

## GNJK Standards Alignment Overview - Head Start and NAEYC

Unless otherwise noted, if a GNJK Quality Standard is aligned to a Head Start or NAEYC standard, the GNJK Quality Standard is waived and full points will be awarded to the program. For further information on Head Start and NAEYC documentation waivers, please refer to the GNJK Rating Protocol for Center-based Programs.

GNJK Quality Standard	Head Start Aligned Standards/Act Information	NAEYC Aligned Standards
<b>Curriculum Teaching and Learning (CTL)</b>		
<b>CTL 1.</b> Administrators and supervisors have completed professional development on each of the following topics:  <b>Required to Qualify for 3 stars</b> – Lesson Planning and Developmentally Responsive Practice <ul style="list-style-type: none"> <li>• Developmentally and culturally responsive practice related to children's learning and development (minimum of 2 hours within past 3 years) <b>and</b></li> <li>• Lesson planning</li> </ul> <b>or</b> <ul style="list-style-type: none"> <li>• 6 hours of professional development on curriculum implementation</li> </ul> <b>Required to Qualify for 4 or 5 stars</b> – Curriculum Implementation Training <ul style="list-style-type: none"> <li>• Foundational and ongoing professional development related to curriculum implementation must be delivered by or approved by the curriculum developer.</li> <li>• Minimum of 6 hours of professional development required every 3 years up to 36 hours. After 36 hours, supervisors can select specialized professional development related* to curriculum implementation</li> </ul> <b>Points: up to 6</b> <b>Level 3 Point Max</b> <ul style="list-style-type: none"> <li>• 50% of administrators and supervisors complete professional development (1 point) or</li> <li>• 100% of administrators and supervisors complete professional development (2 points)</li> </ul> <b>Level 4- and 5-Point Max</b> <ul style="list-style-type: none"> <li>• 50% of administrators and supervisors complete professional development (2 points) or</li> <li>• 100% of administrators and supervisors complete professional development (4 points)</li> </ul>	<b>2016</b> <b>Star Rating 3:</b> §1302.91(a); §1302.92(a); §1302.32(a)(2) 3 points are waived and requirements are met for Star 3 <b>Star Rating 4:</b> No alignment  <b>2025</b> <b>Star Rating 3:</b> §1302.91(a); §1302.92(a); §1302.32(a)(2) 3 points are waived and requirements are met for Star 3 <b>Star Rating 4:</b> No alignment	<b>2018/2019</b> No alignment  <b>2022</b> <b>Star Rating 3:</b> 6D.12; 6D.18 <b>Star Rating 4 &amp; 5:</b> No alignment  <b>2025</b> <b>Star Rating 3:</b> R.4.02 <b>Star Rating 4 &amp; 5:</b> No alignment
<b>CTL 2.</b> Educators have completed professional development on each of the following topics:  <b>Required to qualify for 3 stars</b> – Lesson Planning and Developmentally Responsive Practice <ul style="list-style-type: none"> <li>• Developmentally and culturally responsive practice related to children's learning and development (minimum of 4 hours within past 3 years) <b>and</b></li> <li>• Lesson planning</li> </ul> <b>or</b> <ul style="list-style-type: none"> <li>• 6 hours of professional development on curriculum implementation</li> </ul> <b>Required to qualify for 4 or 5 stars</b> – Curriculum Implementation Training <ul style="list-style-type: none"> <li>• Foundational and ongoing professional development related to curriculum implementation must be delivered by or approved by the curriculum developer.</li> <li>• Minimum of 12 hours of professional development required every 3 years up to 36 hours. After 36 hours, educators can select specialized professional development related* to curriculum implementation</li> </ul> <b>Points: up to 12</b> <b>Level 3 Point Max</b> <ul style="list-style-type: none"> <li>• 50% of educators complete professional development (2 point) or</li> <li>• 100% of educators complete professional development (4 points)</li> </ul> <b>Level 4- and 5-Point Max</b> <ul style="list-style-type: none"> <li>• 50% of educators complete professional development (6 points) or</li> </ul>	<b>2016</b> <b>Star Rating 3:</b> §1302.91(a); §1302.92 (b)(1) and (5); §648A(a)(1)(a-c) and (5) 4 points are waived and requirements are met for Star 3 <b>Star Rating 4:</b> No alignment  <b>2025</b> <b>Star Rating 3:</b> §1302.91(a); §1302.92 (b)(1) and (6); §648A(a)(1)(a-c) and (5) 4 points are waived and requirements are met for Star 3 <b>Star Rating 4:</b> No alignment	<b>2018/2019</b> No alignment  <b>2022</b> <b>Star Rating 3:</b> 6D.7; 6D.9 <b>Star Rating 4 &amp; 5:</b> No alignment  <b>2025</b> <b>Star Rating 3:</b> R.4.02 <b>Star Rating 4 &amp; 5:</b> No alignment

