



2020 KEYSTONE STARS PERFORMANCE STANDARDS

Effective August 1, 2020

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Changes to the Keystone STARS Performance Standards, Effective August 1, 2020

OCDEL strives to review and consider stakeholder feedback related to Keystone STARS Performance Standards. As a result of ongoing feedback received, the following clarifications and changes are being made to:

- Improve the readability of the STARS quality indicators through adding bullet points and wording changes
- Further clarify the intent behind the STARS quality indicators by including additional information to certain indicators
- Provide greater detail as to how quality indicators can be applied to specific provider types such as school age child care, group child care homes, and family child care homes
- Provide thoughtful questions for self-assessment by providers and to guide discussions between programs and their quality coach
- Further define Professional Development (PD) Registry participation requirements (SQ 2.2)
- Further clarify the role of PD Plans in a program's Continuous Quality Improvement (CQI) Plan (SQ 3.4.1)
- Integrate the PA Early Childhood Education (ECE) Career Pathway into the staff qualifications quality indicator (SQ 3.4.2)
- Provide clear definitions of commonly used terms through the addition of a Glossary of Terms (page 7)
- Retract previously defined timelines for implementing higher staff qualifications by removing the previous Appendix A
- Provide Pennsylvania Early Childhood Education (PA ECE) Career Pathway for easy reference (page 39)

In addition to the changes and clarifications listed above, the COVID-19 epidemic has required temporary changes be made to the role an external Program Quality Assessment (PQA) has in the Keystone STARS Performance Standards. Due to the current and ongoing conditions of COVID-19, the following changes have been made for the 20/21 Fiscal Year*:

- Replace "self-assessment" with the term "internal assessment"
- Remove PQA minimum threshold scores for STAR 3 and 4 programs
- Integrate a program's Child Care Facility COVID-19 Health and Safety Plan into CQI activities (EC 2.1 and EC 3.4.5)
- Transition from the use of a formal external PQA to an Internal Assessment Process that will guide programs in their CQI activities (EC 3.4.5)
- Provide programs the opportunity to consult with a Program Quality Assessor at the completion of their internal assessment process (EC 3.4.6)

A more detailed crosswalk between the 2018 Keystone STARS Performance Standards and this current version has been developed and is available for discussion with your quality coach.

****Changes to temporarily suspend the requirement for an external Program Quality Assessment (PQA) using ERS or CLASS in the 2020-21 STARS Performance Standards are related to best practices in the mitigation of the spread of COVID-19. Future STARS designations may require an external PQA to move up or maintain a STAR 3 or 4 designation.***

Welcome to Keystone STARS

Keystone STARS is a program of Pennsylvania's Office of Child Development and Early Learning (OCDEL). Keystone STARS is a responsive system to improve, support, and recognize the continuous quality improvement (CQI) efforts of early learning programs in Pennsylvania. Our system is guided by three core principles:

- A whole child approach to education is essential to meeting the holistic and individual needs of each and every child and family.
- Knowledgeable and responsive early childhood education professionals are essential to the development of children and the support of families.
- Building and sustaining ongoing positive relationships among children, families, early childhood and education professionals, and community stakeholders is essential for the growth and development of every child.

Inclusion, diversity, equity, and respect are foundational values embedded in these principles.

Keystone STARS has four primary goals:

- To improve the quality of early childhood education;
- To support early childhood education providers (ECE) in meeting their quality improvement goals;
- To recognize programs for CQI and meeting higher quality standards; and
- To provide families a way to choose a quality ECE program.

OCDEL's Keystone STARS Program supports all ECE programs in making quality improvements. Programs are encouraged to think about the Keystone STARS Performance Standards as a tool to support CQI that impacts services to the children and families in their care.

The Keystone STARS Performance Standards are intended to support programs in developing a meaningful, individualized CQI Plan. The standards are written to be respectful of the broad diversity of ECE providers in Pennsylvania. Keystone STARS is a hybrid system with required quality indicators at each STAR level combined with the additional ability to earn points among optional quality indicators at the STAR 3 and 4 levels.

Structure of Keystone STARS

Keystone STARS has four levels:

- STAR 1 (Certification Compliance) – Programs must meet this required quality indicator before moving to a higher STAR Level
- STAR 2 (Required quality indicators) - Programs meet all required quality indicators at STAR 2 before moving to a higher STAR level
- STAR 3 (Combination of required quality indicators and optional points-based quality indicators) - Programs at STAR 3 must meet 2 required quality indicators (SQ 3.4.1 and EC 3.4.5) and earn a minimum of 70% of optional points available in each of the 4 Performance Standard categories
- STAR 4 (Combination of required quality indicators and optional points-based quality indicators) - Programs at STAR 4 must meet 2 required quality indicators (SQ 3.4.1 and EC 3.4.5) and earn a minimum of 85% of optional points available in each of the 4 Performance Standard categories

Programs can move directly to a higher STAR level without being designated at a lower level. For example, a STAR 2 program can move directly to a STAR 4 by successfully meeting all STAR 4 performance indicators without first being designated as a STAR 3.

Performance Standard Categories

There are 4 categories in Keystone STARS Performance Standards, each of which have quality indicators at STAR 2, 3 and 4 levels:

- Staff Qualifications and Professional Development (SQ) - There are 3 required Staff Qualifications and Professional Development quality indicators at STAR 2. At STAR 3 and 4, there is 1 required Staff Qualifications and Professional Development and 9 optional points-based quality indicators.

- Early Childhood Education program (EC) - There are 5 required Early Childhood Education quality indicators at STAR 2. At STAR 3 and 4, there is 1 required Early Childhood Education quality indicator and 5 optional points-based quality indicators.
- Partnerships with Families and Communities (FC) - There are 4 required Partnerships with Families and Communities quality indicators at STAR 2. At STAR 3 and 4, there are 8 optional points-based quality indicators in this category.
- Leadership and Management (LM) There are 5 required Leadership and Management quality indicators at STARS 2. At STAR 3 and 4, there are 11 optional points-based quality indicators in this category.

