



Family Child Care Centers– Point Requirements for 3-, 4- and 5-star Ratings

Star Ratings are determined by your score on the FCCERS-3 assessment conducted by Grow NJ Kids Rating, evidence of attending training in developmentally appropriate practices **and** the total number of points attained by meeting standards across all five categories. **A program can reach required points for applied star rating by submitting documentation that meets the requirements from any level and any category.**

Requirements for Star Ratings			
Star Rating	FCCERS-3 Required Scores (GNJK Standards: 1.3.1; 1.4.1; 2.3.1)	Curriculum and Training on Developmentally Appropriate Practices	Range of Points for required documentation
	Average of 3.75 No more than 1 subscale average below 3.00	Provider has attended five hours of training in at least two Core Knowledge Areas focused on FCC Developmentally Appropriate Practices. See standard 2.3.2 for more information.	19 - 29
	Average of 4.5 No more than 1 subscale average below 4.00	Provider has attended 10 hours or more in at least three Core Knowledge Areas focused on FCC Developmentally Appropriate Practices. See standard 2.4.1 for more information.	30 - 40
	Average of 5.0 No more than 1 subscale average below 4.25	Provider has attended 20 hours of training or more in at least ten training topics, with at least 10 training hours completed in topics listed under Core Knowledge Areas: "Learning Environment and Curriculum" and "Child Growth and Development," and a curriculum reflective of current research and best practice is used. See standard 2.5.1 for more information.	41 - 50

You will be awarded points by meeting standards from each of the five categories. The following pages list the *Grow NJ Kids* standards for Family Child Care from Levels 3, 4 and 5 of each category and the amount of points each standard is worth. You can acquire points by meeting standards during the onsite review of documentation by Grow NJ Kids Rating and/or by electronically submitting documentation on NJCCIS. The box below describes the information in each box and how it is coded:

GNJK Criteria #	Level 3	Level 4	Level 5	Max. Pts.	My Pts.
Criteria #	Standard Description <i>Required Documentation/Evidence</i> <u>Special Notes</u> Pt. Value			Max. # of points available	

Additionally, some items are qualitative and measured across more than one level. These items are listed horizontally and, depending on documentation requirements, point values may be added together to acquire the maximum amount of points available. You can achieve *up to* the amount of points listed on those items by meeting the requirements for each leveled standard. The example below demonstrates this:

GNJK Criteria #	Level 3	Level 4	Level 5	Max. Pts.	My Pts.
3.3.1; 3.4.1; 3.5.1	Provider initiates strategies for working with families utilizing the Strengthening Families Protective Factors (SFPF) Framework. <i>Samples from at least three or more of the following strategies distributed within past 12 months: flyers, emails, photos, newsletters, social media, etc., aligned to one or more of the following protective factors within the SFPF Framework:</i> • Parental resilience • Social connections • Knowledge of parenting and child development • Concrete support in times of need • Social and emotional competence of children 1	All newly enrolled families are offered and encouraged to complete the Strengthening Families (SF) Survey. <i>Collated summary sheet with number of families enrolled and number of SF surveys returned from families or copies of any/each SF surveys completed in past 12 months should be submitted. Completed SF surveys from at least 50% of enrolled students must be returned.</i> 1	SFPF Framework principles and strategies are integrated into the work of the provider. <i>Evidence SFPF Framework is fully integrated (including: annually updated SF Quality Improvement Plan, the program's completed SF Self- Assessment for FCC, SF Action Plan based on outcomes from Self-Assessment and completed SF surveys filled out by parents).</i> 2	4	

Maximum Points for Each Category

Category 1: Safe, Healthy Learning Environment	6 Points
Category 2: Curriculum and Learning Environment	12 Points
Category 3: Family and Community Engagement	13 Points
Category 4: Workforce/Professional Development	9 Points
Category 5: Administration and Management	10 Points
Grand Total	50 Points

Category 1: Safe, Healthy Learning Environment

GNJK Criteria #	Level 3			Max. Pts.	My Pts.
1.3.2	Age-appropriate daily physical activities are planned for children to support gross motor skills and promote physical fitness. <i>Completed Let's Move Child Care Checklist and daily schedule or lesson plans for prior three months before rating submission</i> 1			1	
1.3.3	Based on US Department of Agriculture and Caring for Children, nutritious meals and snacks are encouraged and/or provided, and are respectful of religious and dietary restrictions. <i>Sample menus for prior three months before rating submission.</i> <i>If no food is served by the center, the program should submit evidence that a resource regarding the importance of nutrition/packing a healthy lunch is shared with all families.</i> 1			1	
1.4.2		Level 4 Resources and information are provided to families regarding the benefits of outdoor play/physical fitness, nutrition, and obesity prevention. <i>Documentation with parent signatures confirming receipt of Parent Handbook or resources with information about outdoor play/physical fitness, nutrition and obesity prevention.</i> 1		1	