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<b>CTL 3.</b> Administrators/Supervisors and Educators have completed professional development on the following topics: <ul style="list-style-type: none"> <li>• Implementation of Developmental Screening</li> <li>• Implementation of program's specific Performance Based Assessment (PBA)</li> <li>• Inclusion and inclusive practices (minimum of 2 hours within past 3 years)</li> <li>• Supporting children's home language</li> <li>• Supporting Child Transitions</li> <li>• The Environment Rating Scales (minimum of 2 hours within past 3 years)</li> </ul> <p><b>Points: up to 12</b></p> <ul style="list-style-type: none"> <li>• 50% of administrators, supervisors and educators complete professional development (1 point per topic) or</li> <li>• 100% of administrators and supervisors complete professional development (2 points per topic)</li> </ul>	<p><b>2016</b> No alignment</p> <p><b>2025</b> No alignment</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> No alignment</p>
<b>CTL 4.</b> Program's non-instructional staff receive a minimum of 2 hours of professional development on each of the following topics: <ul style="list-style-type: none"> <li>• Developmentally and culturally responsive practices (within past 3 years)</li> <li>• Overview of NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards</li> <li>• Appropriate adult-child interactions (Within past 3 years)</li> </ul> <p><b>Points: up to 6</b></p> <ul style="list-style-type: none"> <li>• 50% of non-instructional staff complete professional development (1 point per topic) or</li> <li>• 100% of non-instructional staff complete professional development (2 points per topic)</li> </ul>	<p><b>2016</b> No alignment</p> <p><b>2025</b> §1302.92(b)(3)(6) 2 points are waived, additional points can be earned if the program submits evidence of professional development on Overview of NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards, and/or appropriate adult-child interactions within past 3 years.</p>	<p><b>2018/2019</b> 10E</p> <p><b>2022</b> 10E.2</p> <p><b>2025</b> No alignment</p>
<b>CTL 5.</b> Lesson plans and activities for all classrooms are developmentally and culturally appropriate, support children's individual differences and align to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards. <p><b>Required Standard for Level 3</b></p> <p><b>Points: 2 Met/Not Met</b></p>	<p><b>2016</b> §1302.31(a)(b); §648A(a)</p> <p><b>2025</b> §1302.31(a)(b); §648A(a)</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> A.3.07; A.5.06</p>
<b>CTL 6.</b> Program adopts and fully implements a research-based validated curriculum that aligns to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards. <p><b>Required Standard for Level 4 and 5</b></p> <p><b>Points: up to 4</b></p> <ul style="list-style-type: none"> <li>• Research-based curriculum obtained by program (1 point)</li> <li>• Lessons plans aligned to curriculum and coded to early learning standards (3 points)</li> </ul>	<p><b>2016</b> §1302.32(a)(1); §648(f)(3) Waived for programs using a curriculum that is aligned to the NJ learning standards; if using another curriculum, the standard is not waived.</p> <p><b>2025</b> §1302.32(a)(1); §642(f)(3) Waived for programs using a curriculum that is aligned to the NJ learning standards; if using another curriculum, the standard is not waived.</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> R.3.01; R.3.03; R.4.02; A.3.02</p>

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<p><b>CTL 7.</b> Program has a written policy outlining the implementation of developmental screening that includes that screenings are performed in accordance with the instrument guidelines or at a minimum at 9, 18, 30, 42 and 60 months, 3, 4, and 5 years of age in accordance with CDC guidelines. A system is established to refer families to further evaluation that address children's developmental and behavioral needs.</p> <p><b>Points: up to 4</b></p> <ul style="list-style-type: none"> <li>• Developmental screening tools obtained by program and policy related to implementation of developmental screening (1 point)</li> <li>• Developmental screenings conducted a minimum of 1x per year for students receiving parental consent (1 point) or</li> <li>• Developmental screenings performed in accordance with the instrument guidelines or at a minimum at 9, 18, &amp; 30 months, 3, 4, &amp; 5 years of age for students receiving parental consent students (2 points)</li> <li>• Families receive information related to developmental screenings and as appropriate receive referrals for further evaluation (1 point)</li> </ul>	<p><b>2016</b> §1302.33(a), (1)(3)(i-ii); §642(b)(14-15); §642(f)(6)</p> <p><b>2025</b> §1302.33(a), (1)(3)(i-ii); §642(b)(14-15); §642(f)(6)</p>	<p><b>2018/2019</b> 4C.3; 7B.3</p> <p><b>2022</b> 4C.1; 4C.2; 4C.3</p> <p><b>2025</b> A.5.01</p>
<p><b>CTL 8.</b> Program implements state approved performance-based assessment (PBA) system and uses child assessment data to improve program practice.</p> <p><b>Points: up to 5</b></p> <ul style="list-style-type: none"> <li>• Purchase or acquisition of PBA (1 point)</li> <li>• PBA Implementation (1 Point)</li> <li>• Lesson plans reflect modifications based on PBA data (1 Point)</li> <li>• Child Assessment data shared with families (1 point) • Use of PBA data to improve classroom and/or program practices (1 point)</li> </ul>	<p><b>2016</b> §1302.33(b)(1-2); §1302.102(b)(2); §648(f)(3)</p> <p><b>2025</b> §1302.33(b)(1-2); §1302.102(b)(2); §648(f)(3)</p>	<p><b>2018/2019</b> 4A.2; 4E.1; 4E.2; 4E.5; 4D.5; 4D.6</p> <p><b>2022</b> 4D.4; 4D.5; 4D.6; 4D.7; 4C.3; 4E.5</p> <p><b>2025</b> A.5.04; A.5.05; A.5.07; R.5.01; R.5.02</p>