Participation in Keystone STARS

All child care providers with a regular certificate of compliance issued by the Pennsylvania Department of Human Services (DHS) and preschool programs licensed by the Pennsylvania Department of Education (PDE) will be awarded a STAR 1 to indicate foundational achievement in meeting health and safety standards. Programs may choose to participate in ongoing quality improvement activities to move to higher STAR levels.

Continuous Quality Improvement in Keystone STARS

Keystone STARS is designed to help early childhood education programs develop and implement a continuous quality improvement (CQI) plan that will guide the program. At STAR 2 and above, programs are required to develop a CQI Plan that includes long and short term goals, goals beyond minimum requirements under the program's Child Care Facility COVID-19 Health and Safety Plan, annual updates, and is informed by internal assessments and ongoing needs of staff (EC 2.1) At STAR 3 and STAR 4, a culture of ongoing CQI ensures that programs routinely evaluate their strengths and needed areas of improvement through the use of internal assessments, surveys of families and staff, and other formative tools. Specifically, STAR 3 and 4 programs should use the following to inform their CQI plans:

- Program staff's professional development plans (SQ 3.4.1)
- Program's Internal Assessment Process which must include goals and action steps for ongoing improvements to health and safety practices (EC 3.4.5)
- Additional internal assessments using different program observation instrument and consultation with a Program Quality Assessor (EC 3.4.6)
- Strengthening Families Protective Factors Framework or other similarly focused evidence-based tool internal assessment (FC 3.4.6)
- Program Administration Scale (PAS) or Business Administration Scale (BAS) internal assessment (LM 3.4.9)

Role of Continuous Quality Improvement Plans in Keystone STARS Designation Process

A program's CQI Plan should serve as a roadmap in goal setting based on an analysis of the program's strengths and areas in which improvement is needed in order to improve the experiences of children and families. The CQI Plan should be reflective in nature and, as such, should be updated to include progress made in meeting previous goals as well as the addition of new goals that further pushes the pendulum to higher quality practices. CQI Plans are by their very nature dynamic and will change over time.

As part of all Keystone STAR 2, 3, and 4 designations and annual reviews, programs are required to submit a copy of their updated annual CQI Plan to their Quality Coach. Annual updates should include a review of the previous CQI Plan and:

- Summarize progress made toward achievement of both short-term and long-term goals
- Identify new goals and action steps based on reflective activities and other internal assessment activities
- Discuss any goals no longer deemed necessary
- Indicate individuals responsible for achieving goals

Keystone STARS Bonus Point Quality Initiatives for STAR 3 and 4 Programs

At STAR 3 and STAR 4, programs can earn additional points by implementing OCDEL-approved quality initiatives. These bonus point quality initiatives allow for programs to earn 2 points that can be applied to specific Performance Standard categories. More information about the current Bonus Point Quality Initiatives can be found on the PA Keys website at www.pakeys.org as well as in the Keystone STARS Program Manual.

Glossary of Terms

Completed Profile in PD Registry: A profile is considered complete when an individual's Career Pathway status is listed as *applied* or *verified* in the PD Registry. For support in completing a Profile in the PD Registry, go to www.pakeys.org. All program staff at STAR 2 programs and above must have completed their profile in the PD Registry (SQ 2.1)

Continuous Quality Improvement (CQI) Plan: At STAR 2 and above, programs are required to develop a CQI Plan that includes long and short term goals, goals beyond minimum requirements under the program's Child Care Facility COVID-19 Health and Safety Plan, annual updates, and is informed by internal assessments and ongoing needs of staff (EC 2.1) At STAR 3 and STAR 4, a culture of ongoing CQI ensures that programs routinely evaluate their strengths and needed areas of improvement through the use of internal assessments, surveys of families and staff, and other formative tools. In addition, programs are required to submit a CQI Plan update to their Quality Coach as part of their annual paperwork renewal. There are 2 examples of CQI Plans in the Keystone STARS Program Manual for programs to use. Programs choosing to use a different CQI plan template must ensure that their plan includes at minimum all of the information shown in the CQI plan examples.

Equivalent Degree: Institutions of higher education may offer early childhood degrees outside of their schools of education. These degrees are based in early childhood development and learning but may be named differently than Early Childhood Education (ECE) . Institutions of higher education have submitted program listings and other documentation to the PA Key to support that these degrees contain ECE core content. For a list of equivalent degrees, go to National Association of Education of Young Children's Degree Finder at <https://degreefinder.naeyc.org/>

Group Supervisors/Lead Teachers: Strong, high quality programs encourage teamwork and support across classrooms. Group Supervisors/Lead Teachers are considered educational leaders. These roles are filled by staff who meet specific credentials and have relevant experience, dispositions, and aptitude for this role. A Group Supervisor/Lead Teacher is responsible for an assigned group of children but also supports other teaching staff, sometimes even outside of his/her classroom. For DHS certification and Keystone STARS designation purposes, a minimum of 1 Group Supervisor/Lead Teacher is required for every group of 45 children.

Internal Assessment: Previously referred to as a self-assessment, internal assessment is the process of using an evidence-based tool to objectively measure the quality of observed classroom practices, environments, and experiences for children during a defined period of time. Internal assessment for CQI happens within the classroom while children are present and is most meaningful when the observer is familiar with the tool being used. Results from internal assessment do not confer a definitive or permanent status of high or low program quality; they are a guide to support goal setting within a program-driven plan for growth.

Leadership Team: Members of the program leadership team can be teaching staff such as lead teachers, assistants, and aides but may also be non-instructional staff such as cooks, etc. Programs identify who makes up their leadership team but should consider any staff member who shows program insight and a willingness to help shape policy and procedures.

Teaching Staff: Teaching staff refers to **all** staff who work directly with children including aides, assistant group supervisors/assistant teachers, and group supervisors/lead teachers who work a minimum of 500 hours per calendar year. Teaching staff responsibilities and duties may include, but are not limited to:

- Planning, implementing, and assisting of daily program activities under the guidance of the group supervisor
- Coordinating daily activities
- Provide coverage in maintaining ratio requirements such as covering breaks and nap rooms
- Provide extra coverage above and beyond ratio requirements.

