



Family Child Care Centers – Required Documentation for Rating

(For more information, refer to the Star Rating Readiness Checklist for Family Child Care Centers)

1- & 2-Star Ratings

These items are validated by the program's Quality Improvement Specialist (QIS) and/or Technical Assistance Specialist (TAS) prior to rating submission

- GNJK Quality Improvement Plan (QIP) based on FCCERS-3 observation and GNJK Self-Assessment
- Family Child Care Provider Certificate of Registration (1.1.1; 2.1.1; 3.1.1; 4.1.1; 5.1.1)
- FCCERS-3 observation by QIS (1.2.1; 2.2.1)
- Parent handbook and/or policies and procedures (1.2.2)
- Documentation of daily communication with families for infants and toddlers and at least weekly for preschoolers (3.2.1)
- Community Resource Handbook/materials available to families (3.2.2)
- NJCCIS training documentation (4.2.1; 4.2.2; 4.2.3; 4.2.4)
- Documentation of information about GNJK shared with families and copy of parent letter with program goals based upon QIP (5.2.1)

3-, 4- & 5-Star Ratings

Children's Transition Folders

- Transition folders for children moving to preschool/kindergarten (documentation should include: results from developmental screenings and assessments, documentation from parent conferences, behavioral support plans). If no children moving to preschool/kindergarten, submit for each child: reports from family conferences that include five academic/behavioral goals for the following year (2.5.3)

Policies & Procedures

- Let's Move Child Care Checklist and daily schedule or lesson plans (1.3.2)
- Sample Menus (1.3.3)
- Tooth brushing policy with description of storage procedure in parent handbook (1.5.1)
- Breastfeeding Policy in parent handbook. Standard is waived and points are awarded if no infants are currently enrolled in the program (1.5.2)

- Lesson plans from prior three months, and copies of the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards kept onsite (2.3.2)
- Lesson plans from prior three months with experiences planned around NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards (2.4.1)
- Copy of completed developmental screening tool; protocol/policy in parent handbook; reports communicating screening results signed by parents with dates results shared (2.4.2)
- Lesson plans from prior three months with documented individual activities supporting children's identified goals; a curriculum reflective of current research and best practice must be in use (2.5.1)
- Evidence of a system for collecting and using assessment information to tailor instruction at least twice a year: copies of sample portfolios, observation forms, completed rubrics, etc. (2.5.2)
- Copy of oral hygiene policy, and evidence of education and/or information provided to parents within the last 12 months (3.4.3)

Parent Education/Communication

- Documentation with parent signatures confirming receipt of Parent Handbook or resources with information about outdoor play/physical fitness, nutrition and obesity prevention (1.4.2)
- Documentation (emails, photos, social media, flyers, newsletters, etc.) reflecting at least four health and safety topics shared with families within the last 12 months (1.4.3)
- Evidence of home language policy/explanation of communication (2.3.3)
- Strengthening Families Protective Factors (SFPF) Framework: documentation of family correspondence aligned to the protective factors distributed to families (flyers, emails, photos, newsletters, social media); Strengthening Families (SF) Survey results; evidence SFPF Framework is fully implemented: SF Self-Assessment Tool for Family Child Care; SF Action Plan based on outcomes from Self-Assessment; annually updated SF Quality Improvement Plan (3.3.1; 3.4.1; 3.5.1)

- Copies of two examples of information on age-appropriate early learning standards/Developmentally Appropriate Practices shared with families within the past 12 months (3.3.2)
- Documentation of information related to program expectations and routines shared with families twice: during enrollment and at least one other example shared with families within past 12 months (3.3.3)
- Evidence of two examples of encouragement of or parent participation within past 12 months (3.3.4)
- List of community organizations that welcome parent participation; list of community organizations in which parents can be involved and copies of flyers/meeting information is shared with families (3.3.5; 3.5.2)
- Documentation that parents received information on health insurance enrollment, state nutrition programs, immunizations schedules, lead poisoning, and mandatory lead screening; or signed receipts for the parent handbook which includes this information (3.3.6)
- Evidence that parent conferences/meetings with families were held at least two times over a 12-month period; at least one documented early care/educational goal is identified for the child (documentation of conference/meeting offered and child's developmental progress provided to families in absence of meeting for families who may decline a conference/meeting) (3.4.2)
- Parent Handbook listing policies and procedures regarding the following topics: substitute care arrangement, persons authorized to pick up the child, medication administration, emergencies, discipline policy, conferences, and visitors to the home. The following topics should also be included, if applicable: transportation, field trips (5.3.2)
- Completed family/parent surveys, and program's improvement plan based on survey feedback (5.5.3)

Business & Program Practices

- Copy of schedule of meetings with assistant and agendas from the prior three months, and written procedure for sharing information with substitute/alternate. Standard is waived and points are awarded if there is not an assistant and/or substitute/alternate (5.3.1)
- Marketing materials and/or recruitment strategies (5.4.1)
- Evidence of tracking system for income received, caregiving hours, business hours worked in the home, and other business-related expenses, and meals/snacks served, if applicable (5.4.2)
- Copy of most recent tax forms filed (Schedule C) (5.4.3)

- Copy of current operating budget with projected income and expense figures (5.5.1)
- Copy of current liability insurance policy (5.5.2)

Developmentally Appropriate Practices Training

- Training documentation of five hours or more in at least two Core Knowledge Areas focused on FCC Developmentally Appropriate Practices within the last three years. One of these trainings must be in the topic area of "Physical Environment" under the Learning Environment and Curriculum Core Knowledge Area* (2.3.2)
- Training documentation of 10 hours or more in at least three Core Knowledge Areas focused on FCC Developmentally Appropriate Practices within the last three years. One of these trainings must be in the topic area of "Physical Environment" under the Learning Environment and Curriculum Core Knowledge Area* (2.4.1)
- Training documentation of 20 hours or more in at least 10 training topics within the last three years. At least 10 of these training hours must be completed in topics listed under Core Knowledge Areas: Learning Environment and Curriculum, and Child Growth and Development, and must include training on "Physical Environment" and "Language Arts and Literacy*" (2.5.1)

*The training requirements outlined above apply to the provider, an alternate provider, and an assistant if working at the program regularly.

Additional Professional Development/Staff Credentials

- Completed trainings are validated on NJCCIS, electronically-submitted certificates/sign-in sheets, or onsite (4.3.1; 4.3.2; 4.4.1; 4.4.2; 4.5.1)
- Evidence of active participation in a professional early childhood-related association/conference: certificate, conference/presentation agenda (4.5.2)

Item-Specific Scores in FCCERS-3

- Standards which require specific indicators to be scored "yes" during the GNJK Rating onsite observation (2.4.3; 2.5.1)