<p><b>CTL 9.</b> Program demonstrates a commitment to inclusion by ensuring that all children, regardless of their abilities, have access to and can participate in all aspects of the program. This includes providing necessary adaptations and supports to facilitate meaningful participation and engagement.</p> <p><b>Points: up to 2</b></p> <ul style="list-style-type: none"> <li>• Documentation of Inclusion Policy (1 point)</li> <li>• Documentation of implementation of inclusive practices (1 point)</li> </ul>	<p><b>2016</b> §1302.60; §1302.61(a); §1302.63 (a); §640(d)(1-2)</p> <p><b>2025</b> §1302.60; §1302.61(a); §1302.63 (a); §640(d)(1-2)</p>	<p><b>2018/2019</b> 4A.2</p> <p><b>2022</b> 4C.3</p> <p><b>2025</b> No alignment</p>
<p><b>CTL 10.</b> Program demonstrates a commitment to supporting children's home languages and cultural traditions through intentional practices that foster dual-language development, family engagement, and culturally responsive learning environments.</p> <p><b>Points: up to 3</b></p> <ul style="list-style-type: none"> <li>• 1 activity demonstrating commitment and/or intentional practices (1 point) or</li> <li>• 2 activities demonstrating commitment and/or intentional practices (2 points) or</li> <li>• 3 or more activities demonstrating commitment and/or intentional practices (3 points)</li> </ul>	<p><b>2016</b> §1302.31(b)(1)(2); §1302.34 (a)(b)(1-2); §1302.50 (b)(1-6); §1302.90 (d)(1-2); §1302.91(e)(5); §1302.91(e)(6)(i-ii); §1302.33(c)(1)(2)(i-iii); §1302.33(c)(3) and (4); §1302.51(a)(1-3); §1302.101(b)(1)(2)(i-iii); §648 (d)(2)(B); §637(21)(G)(v)</p> <p><b>2025</b> §1302.31(b)(1)(2); §1302.34 (a)(b)(1-2); §1302.50 (b)(1-6); §1302.90 (d)(1-2); §1302.91(e)(5); §1302.91(e)(6)(i-ii); §1302.33(c)(1)(2)(i-iii); §1302.33(c)(3) and (4); §1302.51(a)(1-3); §1302.101(b)(1)(2)(i-iii); §637.(21)(G)(v);</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> 6D.10</p> <p><b>2025</b> R.4.03</p>
<p><b>CTL 11.</b> Program has created and implements a comprehensive plan for child transitions which ensures a smooth and supportive process for children moving between classrooms, activities, different programs including from Part C to Part B services and on to kindergarten. This plan involves collaboration among educators, families, and any relevant service providers to facilitate continuity of care and a consistent, nurturing environment.</p> <p><b>Points: up to 2</b></p> <ul style="list-style-type: none"> <li>• Evidence of 1 transition strategy (1 point) or</li> <li>• Evidence of 2 or more transition strategies (2 points)</li> </ul>	<p><b>2016</b> §1302.70(a),(b),(c) and (e); §1302.71(a-d); §1302.72 (a-b)</p> <p><b>2025</b> §1302.70 (a),(b), (c) and (e); §1302.71(a-d); §1302.72 (a-b)</p>	<p><b>2018/2019</b> 4B</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> No alignment</p>

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<b>CTL 12.</b> Program utilizes resources including family engagement and teacher training/support to prevent suspension and expulsion.  <b>Points: 2 Met/Not Met</b>	<b>2016</b> §1302.17 (a-b); §1302.45(b)(6)  <b>2025</b> §1302.17 (b); §1302.45(b)	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> R.6.05; A.6.16
<b>Child Wellbeing (CW)</b>		
<b>CW 1.</b> Administrators and supervisors have completed at least 2 hours of professional development on each of the following topics and are currently certified in Pediatric First Aid and CPR: • Pediatric First Aid and CPR Certification (must include proof of certification) • Physical health (within past 3 years) • Social-emotional learning (SEL), and effective evidence-based strategies to support children's mental health (within past 3 years)  <b>Points: up to 6</b> • 50% of administrators and supervisors complete professional development (1 point per topic) or • 100% of administrators and supervisors complete professional development (2 points per topic)	<b>2016</b> No alignment  <b>2025</b> §1302.47(b)(4)(i)(J); §1302.92(b)(3); §637 (21)(G)(i) 2 points are waived, and programs can earn additional points by submitting evidence of professional development on Pediatric First Aid and CPR Certification (must include proof of certification) or physical health (within past 3 years)	<b>2018/2019</b> 5A.15  <b>2022</b> 5A.15  <b>2025</b> No alignment