STAR 1: Certification and Compliance (Must be Met Before Moving to Higher STAR Level)

Quality Indicator #	Quality Indicator	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
CC.1	<p>Certification and Compliance</p> <p>Early childhood education and school age programs holding a regular Certificate of Compliance from Pennsylvania’s Department of Human Services (DHS)</p> <p>Preschool programs holding a private academic license from the Pennsylvania Department of Education (PDE)</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • DHS Certificate of Compliance • Private academic license through PDE 	N/A

Required STAR 1 Indicator Met: Yes No

STAR 2 Performance Standards (ALL STAR 2 Quality Indicators Must be Met in Order to Move to Higher STAR Level)

Quality Indicator #	Quality Indicator	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Staff Qualifications and Professional Development (*Refer to Glossary of Terms for definitions of Leadership Team and Teaching Staff)				
SQ 2.1	<p>All on-site Leadership Team* members and Teaching Staff* complete Keystone STARS 101 and 102 (within 90 days of hire)</p> <p>STARS 101 – Overview of STARS System and CQI Principles</p> <p>STARS 102 – Elements of Assessing and Building Quality</p> <p>Clarification for Family Child Care Homes (FCCH) and Group Child Care Homes (GCCH): Owner/Operators fulfill the role of Program Leadership.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i> • <i>Facility Staff Qualification Grid</i> (located in Keystone STARS Program Manual) 	<p><i>How do you define who is part of your leadership team?</i></p> <p><i>How do you ensure that newly hired teaching staff and on-site leadership team members in your program have taken or are scheduled to take STARS 101 and 102?</i></p>
SQ 2.2	<p>On-site leadership team members* and teaching staff* complete their profile in the Professional Development (PD) Registry within 60 days of hire. A profile is considered complete when Career Pathway status is listed as “<i>applied</i>” or “<i>verified</i>” in the PD Registry.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Report</i> • <i>Facility Staff Qualification Grid</i> (located in Keystone STARS Program Manual) 	<p><i>When a new teaching staff or member of on-site leadership team is hired at your program, how do you ensure they are registered in PD Registry?</i></p> <p><i>How do you ensure that your teaching staff and on-site leadership team members complete all relevant information in PD Registry?</i></p>
SQ 2.3	<p>All on-site program leadership team members* and teaching staff* complete Professional Development Plans (PDP) in the PD Registry to support educational achievement and professional growth.</p> <p>These PDPs are:</p> <ul style="list-style-type: none"> • based on individual needs identified in Big Ideas Framework • informed by internal assessments using evidence-based tools • informed by performance evaluations • include goals to support further education • updated annually at a minimum 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Report</i> • <i>Facility Staff Qualification Grid</i> (located in Keystone STARS Program Manual) 	<p><i>What sources of evidence are used to develop PDPs?</i></p> <p><i>Describe how leadership supports individual teaching staff’s PD plan.</i></p> <p><i>What resources are available to teaching staff and on-site leadership team members as they develop short and long-term PD goals?</i></p> <p><i>Describe the extent to which PD plans are reviewed with teaching staff and on-site leadership team members.</i></p>

Quality Indicator #	Quality Indicator	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Early Childhood Education Program				
EC 2.1	<p>Program develops a Continuous Quality Improvement (CQI) Plan that:</p> <ul style="list-style-type: none"> Is informed by internal assessment using an approved program observation instrument (POI) (please see the chart of approved POIs on page 37) Includes both long term and short-term goals Includes actions items to support overall quality improvement Updated annually to reflect achieved goals and new CQI activities that will be implemented Includes goals for increasing staff qualifications Includes goals beyond minimum requirements and actions steps under the program's <i>Child Care Facility COVID-19 Health and Safety Plan</i> <p>*There are 2 CQI plan templates in the Keystone STARS Program Manual. See the Glossary of Terms for additional information on CQI Plan.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> CQI Plan that includes: <ul style="list-style-type: none"> annual updates long & short-term goals action items to support overall quality improvement goals for increasing staff qualifications Includes goals beyond minimum requirements and actions steps under the program's Child Care Facility COVID-19 Health and Safety Plan Copy of internal assessment used Child Care Facility COVID-19 Health and Safety Plan 	<p><i>Please explain the process of creating a CQI plan for your program.</i></p> <p><i>What sources of evidence do you use to inform your CQI Plan?</i></p> <p><i>Who has input into your program's CQI?</i></p> <p><i>Explain the process your program uses to review and update your CQI Plan. Who is involved in this process?</i></p> <p><i>What type(s) of internal assessment(s) are used to inform your program's CQI Plan?</i></p> <p><i>Describe how your Child Care Facility COVID-19 Health and Safety Plan was used to inform your CQI Plan.</i></p>
EC 2.2	<p>Lesson plans:</p> <ul style="list-style-type: none"> are developed using Pennsylvania's Early Learning Standards (ELS) as a resource for staff to support planning and documentation of children's learning reflect a balance of activities that support developmentally appropriate 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Lesson plans from each class/age group that show: <ul style="list-style-type: none"> references to PA ELS a balance of activities notes on children's progress 	<p><i>Explain how lesson plans are shared with program leadership before implementation.</i></p> <p><i>What resources does your program offer to teachers in their creation of lesson plans that are based on PA ELS and/or individualized based on children's differing abilities?</i></p>

