performance based assessments, with a focus on the cognitive, social/emotional and physical development of the child.
- 187.** The transition plan includes specific transition activities, such as visits to the classrooms, distributing home learning activities, and the dissemination of information such as registration guidelines, teacher expectations and placement options to families through meetings, workshops, written correspondence, etc.
- 188.** Common planning time is allocated for teachers to meet within and across grade levels and with specialists to discuss, implement and align developmentally appropriate schedules, environments, standards, curriculum and assessments and to share information about children.

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- 189.** Families are provided with transition packages every year.
- 190.** During kindergarten intake, school districts document whether a child attended preschool and where, in order to gain insight to help schools identify and consequently better collaborate with preschools for effective transition planning.
- 191.** The transition plan includes opportunities for teachers to attend trainings that support developmentally appropriate practices in P-3.
- 192.** The transition plan includes using program/class/child data to track areas of strength or growth of the P-3 articulation plan. Such data should identify DAP practices in classrooms and actionable plans. It should also display long term data implementing a preschool program plan and sustaining it through developmentally appropriate practices across P-3.

**Supporting Evidence for the Indicators may include the following:**

- Meeting dates, minutes and transition team roster. (184)
- Transition plan and annual updates (185,186,187)
- Family/Teacher surveys of transition activities (185,186,187)
- Written correspondence, announcements and fliers showing transition activities provided for children and families (185,186,187)
- Minutes from common planning time and vertical articulation meetings (188)
- Examples of transition package materials (performance-based assessments/ELAS portfolios) (189)
- Kindergarten intake information (190)
- Professional development certificates (191)
- Classroom observation tool data that identifies quality in K-3 classrooms (i.e., APEEC); coaching and professional development to support growth (192)
- Tracking of % of students reading at grade level in grades available.(192)

**Transition, Criterion 3 Ratings**

<b>District Rating</b> Not Yet ____ In Progress ____ Fully Met ____ NA__	<b>Validator Rating</b> Not Yet ____ In Progress ____ Fully Met ____ NA__	<b>Validate</b> ____ <b>Not</b> <b>Validate</b> ____
<b>District Comments:</b>	<b>Validation Findings/Reviewer comments:</b>	

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Date:

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