<b>CW 2.</b> Educators have completed at least 2 hours of professional development on each of the following topics and are currently certified in Pediatric First Aid and CPR: • Pediatric First Aid and CPR (must include proof of certification) • Physical health (within past 3 years) • Social-emotional learning (SEL), and effective evidence-based strategies to support children's mental health (within past 3 years)  <b>Points: up to 6</b> • Minimum of 1 educator from each classroom completes professional development (1 point per topic) or • 100% of educators complete professional development (2 points per topic)	<b>2016</b> §1302.47(b)(4)(i)(J); §637. (21)(G)(i)(v) 2 points waived for pediatric first aid/CPR, programs can earn additional points by submitting evidence of professional development on physical health and/or social-emotional learning  <b>2025</b> §1302.47(b)(4)(i)(J); §1302.92(b)(3); §637. (21)(G)(i)(v) 4 points waived for pediatric first aid/CPR and social-emotional learning, and programs can earn additional points by submitting evidence of professional development on physical health	<b>2018/2019</b> 5A.15  <b>2022</b> 5A.15  <b>2025</b> A.6.18 (2 points waived); O.6.13 (1 point waived) If both aligned NAEYC Standards are met: 2 points Programs can earn additional points by submitting evidence of professional development on physical health and/or social-emotional learning
<b>CW 3.</b> Non-instructional staff are currently certified in Pediatric First Aid and CPR. • Pediatric First Aid and CPR Certification (must include proof of certification)  <b>Points: up to 2</b> • 50% of non-instructional staff complete professional development (1 point) or • 100% of non-instructional staff complete professional development (2 points)	<b>2016</b> No alignment  <b>2025</b> No alignment	<b>2018/2019</b> 5A.15  <b>2022</b> 5A.15  <b>2025</b> No alignment
<b>CW 4.</b> Program delivers an array of program practices that promote the physical health of children and families.  <b>Points: up to 3</b> • 1 physical health activity implemented (1 point) or • 2 physical health activities implemented (2 points) or • 3 or more physical health activities implemented (3 points)	<b>2016</b> §1302.40(a)(b); §1302.41(a)(b)(1)(2); §1302.43; §1302.44(a)(1); §1302.46(a) 2 points waived, programs can earn additional 1 point if they submit evidence of any physical health activities  <b>2025</b> §1302.40(a)(b); §1302.41(a)(b)(1)(2); §1302.43; §1302.44(a)(1); §1302.46(a) 2 points waived, programs can earn additional 1 point if they submit evidence of any physical health activities	<b>2018/2019</b> 5B, 10D.3  <b>2022</b> 10D.3  <b>2025</b> A.6.10; A.6.21

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<b>CW 5.</b> Program establishes and implements evidence-based practices to support children's social and emotional wellbeing. This includes incorporation of social emotional learning (SEL) concepts into daily activities, routines, and interactions rather than treating them as stand-alone lessons, creating a nurturing environment, and developing individualized plans to support children's social and emotional needs.  <b>Points: up to 4</b> <ul style="list-style-type: none"> <li>• 1 SEL concept per age group integrated in daily activities (1 point) or</li> <li>• 2 SEL concepts per age group integrated in daily activities (2 points) or</li> <li>• 3 or more SEL concepts per age group integrated in daily activities (4 points)</li> </ul>	<b>2016</b> §1302.31(a)(b); §1302.45 (a)(1); §642A. (a)(14)(B) 2 points waived, additional 2 points can be earned if the program submits evidence of 1 or more SEL concepts integrated into daily activities  <b>2025</b> §1302.31(a)(b); §1302.45(a)(1-2); §642A. (a)(14)(B) 2 points waived, additional 2 points can be earned if the program submits evidence of 1 or more SEL concepts integrated into daily activities.	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> R.3.03; A.3.05
<b>CW 6.</b> Parents receive information and or resources on the importance of having a medical home or consistency in a primary care provider.  <b>Points: 2 Met/Not Met</b>	<b>2016</b> §1302.42 (a)(1-2); §1302.46(a)(b)(1)(i)  <b>2025</b> §1302.42 (a)(1-2); §1302.46(a)(b)(1)(i)	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> No alignment
<b>CW 7.</b> Program has a policy that supports breastfeeding friendly principles, including accepting and storing breast milk and providing a comfortable place for breastfeeding for families and staff. Note: Not applicable if program does not serve infants.  <b>Points: 2 Met/Not Met</b>	<b>2016</b> §1302.44 (a)(2)(viii)  <b>2025</b> §1302.44 (a)(2)(viii)	<b>2018/2019</b> 9A.4; 5B.1; 5B.6; 5B.7  <b>2022</b> 5B.6; 5B.7; 9A.4  <b>2025</b> A.6.07
<b>CW 8.</b> Vision, hearing, and/or dental screenings are completed, with parental consent, and results are shared with families.  <b>Points: up to 2</b> <ul style="list-style-type: none"> <li>• One type of screening (1 point) or</li> <li>• Two or more types of screenings (2 points)</li> </ul>	<b>2016</b> §1302.41(a)(b)(1); §1302.42 (b)(1)(i-ii), (2); §645A.(i)(2)(E)  <b>2025</b> §1302.41(a)(b)(1); §1302.42 (b)(1)(i-ii), (2); §645A.(i)(2)(E)	<b>2018/2019</b> 4C.2  <b>2022</b> 4C.2  <b>2025</b> A.5.03
<b>Family and Community Engagement (FCE)</b>		