	learning through play			
EC 2.3	<p>A research-based developmental screening tool is used within 45 days of each child’s enrollment to identify children who may need additional evaluation and/or intervention strategies. Additional screening is provided as needed and per protocol with the chosen screener. Results of screenings are communicated with families, support for referrals are offered as needed.</p> <p>Clarification for School Age Child Care (SACC): N/A for SACC only programs or for children enrolled in K-12 programs receiving SACC services at a Keystone STARS Program. SACC programs will receive credit for meeting this indicator.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Identified screening tool Policy statements in family handbook and employee handbook regarding screening tools Parent/family signature showing information was shared Policy regarding offering referrals for supportive services as needed 	<p><i>Why did you choose _____ for your program’s screening tool?</i></p> <p><i>Describe your staffs’ familiarity with the adopted screening tool.</i></p> <p><i>Explain any steps and/or support to ensure the screening tool is being utilized with fidelity.</i></p> <p><i>What is the process for referring a family to community services when deemed appropriate?</i></p> <p><i>Explain how screenings are tracked within your program.</i></p>
EC 2.4	<p>Program adopts policies, practices, and supports regarding inclusion. The program develops a process to address the local steps in the OCDEL Inclusion Announcement, <i>Inclusion of All Children in Early Childhood Programs in Pennsylvania</i>. Programs may choose to collaborate with the local Early Intervention Program to support this activity.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Program’s policy regarding inclusion Associated practices regarding evidence of practice of inclusion Collaborative meetings with Early Intervention, Intermediate Units, etc 	<p><i>How does your program seek to include all children, including those with disabilities, and their families?</i></p> <p><i>Since the OCDEL Policy Announcement was released in 2017, what steps has your program taken to implement more inclusive practices? What steps do you plan to take in the future?</i></p> <p><i>What local partners are you collaborating with in helping promote inclusive practices?</i></p> <p><i>What are some examples of inclusive practices in your classrooms?</i></p>
EC 2.5	<p>Program adopts policies, practices, and supports regarding suspension and expulsion and has policies and practices in place to support the social and emotional development of children served. The program develops a process to address the local steps in the OCDEL Reduction of Suspension and Expulsion Announcement,</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Program’s policy regarding reduction of suspension and expulsion Associated practices regarding evidence of reducing suspension and expulsion 	<p><i>How does your program seek to create a positive climate and focus on prevention of behavior issues?</i></p> <p><i>What policies does your program have in place that communicate clear, appropriate and consistent</i></p>

	<i>Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania.</i> Programs may choose to collaborate with the local Early Intervention Program to support this activity.		<ul style="list-style-type: none"> Data sources that track and support a reduction in suspensions/expulsions over time Collaborative meetings with Early Intervention, Intermediate Units 	<p><i>expectations and consequences for disruptive behaviors?</i></p> <p><i>How does your program use family engagement to help reduce suspension and expulsion?</i></p> <p><i>Since the OCDEL Policy Announcement was released in 2017, what steps has your program taken to reduce suspension and expulsion? What steps do you plan to take in the future?</i></p>
Quality Indicator #	Quality Indicator	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Partnerships with Families and Communities				
FC 2.1	Program has a written policy that states that Individualized Educational Plan (IEP) or Individualized Family Service Plan (IFSP) written plans, and/or special needs assessments, with family permission, are appropriately utilized to inform individualized instruction. The policy also recommends that the child's teacher participate in the IEP/IFSP meeting which must include family members, an early childhood teacher, Early Intervention (EI) specialists, and director or administrator.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Policy regarding the use of IEPs and IFSPs to be used to inform practices Associated practices regarding the use of IEPs and IFSPs to include discussion with families IEP and IFSP meeting notes during which program staff were in attendance Family acknowledgement form of program's request to use IEP or IFSP to inform practices 	<p><i>How do you discuss your IEP and IFSP policy with families?</i></p> <p><i>How do you help ensure your staff are included in IEP and IFSP meetings?</i></p> <p><i>How does your program use the information contained in the IEP and IFSP to inform classroom practices?</i></p> <p><i>Is this policy included in your family handbook?</i></p>
FC 2.2	Program has a written policy to demonstrate how children are helped to transition between developmental stages. Policy includes a plan to share information with families. Policies might include activities that support transition from: <ul style="list-style-type: none"> role as infant to older child in mixed age group, teacher directed play to child directed play, one classroom/group or program to 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Transition policies Transition information given to families (letter, meeting invitation) Examples of transition plans for each age group 	<p><i>How do you help children as they transition from one age group or classroom to another?</i></p> <p><i>How do you keep families informed of any upcoming transitions?</i></p> <p><i>Explain how you work with other learning programs to help with a child's transition.</i></p>

	<ul style="list-style-type: none"> the next, preschool to kindergarten, school age program to self-care, one early learning program to another 			<p><i>Detail your connections with local school districts that help children transition to kindergarten.</i></p> <p><i>To what extent does your program help with other types of transitions such as a new baby, a move, custody changes, etc?</i></p>
FC 2.3	<p>Program has a policy and/or practice in place to support and encourage family engagement. A minimum of one family conference is offered per year to discuss children's progress and behavioral, social, and physical needs as well as the family's goals for their child.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Family engagement policy and examples of activities held that engage families Family conference information and evidence of practice (invitation template, schedule of conferences, records of completed conferences) 	<p><i>How would you describe the term "family engagement?"</i></p> <p><i>What types of family engagement efforts have worked best in your program?</i></p> <p><i>Have you tried activities that were not successful in engaging families? What could you do differently?</i></p> <p><i>How has your program utilized the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework to help shape your family engagement policy and practices?</i></p> <p><i>Explain your program's conference policy in terms of frequency, protocol, and what information is exchanged between family and program.</i></p>
FC 2.4	<p>A current Family Handbook is distributed to outline program policies and practices beyond those required by Certification.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Handbook displayed in entrance area or prominent place for families Handbook that reflects current practices 	<p><i>How often do you review your family handbook for accuracy and to ensure it reflects the most current information for your families?</i></p> <p><i>Who is involved in developing your family handbook?</i></p> <p><i>How do you help ensure families take time to read and understand your handbook?</i></p>