Category 1: Safe, Healthy Learning Environment

GNJK Criteria #		Level 4		Max. Pts.	My Pts.
1.4.3		Families are provided health and safety resources annually in topics that include: preventative health, mental/behavioral health issues, nutrition and obesity, medication administration policies and procedures, oral health practices, communicable disease prevention. 1 <i>Documentation that parents received information on at least four different health and safety topics within the past 12 months.</i>		1	
1.5.1			Level 5 Provider practices tooth brushing on a daily basis, at least once, with the children and then stores the tooth brushes appropriately. 1 <i>Tooth brushing policy with written description of storage procedure in parent handbook.</i>	1	
1.5.2			Provider has a policy that supports breastfeeding-friendly principles, including accepting and storing breast milk and providing a comfortable place for breastfeeding. 1 <i>Breastfeeding policy in Parent Handbook.</i> Note: Standard is waived and points are awarded if no infants are currently enrolled in the program.	1	
				6	

Category 2: Curriculum and Learning Environment

GNJK Criteria #	Level 3	Level 4	Level 5	Max. Pts.	My Pts.
2.3.2; 2.4.1; 2.5.1	Provider has pre-planned, daily activities that are aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards for the ages enrolled. <u>Lesson plans from prior three months; training documentation of five hours or more</u> 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. <u>Note: Copies of the NJ Birth-Three Standards and/or the NJ Preschool Teaching and Learning Standards may be reviewed onsite, and will also be required to demonstrate this standard has been fully met in addition to what is listed here for electronic submission.</u> <u>The training requirements outlined above apply to the provider, an alternate provider, and an assistant if working at the program regularly.</u> 1	Provider plans activities around the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards and is supported through training specific to developmentally appropriate practices. <u>Lesson plans for prior three months with evidence of activities/experiences planned around the early learning standards; training documentation of 10 hours or more</u> 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. <u>Note: The training requirements outlined above apply to the provider, an alternate provider, and an assistant if working at the program regularly.</u> 1	A curriculum reflective of current research and best practice must be in use, including individualized learning experiences to meet the developmental needs of each child, and any training required for its implementation. <u>Lesson plans for prior three months with documented individual activities to support each child’s identified early care/educational goal; training documentation of 20 hours or more</u> 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;” <u>FCCERS-3 Item 12 (Encouraging Children to Communicate), Indicator 7.3</u> scored “yes” during GNJK Rating onsite observation. <u>Note: The training requirements outlined above apply to the provider, an alternate provider, and an assistant if working at the program regularly.</u> 1	3	
2.3.3	Children whose first language isn’t English are encouraged to use home language, gestures, communication devices, sign language, and pictures to communicate when needed. 1 <i>Evidence of home language policy/explanation of communication.</i>			1	

Category 2: Curriculum and Learning Environment

GNJK Criteria #		Level 4		Max. Pts.	My Pts.
2.4.2		A research-based developmental screening tool is used to identify children who may need additional evaluation and/or intervention strategies, and results are shared with families. <i>Copy of completed developmental screening tool for children enrolled more than six months; protocol/policy in Parent Handbook</i> 2 Note: Copies of completed screening tools and parent signatures will be reviewed onsite in children's folders and will also be required to demonstrate this standard has been fully met in addition to what is listed here for electronic submission.		2	
2.4.3		Strategies are used to engage children in learning and meaningful conversations by using open-ended questions and providing interesting learning opportunities throughout the day. 2 FCCERS-3 Item 12 (Encouraging Children to Communicate), Indicator 5.1 scored "yes" during GNJK Rating onsite observation.		2	
2.5.2			Level 5 A formative assessment aligned to the curriculum is used to address all developmental domains. <i>Evidence of a system for collecting and using assessment information to tailor instruction at least twice a year. Documentation may include copies of sample portfolios, observation forms, etc.</i> 2	2	