<b>FCE 1.</b> Administrators and supervisors have completed at least 2 hours of professional development each of the following topics: <ul style="list-style-type: none"> <li>• Supporting and engaging with diverse communities to ensure cultural responsiveness and anti-bias (within past 3 years)</li> <li>• Family and Community Engagement or Strengthening Families Framework (within the past 3 years)</li> </ul> <b>Points: up to 4</b> <ul style="list-style-type: none"> <li>• 50% of administrators and supervisors complete professional development (1 point per topic) or</li> <li>• 100% of administrators and supervisors complete professional development (2 points per topic)</li> </ul>	<b>2016</b> No alignment  <b>2025</b> No alignment	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> No alignment
<b>FCE 2.</b> Educators have completed at least 2 hours of professional development on each of the following topics: <ul style="list-style-type: none"> <li>• Supporting and engaging with diverse communities to ensure cultural responsiveness and anti-bias (within past 3 years)</li> <li>• Family and Community Engagement or Strengthening Families Framework (within the past 3 years)</li> </ul> <b>Points: up to 4</b> <ul style="list-style-type: none"> <li>• Minimum of 1 educator from each classroom completes professional development (1 point per topic) or</li> <li>• 100% of educators complete professional development (2 points per topic)</li> </ul>	<b>2016</b> No alignment  <b>2025</b> No alignment	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> No alignment

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<b>FCE 3.</b> Program creates one-way and two-way communication and engagement with families about their child's learning and development, curriculum objectives and supports for learning at home.  <b>Points: up to 3</b> <ul style="list-style-type: none"> <li>• Consistent/regular communication about children's learning with all families (1 point)</li> <li>• Tailored information for and communication with families via conferences or other individualized strategies (2 points)</li> </ul>	<b>2016</b> §1302.50(a)(b)(2); §1302.34(a), (b)(1), (3) and (4)  <b>2025</b> §1302.50(a)(b)(2); §1302.34(a), (b)(1), (3) and (4)	<b>2018/2019</b> 7B  <b>2022</b> 7B.1; 7B.2; 7C.1; 6B.1  <b>2025</b> No alignment
<b>FCE 4.</b> Program has an attendance policy and tracks and monitors absences of individual children and contacts families when children are absent after three consecutive days.  <b>Points: up to 2</b> <ul style="list-style-type: none"> <li>• Policy (1 point)</li> <li>• Evidence of follow-up with families (1 point)</li> </ul>	<b>2016</b> §1302.16 (a)(b)  <b>2025</b> §1302.16 (a)(b)	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> No alignment
<b>FCE 5.</b> Program has a system in place to gather annual family feedback and uses this information to inform program policy and operations.  <b>Points: up to 3</b> <ul style="list-style-type: none"> <li>• Policy (1 point)</li> <li>• Samples from 25% of families collected within last year and example of how evidence informed program change (2 points)</li> </ul>	<b>2016</b> §1302.102, (b)(1)(i-iv)(2) (i-ii); §641A(g)(1)(2)(A)  <b>2025</b> §1302.102, (b)(1)(i-iv)(2) (i-ii); §641A(g)(1)(2)(A)	<b>2018/2019</b> 10F.4  <b>2022</b> 10F.2  <b>2025</b> R.2.02
<b>FCE 6.</b> Program incorporates diverse perspectives into decision-making processes by establishing a family advisory council or committee that reflects the diversity of families in care. This ensures that the voices of all families are heard and considered in program planning and implementation.  <b>Points: up to 2</b> <ul style="list-style-type: none"> <li>• Meeting schedule and agendas from current school year for family advisory council meetings (1 point)</li> <li>• Evidence of considerations for unique needs of families and the design of learning environments with inclusion in mind (1 point)</li> </ul>	<b>2016</b> §1301.3(a)(b)(1), (c)(1)(2); §1301.4(a)(b)(1-3); §642(c)(2)(A)(B)  <b>2025</b> §1301.3(a)(b)(1, (c)(1)(2); §1301.4(a)(b)(1-3); §642(c)(2)(A)(B)	<b>2018/2019</b> No alignment  <b>2022</b> 10F.2  <b>2025</b> No alignment
<b>FCE 7.</b> Community resources are available, accessible, and updated annually for families and staff that includes community and school-based resources and/or direct services to promote child/family safety, health, and wellbeing.  <b>Points: up to 2</b> <ul style="list-style-type: none"> <li>• Annually updated and accessible resources (1 point)</li> <li>• Resources/materials within resources are available in languages reflected in program (1 point)</li> </ul>	<b>2016</b> No alignment  <b>2025</b> No alignment	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> R.2.04; A.2.10; A.2.13
<b>FCE 8.</b> Program partners with at least two community organizations that serve diverse populations to build stronger connections and better understand the needs of the families they serve. These partnerships provide valuable resources and support for program staff and families.  <b>Points: 2 Met/Not Met</b>	<b>2016</b> §1302.53(a)  <b>2025</b> §1302.53(a)	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> No alignment