Quality Indicator #	Quality Indicator	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Leadership and Management				
LM 2.1	Program creates an annual operating budget, including a statement of income and expenditures. Program has a plan to address operational or organizational stability.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Financial record keeping system Operating budget 	<p><i>Describe how the program budget is developed? What are the key decision points in its development?</i></p> <p><i>If the program director or owner would change, how would the program manage?</i></p> <p><i>What are the break-even numbers for classrooms?</i></p> <p><i>What is your waiting list maintenance procedure?</i></p> <p><i>What is the chain of command in your center and do you have someone who could step in to help run the program?</i></p> <p><i>What strategies do you use for marketing to new families? To recruit staff ?</i></p>
LM 2.2	Current personnel and program operation policies are distributed and utilized to support understanding of program policies, procedures, roles, and responsibilities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Personnel manual available in prominent place for employees Evidence that personnel manual is reviewed and updated on consistent basis 	<p><i>How often do you review your personnel manual for accuracy and to ensure it reflects the most current information for your staff?</i></p> <p><i>Who is involved in developing your personnel manual?</i></p> <p><i>How do you help ensure staff are aware of and understand your personnel manual?</i></p>
LM 2.3	Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Copy of tracking document in use Evidence that tracking document is regularly reviewed for trends 	<p><i>Describe how your program tracks child and staff illnesses and injuries that occur.</i></p> <p><i>How often are tracking forms reviewed in order to spot trends in illnesses and injuries?</i></p>

				<p><i>Describe an action plan that your program implemented in response to the tracking of illnesses and injuries. Was the plan successful in reducing illnesses and injuries?</i></p>
<p>LM 2.4</p>	<p>A system of overall site safety review is implemented which includes active supervision. Supervision strategies involve:</p> <ul style="list-style-type: none"> • active watching of, • listening to, • interacting with, and • monitoring of children in care at all times. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<ul style="list-style-type: none"> • Supervision checklist in use by center • Site safety review in use • Evidence that supervision checklists and site safety reviews are regularly reviewed for trends 	<p><i>How often do you conduct a site safety review/checklist? How often do you review completed safety reviews/checklists?</i></p> <p><i>Describe your supervision policy and implementation in classrooms, while outside, on field trips, and during nap time.</i></p> <p><i>How do you define supervision?</i></p> <p><i>Have you discovered any lapses in safety or supervision practices through using the tools? What types of corrective action did you employ as a result?</i></p>
<p>LM 2.5</p>	<p>Program uses <i>Caring for our Children</i> to establish policies and practices regarding care plans for children with special medical needs as well as medication administration.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<ul style="list-style-type: none"> • Policy regarding use of care plans • Policy regarding medication administration • Evidence that policies have been shared with both staff and families • Examples of care plans in place for children at program 	<p><i>Explain the process through which a care plan for a child is implemented in your program.</i></p> <p><i>How are staff helped to both understand and feel comfortable with care plans?</i></p> <p><i>Have staff ever felt overwhelmed with implementing a child's care plan? How did you resolve this apprehension?</i></p> <p><i>Describe the process for administration of medication in your program. How do families learn about the program's care plans and medication administration policies?</i></p>

Required STAR 2 Indicators Met: Yes No If not, program will be designated as a STAR 1
If no, which quality indicators were not met? Please list (For example, LM 2.5) _____

STAR 3 & 4 Performance Standards: (Combination of required quality indicators and optional points-based quality indicators)

At STAR 3 and 4, programs must meet all STAR 1 and STAR 2 required quality indicators and 2 additional required STAR 3 and 4 quality indicators (**SQ 3.4.1** and **EC 3.4.5**). The remaining STAR 3 and 4 quality indicators are optional and points-based allowing programs to choose which indicators best exemplify quality practices in their programs.

In order to be designated as a STAR 3, programs need to earn a minimum of **70%** of possible points in each of the 4 Performance Standard categories as well as meet required indicators **SQ 3.4.1** and **EC 3.4.5**.

In order to be designated as a STAR 4, programs need to earn a minimum of **85%** of possible points in each of the 4 Performance Standard categories as well as meet required indicators **SQ 3.4.1** and **EC 3.4.5**.

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Staff Qualifications and Professional Development (*Refer to Glossary of Terms for definitions of Leadership Team, Group Supervisor/Lead Teacher and Teaching Staff)					
SQ 3.4.1	<p>REQUIRED STAR 3 & 4 INDICATOR: A program's Continuous Quality Improvement (CQI) Plan is informed by the teaching staff's* PDPs. Based on a review of teaching staff* PDPs, a program may:</p> <ul style="list-style-type: none"> • Work with the local Professional Development Organization (PDO) and their ELRC to communicate overall PD and credit-bearing coursework needs of their teaching staff* • Schedule on-site PD events to align with the training needs of teaching staff* • Support teaching staff* in enrolling in PD events and coursework 	N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • PDP with progress in meeting goals identified • PD Registry report, <i>Staff Report</i> • CQI Plan that shows PDPs were used to inform CQI goals 	<p><i>Describe the process for using individual teaching staff PDPs to inform your overall program's CQI activities.</i></p> <p><i>How often is the CQI plan reviewed?</i></p> <p><i>Explain the process through which teaching staff and management team discuss PDPs and use PDPs for overall program professional development.</i></p> <p><i>Describe interactions your program has had with your local PDO and ELRC to communicate overall PD and credit-bearing coursework needs of your teaching staff.</i></p>

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Staff Qualifications and Professional Development					
SQ 3.4.2	<ul style="list-style-type: none"> 25% or more of all teaching staff* are a Rising A or above on the PA Early Childhood Education (ECE) Career Pathway 	10	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> PD Registry Report, <i>Staff Report</i> <i>Facility Staff Qualification Grid</i> (located in Keystone STARS Program Manual) Career Pathway Certificate from PD Registry 	<p><i>How does your program ensure that staff are involved in credit-bearing opportunities?</i></p> <p><i>What community resources have helped your program meet this quality indicator?</i></p> <p><i>What resources do you feel are most needed in order for your program to meet higher point levels in this quality indicator?</i></p>
	<ul style="list-style-type: none"> 50% or more of all teaching staff* are a Rising A or above on the PA ECE Career Pathway Clarification for FCCH and GCCH: Owner/Operator is a Rising A or above on the PA ECE Career Pathway 	15	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<ul style="list-style-type: none"> 25% of group supervisors/lead teachers* are a Level B or above on the PA ECE Career Pathway, and 50% of all additional teaching staff* are a Rising A or above on the PA ECE Career Pathway, and At least one member of the Leadership team* is a Level B or higher on the PA ECE Career Pathways. Clarification for FCCH and GCCH: Owner/Operator is a Level B or higher on the PA ECE Career Pathway 	20	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Professional Development Expectations in Keystone STARS