Category 2: Curriculum and Learning Environment

GNJK Criteria #			Level 5	Max. Pts.	My Pts.
2.5.3			Transition planning for all children going to preschool or kindergarten that promotes continuity from one setting to the next, incorporates family involvement and supports and includes successful intervention strategies for children who exhibit challenging behaviors. <i>Transition folders for children moving to preschool/kindergarten (documentation should include: results from developmental screenings and assessments, documentation from parent conferences, behavioral support plans).</i> <i>Note: 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.</i>	2	
				12	

Category 3: Family and Community Engagement

GNJK Criteria #	Level 3	Level 4	Level 5	Max. Pts.	My Pts.
3.3.1; 3.4.1; 3.5.1	Provider initiates strategies for working with families utilizing the Strengthening Families Protective Factors (SFPF) Framework. <i>Samples from at least three or more of the following strategies distributed within past 12 months: flyers, emails, photos, newsletters, social media, etc., aligned to one or more of the following protective factors within the SFPF Framework:</i> • Parental resilience • Social connections • Knowledge of parenting and child development • Concrete support in times of need • Social and emotional competence of children 1	All newly enrolled families are offered and encouraged to complete the Strengthening Families (SF) Survey. <i>Collated summary sheet with number of families enrolled and number of SF surveys returned from families or copies of any/each SF surveys completed in past 12 months should be submitted. Completed SF surveys from at least 50% of enrolled students must be returned.</i> 1	SFPF Framework principles and strategies are integrated into the work of the provider. <i>Evidence SFPF Framework is fully integrated (including: annually updated SF Quality Improvement Plan, the program's completed SF Self-Assessment for FCC, SF Action Plan based on outcomes from Self-Assessment and completed SF surveys filled out by parents).</i> 2	4	
3.3.2	Provider shares information with families on age-appropriate early learning standards. <i>Copies of two examples of information focused on age-appropriate early learning standards/Developmentally Appropriate Practices shared with families within past 12 months.</i> 1			1	

Category 3: Family and Community Engagement

GNJK Criteria #	Level 3			Max. Pts.	My Pts.
3.3.3	Provider shares information on expectations and routines at enrollment and throughout the year. <i>Copy of information related to program expectations and routines shared twice: during enrollment and at least one other example shared with families within past 12 months.</i> 1			1	
3.3.4	Parents/families are encouraged to actively participate in activities or events that promote learning or family engagement. <i>Copy of two examples of encouragement of or parent participation (e.g., sign-in sheets, photos, etc.) within past 12 months.</i> 1			1	
3.3.5; 3.5.2	Provider informs parents of the local or regional community advisory council and meeting dates (i.e., this could be the County Council for Young Children). <i>Copy of list of community organizations that welcome parent participants.</i> 1		Level 5 Encourage participation of parents on a local or regional community advisory council (i.e., this could be the County Council for Young Children, Human Services Advisory Councils, etc.). <i>List of community organizations in which parents can be involved and copies of flyers/meeting information is shared with families.</i> 1	2	

Category 3: Family and Community Engagement

GNJK Criteria #	Level 3			Max. Pts.	My Pts.
3.3.6	Families are provided with information and resources about health insurance enrollment, state nutrition programs, immunizations schedules, lead poisoning, and mandatory lead screening. <i>Documentation with parent signatures confirming receipt of Parent Handbook or resources with current information about health insurance enrollment, state nutrition programs, immunizations schedules, lead poisoning, and mandatory lead screening.</i>	1		1	
3.4.2	Providers have parent meetings and/or parent conferences to communicate curriculum objectives, share child's developmental progress and work with families to set individual goals for the child and effective strategies to support learning at home. <i>Evidence that parent conferences/ meetings with families were held at least two times over a 12-month period and that 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).</i>	2		2	

Category 3: Family and Community Engagement

GNJK Criteria #		Level 4		Max. Pts.	My Pts.
3.4.3		Providers should provide education and/or information for parents/ guardians on good oral hygiene practices and avoidance of behaviors that increase the risk of early childhood cavities, based on guidelines provided by Caring for our Children. <i>Copy of oral hygiene policy and evidence of education and/or information provided to parents within last 12 months on good oral hygiene practices and avoidance of behaviors that increase the risk of early childhood cavities based on guidelines provided by Caring for Our Children.</i> 1		1	
				13	