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<p><b>FCE 9.</b> Learning opportunities to promote child and family health and wellness, positive relationships, and children's learning and development are created with family input, provided routinely and are accessible to families.</p> <p><b>Points: up to 4</b></p> <ul style="list-style-type: none"> <li>• Learning opportunity is provided to families 1x year (1 point) or</li> <li>• Learning opportunities are provided to families at least twice a year (2 points)</li> <li>• Program topics driven by family needs data (1 point)</li> <li>• Translation/Interpreters provided for multilingual families (1 point)</li> </ul>	<p><b>2016</b> §1302.34(a)(b)(4); §1302.45(b)(5); §1302.46(a)(b)(1)(i); §1302.51; §1302.90(d)(1)</p> <p><b>2025</b> §1302.34(a)(b)(4); §1302.45(b)(4); §1302.46(a)(b)(1)(i); §1302.51; §1302.90(d)(1)</p>	<p><b>2018/2019</b> 7A</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> No alignment</p>
<p><b>FCE 10.</b> The Strengthening Families Protective Factors (SFPF) Framework is used annually to assess engagement of and interactions with families.</p> <p><b>Points: up to 4</b></p> <ul style="list-style-type: none"> <li>• Conduct annual assessment (1 point)</li> <li>• Implement 1 activity from the plan (1 point) or</li> <li>• Implement 2 or more activities from the plan (3 points)</li> </ul>	<p><b>2016</b> §1302.50(b)(3), §1302.50(a)(b)(2); §1302.52(a)(b)(c)(1-3); §642. (b)(7)</p> <p><b>2025</b> §1302.50(b)(3), §1302.50(a)(b)(2); §1302.52(a)(b)(c)(1-3); §642. (b)(7)</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> No alignment</p>
<b>Workforce Development and Supports (WDS)</b>		
<p><b>WDS 1.</b> Administrators and supervisors have completed at least 2 hours (every 3 years) of professional development related to key characteristics and skills of high impact leaders.</p> <p><b>Points: up to 2</b></p> <ul style="list-style-type: none"> <li>• 50% of administrators and supervisors complete professional development (1 point) or</li> <li>• 100% of administrators and supervisors complete professional development (2 points)</li> </ul>	<p><b>2016</b> No alignment</p> <p><b>2025</b> No alignment</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> No alignment</p>
<p><b>WDS 2.</b> Program supports educators, administrators, supervisors and non-instructional staff in attaining higher qualifications on the NJ Career Lattice</p> <p><b>Points: up to 4</b></p> <ul style="list-style-type: none"> <li>• Program incorporates the NJ Career Lattice into individualized professional development planning (1 point)</li> <li>• Program provides incentives for staff to attain higher qualifications (3 points)</li> </ul>	<p><b>2016</b> §640(a)(5)(A)(ii-iii)(I-III)</p> <p><b>2025</b> §1302.90(e)(1)(i); §1302.90(e)(4); §1302.101(a)(2); §648A(2)(A)(i-ii); §640(a)(5)(A)(ii-iii)(I-III)</p>	<p><b>2018/2019</b> 6D</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> A.8.11</p>
<p><b>WDS 3.</b> Minimum educator qualifications help to ensure that the ECE program provides high-quality instruction and care. This standard emphasizes the importance of continued education for educators to enhance their skills and knowledge, thereby improving program outcomes for children.</p> <p><b>Points: up to 6</b></p> <ul style="list-style-type: none"> <li>• At least 50% of educators or 1 full time educator per classroom are a level 2 or higher qualification on the Career Lattice (1 point) or</li> <li>• 75% of full time educators and 1 full time educator per classroom are a level 2 or higher qualification on the Career Lattice (3 points) or</li> <li>• At least 50% of educators or 1 full time educator per classroom are a level 3 or higher qualification on the Career Lattice (3 points) or</li> <li>• 75% of full time educators and 1 full time educator per classroom are a level 3 or higher qualification on the Career Lattice (5 points) or</li> <li>• 100% of full time educators are a level 3 or higher qualification on the Career Lattice (6 points)</li> </ul>	<p><b>2016</b> §1302.91; §637 (21)(A); §648A(a)(2)(A)(i-ii), (B)(i)(ii), (C)(i) Waived for <b>preschool-only (Head Start) programs</b> (full 6 points). Programs with Early Head Start classrooms must submit evidence to receive points.</p> <p><b>2025</b> §1302.91; §648A(a)(2)(A)(i-ii), (B)(i)(ii), (C)(i) Waived for <b>preschool-only (Head Start) programs</b> (full 6 points). Programs with Early Head Start classrooms must submit evidence to receive points.</p>	<p><b>2018/2019</b> 6C</p> <p><b>2022</b> 6C.2</p> <p><b>2025</b> A.8.05 (3 points waived) Programs can earn additional points by submitting evidence that 75% and 1 full time educator per classroom, or 100% of full time educators are a level 3 or higher qualification on the Career Lattice</p>

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<b>WDS 4.</b> Professional development at the program-level is data-driven and centered around program and staff needs.  <b>Points: 3 Met/Not Met</b>	<b>2016</b> §1302.92 (c)(4)(ii); §1302.102 (b)(2)(i); §1302.102(c)(2)(i), (iv-v); §642.(f)(8)  <b>2025</b> §1302.92 (c)(4)(ii); §1302.102 (b)(2)(i); §1302.102(c)(2)(i), (iv-v); §642.(f)(8)	<b>2018/2019</b> 10F.4  <b>2022</b> 6A; 10F.2  <b>2025</b> A.8.11; A.8.15; A.9.04