Keystone STARS seeks to ensure that early childhood professionals are well-educated and skilled in key areas related to child development and best practices in the classroom. The following subject areas were identified as key components that should be included in every teaching staff's professional development plan (PDP):

- **language development and academic achievement of all children including those who are culturally and linguistically diverse (SQ 3.4.3)**
- **social and emotional development of children (SQ 3.4.4)**
- **positive interactions with children and families (SQ 3.4.5)**
- **implementation of curriculum selected by the program (SQ 3.4.6)**
- **administration of the program's adopted developmental screening tool (SQ 3.4.7)**
- **administration of the program's adopted observation-based assessment (SQ 3.4.8)**
- **work with children with disabilities and other at-risk populations (SQ 3.4.9)**

All teaching staff and on-site leadership team members must have received training in all of the topic areas above **within 1 year of hire at current program or within last 3 years** or be currently enrolled in credit-bearing coursework in order to receive points in each of the optional indicators, SQ 3.4.3 through SQ 3.4.9. Moving forward, the assessment of ongoing professional development (PD) needs in the topics should be an annual discussion between program leadership and teaching staff. As the needs of the children served in the classroom and program change, the PD needs of teaching staff working with those children and families will certainly change as well. While a foundational course in the topic areas above may suffice for a teaching staff's PD needs initially, more scaffolded PD courses that extend learning and quality practices should be included in future PDP plans. In order for a program to earn points in each of the quality indicators listed above, at minimum, all teaching staff and on-site leadership team members must take PD in each of the topic areas every 3 years unless they are enrolled in credit-bearing coursework.

Flexibility in PD is inherent in the STARS Professional Development and Staff Qualifications and is intended to offer early childhood education professionals the opportunity to assess their needs as well as identify areas in which further growth is needed. Additionally, program leadership should take an active role in the assessment of their teaching staff's PD needs. These assessments should be informed by classroom observations, performance evaluations and the current needs of enrolled children and families. At no point should this flexibility be interpreted as diminished PD expectations for Keystone STARS.

Teaching staff and on-site leadership team members that are enrolled and making active progress in a credit-bearing academic program may consider their coursework to equate to PD in some of the subject areas above. However, they may still have certain PD needs that would be supportive of quality practices and, in these cases, would be expected to participate in additional PD events. Again, thoughtful discussions between teaching staff and leadership should take place annually at minimum and help shape each staff person's PDP.

When determining the amount of points a program will earn within SQ 3.4.3 through SQ 3.4.9, quality coaches and program leadership should discuss both how the PD needs of the entire teaching staff are assessed and how additional PD expectations for teaching staff will be identified.

For additional information on the expectations of PD in Keystone STARS including PQAS requirements, see the Pennsylvania Key website at www.pakeys.org. In addition, the *PD Tracking Grid for Teaching Staff* in the Keystone STARS Program Manual and the *Staff Detailed Training Report* in the PD Registry can be used to help programs assess the PD needs of their teaching staff.

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Staff Qualifications and Professional Development **For additional information on the expectations of PD in Keystone STARS including PQAS requirements, see The Pennsylvania Key website at www.pakeys.org					
SQ 3.4.3	Professional development** related to planning and implementing activities that support language development and academic achievement of all children including those who are culturally and linguistically diverse must be completed by all teaching staff* and on-site program leadership* within 1 year of hire at current program or within last three years. Ongoing professional development plans reflect additional PD as relevant for these staff.	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i> (located in STARS Program Manual) 	<p><i>How are individual teaching staff person's foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for teaching staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>Describe instructional practices that promote language development in various age groups.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional PD related to language development?</i></p>
SQ 3.4.4	Professional development** regarding the support of social and emotional development of children must be completed by all teaching staff* and on-site program leadership* within 1 year of hire at current program or within last three years. Possible topics include: Pyramid Model; Social and Emotional Development; Trauma-Informed Care; and Infant Early Childhood Mental Health. Ongoing professional development plans reflect additional PD as relevant for these staff.	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i> (located in STARS Program Manual) 	<p><i>How are individual teaching staff person's foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>Describe instructional practices that promote social and emotional development in various age groups.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional</i></p>

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Staff Qualifications and Professional Development					
SQ. 3.4.5	Professional development** that promotes positive interactions with children and families must be completed by all teaching staff* and on-site program leadership* within 1 year of hire at current program or within last three years. Ongoing professional development plans reflect additional PD as relevant for these staff.	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i> (located in STARS Program Manual) 	<p><i>How are individual teaching staff person's foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for teaching staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>Describe instructional practices that promote positive interactions with children and families.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional PD related to promoting positive interactions with children and families?</i></p>
SQ 3.4.6	Professional development** in the curriculum selected by the program must be completed by all teaching staff* and on-site program leadership* within 1 year of hire at current program or within last three years. Ongoing professional development plans reflect additional PD as relevant for these staff. Clarification for SACC only programs: PD taken in topics relevant to working with school age populations including art, STEM, technology, etc. would fulfill this indicator.	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i> (located in STARS Program Manual) 	<p><i>How are individual teaching staff person's foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for teaching staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional PD related to the curriculum selected by the program?</i></p>