Category 4: Workforce/Professional Development

GNJK Criteria #	Level 3			Max. Pts.	My Pts.
4.3.1	Provider receives training in the administration of the adopted developmental screening tool. <i>Professional development in the adopted developmental screening tool.</i> 1 Note: Can be reviewed onsite if staff training/credentials are not found on NJCCIS or in electronically submitted certificates/sign-in sheets.			1	
4.3.2	Provider receives ongoing formal professional development that builds upon the required training for FCC registration. <i>Required: 60 hours within three years.</i> 2 Note: Can be reviewed onsite if staff training/credentials are not found on NJCCIS or in electronically submitted certificates/sign-in sheets.			2	
4.4.1		Level 4 Provider receives professional development that prepares them to work with young children who have special needs. <i>Professional development in working with children who have special needs: a minimum of two hours and completed every three years.</i> 1 Note: Can be reviewed onsite if staff training/credentials are not found on NJCCIS or in electronically submitted certificates/sign-in sheets.		1	

Category 4: Workforce/Professional Development

GNJK Criteria #		Level 4		Max. Pts.	My Pts.
4.4.2		Professional Development is received in the Pyramid Model, social-emotional development and/or infant/child mental health. <i>Professional development in one of the topic areas: a minimum of two hours and completed every three years.</i> 1 Note: Can be reviewed onsite if staff training/credentials are not found on NJCCIS or in electronically submitted certificates/sign-in sheets.		1	
4.5.1			Level 5 Provider has, at a minimum, an FCC CDA, is enrolled in a CDA program, or, if provider has a higher degree unrelated to early childhood education or child development, has nine credits in child development. <i>Current CDA Certificate, an enrollment letter or transcript from three years prior to rating submission indicating provider is enrolled in a CDA program; or NJCCIS documentation</i> 2 Note: Can be reviewed onsite if staff training/credentials are not found on NJCCIS or in electronically submitted certificates/sign-in sheets.	2	

Category 4: Workforce/Professional Development

4.5.2			Level 5	2		
			Provider is an “active participant” in at least one professional early childhood-related association. Copy of agenda from conference/certificate of attendance/active membership certificate (must be current/from within prior year)2			
					9	

Category 5: Administration and Management

GNJK Criteria #	Level 3			Max. Pts.	My Pts.
5.3.1	If the provider has an assistant, there are scheduled meetings each week to ensure the assistant receives feedback and is informed on all issues. If the provider uses a substitute or alternate, there is a process in place to share program policy updates and pertinent information regarding daily routines and activities and the children in care. <i>Copy of schedule of meetings with assistant and agendas from the prior three months; and written procedure for sharing information with substitute/alternate.</i> Note: Standard is waived and points are awarded if there is not an assistant and/or substitute/alternate.	1		1	

Category 5: Administration and Management

GNJK Criteria #	Level 3			Max. Pts.	My Pts.
5.3.2	Written policies are provided to parents/families regarding each of the items below: • Substitute care arrangement • Persons authorized to pick up the child • Medication administration • Emergencies • Discipline policy • Conferences • Visitors to the home The following topics should be included, if applicable: • Transportation • Field trips <i>Parent Handbook listing policies and procedures regarding each of the items, as applicable.</i>	1		1	
5.4.1		Level 4 Provider has marketing and recruitment strategies in place. <i>Three examples of marketing and/or recruitment strategies.</i>	1	1	

Category 5: Administration and Management

GNJK Criteria #		Level 4		Max. Pts.	My Pts.
5.4.2		Provider implements appropriate record keeping to track: • Income received • Caregiving hours • Business hours worked in the home • Other business-related expenses • If applicable: meals and snacks served to children <i>Evidence that a tracking system is in place for each of the listed topics.</i>	2	2	
5.4.3		Documentation of filing taxes. <i>Copy of most recent tax form filed (Schedule C).</i>	1	1	
5.5.1			Level 5 Provider has a current operating budget that ensures an adequate cash flow and accounting practices. <i>Copy of current operating budget with projected income and expense figures.</i>	1	
5.5.2			Provider has a current liability insurance policy as a Family Child Care Provider. <i>Copy of current liability insurance policy.</i>	1	

Category 5: Administration and Management

GNJK Criteria #			Level 5	Max. Pts.	My Pts.
5.5.3			Provider solicits feedback from families on an annual basis through surveys to evaluate the program, and results are used to develop the program's improvement plan. <i>Completed family/parent surveys; provider's improvement plan based on survey feedback.</i>	2	
				10	