<b>WDS 5.</b> Multiple types of bi-directional communication responsive to staff needs and preferences are used to inform staff of program activities, policies, etc.  <b>Points: 2 Met/Not Met</b>	<b>2016</b> No alignment  <b>2025</b> No alignment	<b>2018/2019</b> 10.F  <b>2022</b> 6D.5; 6D.14  <b>2025</b> No alignment
<b>WDS 6.</b> Program promotes a positive organizational climate based on staff needs and feedback.  <b>Points: 2 Met/Not Met</b>	<b>2016</b> No alignment  <b>2025</b> §1302.45 (a)(1); §1302.93 (d); §648.(a)(2)(B)	<b>2018/2019</b> 10F.4  <b>2022</b> 6A; 10F.2  <b>2025</b> No alignment
<b>WDS 7.</b> Program fosters a supportive environment where educators and staff feel appreciated and listened to.  <b>Points: up to 3</b> • Evidence of 1 strategy implemented (1 point) or • Evidence of 2 strategies implemented (2 points) or • Evidence of 3 or more strategies implemented (3 points)	<b>2016</b> No alignment  <b>2025</b> No alignment	<b>2018/2019</b> 10F.4  <b>2022</b> 6A; 10F.2  <b>2025</b> No alignment
<b>WDS 8.</b> Program provides comprehensive support for the social-emotional wellness of administrators, educators, and non-instructional staff.  <b>Points: up to 3</b> • Evidence of 1 strategy implemented (1 point) or • Evidence of 2 strategies implemented (2 points) or • Evidence of 3 or more strategies implemented (3 points)	<b>2016</b> §1302.93(b) 1 point waived, programs can earn additional points by submitting evidence of social-emotional wellness strategies for staff  <b>2025</b> §1302.93(b) 1 point waived, programs can earn additional points by submitting evidence of social-emotional wellness strategies for staff	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> A.9.08
<b>WDS 9.</b> Program actively recruits and retains a diverse workforce by implementing inclusive hiring practices and creating a supportive environment that values and respects differences.  <b>Points: 3 Met/Not Met</b> • Evidence of 2 or more strategies	<b>2016</b> §648(c)  <b>2025</b> §1302.11 (b)(1)(ii); §648(c)	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> No alignment



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<b>Administration and Management Practices (AMP)</b>		
<b>AMP 1.</b> Administrators and supervisors have completed at least 2 hours of professional development on the following topic: • The Environment Rating Scales <b>Required Standard for Level 3 and Above</b>  <b>Points: up to 3</b> • 50% of administrators and supervisors complete professional development (2 points) or • 100% of administrators and supervisors complete professional development (3 points)	<b>2016</b> No alignment  <b>2025</b> No alignment	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> No alignment
<b>AMP 2.</b> Program staff have access to paid benefits.  <b>Points: up to 4</b> • Benefit Policy (1 point) • 1 benefit offered (1 point) or • 2 benefits offered (2 points) or • 3 or more benefits offered (3 points)	<b>2016</b> No alignment  <b>2025</b> §1302.90 (f) (1-2); §640(a)(5)(A)	<b>2018/2019</b> 6A.11; 6A.12; 6A.13; 6A.14  <b>2022</b> 6A.11; 6A.12; 6A.13  <b>2025</b> A.9.05
<b>AMP 3.</b> Program implements a transparent wage scale that links wages to staff qualifications.  <b>Points: up to 3</b> • Wage scale (1 point) • Evidence of pay aligning to scale (2 points)	<b>2016</b> No alignment  <b>2025</b> No alignment	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> A.9.07
<b>AMP 4.</b> Paid planning time policy is implemented for all educators to engage in lesson planning, performancebased assessment, reflective teaching practices, and/or planning time to support developmentally and culturally appropriate practice.  <b>Points: up to 4</b> • All educators .5 hours/weekly (1 point) or • Lead educators 2 hours/month (2 points) or • All educators 1 hour/weekly (4 points)	<b>2016</b> No alignment  <b>2025</b> No alignment	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> No alignment
<b>AMP 5.</b> Program maintains accurate and up-to-date financial records using accounting software. Regular audits, either internal or external, are conducted to ensure transparency and accountability.  <b>Points: 2 Met/Not Met</b>	<b>2016</b> §1302.101(a)(4); §75.302(b)(5); §647 (c)(1)  <b>2025</b> §1302.101(a)(4); §75.302(b)(5); §647 (c)(1)	<b>2018/2019</b> 10C.1; 10C.2; 10C.3; 10C.4  <b>2022</b> 10C.1; 10C.2; 10C.3  <b>2025</b> A.9.13
<b>AMP 6.</b> Program has a current, comprehensive annual budget that outlines all expected revenues and expenditures. Regular financial reviews and adjustments are conducted to ensure alignment with financial goals.  <b>Points: up to 2</b> • Evidence of operating budget with income and expenditures (1 point) • Narrative describing how financial reviews support financial goals (1 point)	<b>2016</b> §1302.101(a)(1); §642(c)(1)(E)(iv)(VII)(aa); §75.302(b)(5); §644. (a)(2)(B); §647 (c)(1); 45 CFR 303(c)  <b>2025</b> §1302.101(a)(1); §642(c)(1)(E)(iv)(VII)(aa); §644. (a)(2)(B); §647 (c)(1); 45 CFR 303(c)	<b>2018/2019</b> 10C.1; 10C.2  <b>2022</b> 10C.1; 10C.2  <b>2025</b> A.9.12