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Staff Qualifications and Professional Development					
SQ 3.4.7	Professional development**in the administration of the program’s adopted developmental screening tool must be completed by all teaching staff* and on-site program leadership* within 1 year of hire at current program or within last three years. Ongoing professional development plans reflect additional PD as relevant for these staff. Clarification for SACC only programs: PD taken in topics relevant to working with school age populations including identification of behavioral and health issues in older children, working with school districts to address concerns, etc. would fulfill this indicator.	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i> (located in STARS Program Manual) 	<p><i>How are individual teaching staff person’s foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for teaching staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional PD related to the screening tool adopted by the program?</i></p>
SQ 3.4.8	Professional development** in the administration of the program’s adopted observation-based assessment of children’s development must be completed by all teaching staff* and on-site program leadership* within 1 year of hire at current program or within last three years. Ongoing professional development plans reflect additional PD as relevant for these staff.	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i> (located in STARS Program Manual) 	<p><i>How are individual teaching staff person’s foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for teaching staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional PD related to the observation-based assessment adopted by the program?</i></p>

<p>SQ 3.4.9</p>	<p>Professional development** that prepares staff to work with children with disabilities and other at-risk populations must be completed by all teaching staff* and on-site program leadership* within 1 year of hire at current program or within last three years. Possible topics include:</p> <ul style="list-style-type: none"> • strategies for supporting inclusion • working with developmentally, culturally, linguistically and/or racially diverse populations • Strengthening Families' Protective Factors, and • working with families dealing with substance misuse and homelessness. <p>Ongoing professional development plans reflect additional PD as relevant for these staff.</p>	<p>2</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)</p>	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i> (located in STARS Program Manual) 	<p><i>How are individual teaching staff person's foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for teaching staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>Describe instructional practices that prepare teaching staff to work with children with disabilities and other at-risk populations.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional PD related to working with children with disabilities and other at-risk populations?</i></p>
<p>SQ 3.4.10</p>	<p>Non-instructional staff receive information and professional development on topics of relevance which might include developmentally appropriate practices; diversity; age-appropriate standards; and appropriate child-adult interactions.</p> <p>Clarification: Non-instructional staff may include household members, lunch assistants, bus drivers, and maintenance personnel. Non-instructional staff can be employed by the program or serve as volunteers.</p>	<p>1</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (1 pt.)</p>	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i>, if applicable • <i>PD Tracking Grid for STAR 3 and 4 Programs: Non-Instructional Staff</i> (located in STARS Program Manual) 	<p><i>How does your program define non-instructional staff?</i></p> <p><i>How many non-instructional staff are part of your program?</i></p> <p><i>How are non-instructional staff person's foundational knowledge in these topics evaluated? How is it decided that more advanced or refresher PD is needed for staff?</i></p> <p><i>What type of information is shared with non-instructional staff and in what format? (face to face, self-paced reading, formal PD events)</i></p>

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Early Childhood Education Program					
<p>EC 3.4.1</p>	<p>Program implements an OCDEL-approved developmentally and culturally appropriate learning curriculum* that is:</p> <ul style="list-style-type: none"> • responsive to the emerging and changing interests of young children, • aligns with the PA ELS • is play based, and • represents a balance of active and passive learning opportunities <p>*A current list of OCDEL-approved curricula can be found here</p> <p>Clarification for SACC only programs: SACC-only programs do not have to use an OCDEL-approved curriculum. However, they do need to show that the curriculum they are using is aligned to PA ELS standards in order to meet this indicator.</p>	5	<input type="checkbox"/> Yes <input type="checkbox"/> No (5 pts.)	<ul style="list-style-type: none"> • Curriculum aligned with PA ELS or follow process for documenting alignment • Lesson plans that demonstrate alignment to PA ELS, a balance of active and passive learning experiences and individualization to children’s interests and abilities 	<p><i>How was the chosen curriculum(a) selected? Who was involved in the selection process?</i></p> <p><i>What is the process for evaluating the implementation of the chosen curriculum?</i></p> <p><i>How does program leadership support teaching staff who may need additional help in implementing the curriculum to fidelity?</i></p> <p><i>What additional resource materials related to the curriculum selected are available to your teaching staff?</i></p>
<p>EC 3.4.2</p>	<p>Program utilizes a valid and reliable observation-based assessment* of children’s development in accordance with the tool’s recommendations. Program maintains internal data regarding child outcomes and is prepared to share this data with Pennsylvania state partners for research and evaluation.</p> <p>*A current list of OCDEL-</p>	4	<input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)	<ul style="list-style-type: none"> • Identification of observation-based assessment which includes on-site tools, resources, and supports • Modification of practices based on data on lesson plans • Internal data tracking system 	<p><i>How was the chosen assessment tool(s) selected? Who was involved in the selection process?</i></p> <p><i>Describe how the observation-based assessment is used in your program including the frequency of observations and methods for documenting results.</i></p> <p><i>What is the process for evaluating the implementation of the chosen assessment(s)?</i></p>

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Early Childhood Education Program					
EC 3.4.3	Results from observation-based assessments of children’s development are: <ul style="list-style-type: none"> Used to inform curriculum planning and instruction, Used for individual child planning Evaluated for possible referrals to community resources, and Shared with families. 	5	<input type="checkbox"/> Yes <input type="checkbox"/> No (5 pts.)	<ul style="list-style-type: none"> Assessments used, and documentation of results utilized to plan and/or modify practices Performance-Based Assessment Lesson/Activity plans Materials for different abilities and interests 	<p><i>Describe how teaching staff use the results of observation-based assessments to inform curriculum planning.</i></p> <p><i>Help me understand how your program uses results of the assessments to inform planning for children both long-term and short-term. Provide an example.</i></p> <p><i>Help me understand how your program uses results of the assessments to inform decisions about teacher professional development needs, program CQI, and any other areas.</i></p> <p><i>Tell me about a time when a referral was made to a community resource based on results from an observation-based assessment.</i></p> <p><i>How does your program share the results of assessments with families?</i></p>
EC 3.4.4	Program policies/practices are in place to support language development and academic achievement of all children including those who are culturally and linguistically diverse. Children whose first language is not English are supported in using home	4	<input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)	<ul style="list-style-type: none"> Copy of policies Use of communication devices, sign language, and/or gestures 	<p><i>Describe the policies and practices in place that support language development of all children.</i></p> <p><i>What different languages are spoken by families in your program?</i></p> <p><i>What languages, outside of English, are spoken in your local community?</i></p>