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<b>AMP 7.</b> Program has a strategic or business plan that includes marketing/recruitment plan to maximize full enrollment.  <b>Points: 2 Met/Not Met</b>	<b>2016</b> §1302.13; §1302.14(a)(1); §640.(g)(1)(c); §642. (d)(2)(G)  <b>2025</b> §1302.11 (b)(1)(i-iii); §1302.13; §1302.14(a)(1); §640.(g)(1)(c); §642. (d)(2)(G)	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> A.9.18
<b>AMP 8.</b> Program develops and implements clear, written policies and procedures for all aspects of the program. These are regularly reviewed and updated to reflect current best practices including equity and inclusivity.  <b>Points: up to 3</b> <ul style="list-style-type: none"> <li>• Operation Manual and/or staff and family handbooks (2 points)</li> <li>• Policies and procedures reviewed by diverse group, feedback sought, and revisions made (1 point)</li> </ul>	<b>2016</b> §1301.3 (c)(1); §1301.2(a)(b); §642(c)(1)(E)(iv)(V)(aa-cc)  <b>2025</b> §1301.3 (c)(1); §1301.2 (a)(b); §642(c)(1)(E)(iv)(V)(aa-cc)	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> A.9.11; A.6.22
<b>AMP 9.</b> Program adheres to all relevant local, state, and federal regulations and regularly reviews compliance requirements and updates policies accordingly.  <b>Points: 2 Met/Not Met</b>	<b>2016</b> No alignment  <b>2025</b> No alignment	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> A.9.14; R.9.03
Additional Point Opportunities		
<b>1.</b> Program is accredited by American Montessori Society (AMS) or Association of Montessori Internationale (AMI).  <b>Points: 3</b>	<b>2016</b> No alignment  <b>2025</b> No alignment	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> No alignment
<b>2.</b> Program offers additional supports to families such as providing transportation, having mental health professionals on staff or on call, offering on site therapeutic services such as speech, physical and or occupational therapy and/or having certified special education staff.  <b>Points: 3</b>	<b>2016</b> §1303.70 (a)(B)(1); §1302.45 (a)(1), (3)(4); §642 (b)(3)(B); §650 (a)(12)  <b>2025</b> §1303.70 (a)(B)(1); §1302.45 (a)(1), (3)(4); §642 (b)(3)(B); §650 (a)(12)	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> No alignment
<b>3.</b> Program Director or Administrator has completed the HEART of Leadership series.  <b>Points: 3</b>	<b>2016</b> No alignment  <b>2025</b> No alignment	<b>2018/2019</b> No alignment  <b>2022</b> No alignment  <b>2025</b> No alignment

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<p>4. Program offers continuity of care (looping) for young children. Teachers remain with the child's age group for 2 plus years.</p> <p>Points: 3</p>	<p><b>2016</b> No alignment</p> <p><b>2025</b> No alignment</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> No alignment</p>
<p>5. Program offers a multi-language approach. Curriculum is implemented in 2 or more languages.</p> <p>Points: 3</p>	<p><b>2016</b> No alignment</p> <p><b>2025</b> No alignment</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> No alignment</p>
<p>6. A minimum of 1 educator from each classroom completes the three module Pyramid Training Series (12 hours) to ensure programming that supports all infants and young children (ages 0-8) in developing social-emotional competence.</p> <p>Points: 4</p>	<p><b>2016</b> No alignment</p> <p><b>2025</b> No alignment</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> No alignment</p>
<p>7. A minimum of 1 educator from each classroom completes Keeping Babies and Children in Mind training Series (21 hours).</p> <p>Points: 4</p>	<p><b>2016</b> No alignment</p> <p><b>2025</b> No alignment</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> No alignment</p>
<p>8. Program is a Pyramid Model Implementation program.</p> <p>Points: 5</p>	<p><b>2016</b> No alignment</p> <p><b>2025</b> No alignment</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> No alignment</p>
<p>9. Educators, supervisors and administrators receive professional development and/or coursework on the implementation and benefits of home visiting. Home Visits are modeled after Head Start guidelines and are offered to all enrolled families.</p> <p>Points: 5</p>	<p><b>2016</b> §1302.34(b)(7) 3 points are waived, and additional points can be earned if the program submits evidence of professional development for educators, supervisors and administrators on the implementation and benefits of home visiting.</p> <p><b>2025</b> §1302.34(b)(7) 3 points are waived, and additional points can be earned if the program submits evidence of professional development for educators, supervisors and administrators on the implementation and benefits of home visiting.</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> No alignment</p>

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<p><b>10.</b> Program is a Pyramid Model Demonstration site.</p> <p><b>Points: 10</b></p>	<p><b>2016</b> No alignment</p> <p><b>2025</b> No alignment</p>	<p><b>2018/2019</b> No alignment</p> <p><b>2022</b> No alignment</p> <p><b>2025</b> No alignment</p>