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
	language, gestures, communication devices, sign language, etc. when needed.				<p><i>How would you ensure that families whose first language is not English would feel welcome and understood in your program?</i></p> <p><i>How does your program see language diversity as an asset for all enrolled families?</i></p>
Early Childhood Education Program					
EC 3.4.5	<p>REQUIRED STAR 3 & 4 INDICATOR</p> <p>In partnership with a Quality Coach and an OCDEL-approved assessor, the program creates an Internal Assessment Process that includes:</p> <ul style="list-style-type: none"> • Use of the approved program observation instrument(s) (POI) selected in EC 2.1 for assessment of practices in each classroom or enrolled age-group • Addition of goals to CQI Plan based on information gathered during the internal assessment(s) that reflect the program's priorities for growth (must include goals and action steps for ongoing improvements to health and safety practices) 	N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Copy of the created Internal Assessment Process • Additional goals for classroom practices and health and safety practices added to CQI Plan • Child Care Facility COVID-19 Health and Safety Plan 	<p><i>When did your program have their last external PQA? How did your classrooms score?</i></p> <p><i>Tell me about how you used the results of your most recent external and internal assessment results to make improvements in your practices.</i></p> <p><i>What type of information is shared with staff when internal assessments are completed?</i></p> <p><i>Based on your most recent internal assessments, what do you see as your program's strengths? Areas for improvement?</i></p> <p><i>Have you considered using a different POI during your next internal assessment cycle?</i></p>

	<ul style="list-style-type: none"> Additional elements as outlined by OCDEL <p>*Please see the Keystone STARS Program Manual for additional information and an Internal Assessment Process Template.</p>				
<p>EC 3.4.6</p>	<p>The program is invested in Continuous Quality Improvement and:</p> <ul style="list-style-type: none"> Uses an additional POI, beyond the one used in EC 2.1 to inform their CQI Plan goals for classroom practice improvements. (A list of approved POIs can be found on page 37) Consults with an OCDEL-approved assessor after completing internal assessments to review results for alignment with POI scoring rubric and PA specific classroom quality practice guidelines 	<p>2</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)</p>	<ul style="list-style-type: none"> Copy of CQI Plan Copy of internal assessment used Meeting notes from consultation with member of PQA Team 	<p><i>What other POI has your program used to inform your CQI Plan?</i></p> <p><i>What information led your program to choose this POI?</i></p> <p><i>How did the results of using this POI help to identify long-term and short-term goals?</i></p> <p><i>How did the consultation with a member of the PQA Team help to interpret and evaluate results of the internal assessment(s)?</i></p>

Quality Indicator #	Quality Indicator	# of Points	Meets Standard ?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Partnerships with Families and Communities					
FC 3.4.1	A plan is written and implemented describing procedures to refer families to social, mental health, educational, wellness, and medical services when appropriate.	1	<input type="checkbox"/> Yes <input type="checkbox"/> No (1 pt.)	<ul style="list-style-type: none"> • Policy regarding referrals to community agencies • Evidence of collaboration with local agencies including mental, social, educational, and medical 	<p><i>Describe the process for referring families to social, mental health, educational, wellness, and medical services.</i></p> <p><i>Provide an example of a time when a family in your program was referred to a community agency.</i></p> <p><i>To what types of local agencies have you referred families?</i></p> <p><i>How does your program use the results of developmental screenings and observation-based assessments to help families connect with relevant community resources?</i></p>
FC 3.4.2	A minimum of two family conferences are offered per year to discuss children’s strengths, progress, behavioral, social, and physical needs, and the family’s goals for their child.	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • Family handbook policy • Evidence of conference offerings 	<p><i>At what times of the year does your program offer conferences?</i></p> <p><i>Describe a typical family conference.</i></p> <p><i>To what extent are families engaged as partners in their child’s development and learning during the conference? at other times?</i></p> <p><i>What types of information is exchanged during a family conference?</i></p> <p><i>What program staff participate in family conferences?</i></p> <p><i>How do you strive to understand and work with families to assure participation in the offered conferences?</i></p>

Quality Indicator #	Quality Indicator	# of Points	Meets Standard ?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
Partnerships with Families and Communities					
FC 3.4.3	Program implements practices that support continuity of care that helps ensure children and families are engaged in continued, high-quality early learning experiences through stable relationships with caregivers.	3	<input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> Family handbook policy Documentation of implementation 	<p><i>How does your program define continuity of care for children and families?</i></p> <p><i>Does your program include any type of “looping”? If so, describe how that process works.</i></p> <p><i>Does your program offer additional practices that promote stable relationships between children and caregivers?</i></p>
FC 3.4.4	Families are engaged in ways that demonstrate their participation in shaping the policies and procedures of the program and encourages family networking.	3	<input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> Family handbook policy Family group meeting agendas Sign-in sheets Networking activities 	<p><i>How are policies and procedures shaped by your families? Provide an example(s) of a policy or procedure that has been shaped through parental involvement.</i></p> <p><i>How does your program encourage family networking?</i></p> <p><i>What activities have you found to be most successful in engaging families?</i></p> <p><i>How has your program utilized the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework to help shape your family engagement policy and practices?</i></p>
FC 3.4.5	Opportunities for families to attend education workshops are provided on topics such as: early literacy; adult/family literacy; positive family-child interactions; cultural awareness; substance misuse, developmental issues; health and safety; and/or other topics that address the identified needs and interests of enrolled families. Translation/Interpreters are provided for families as needed.	2 or 3	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.) <input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> Communication regarding workshops Agendas and sign-in sheets 	<p><i>In the past year, what educational workshop opportunities have been offered to families?</i></p> <p><i>What topics do you feel are the most timely and relevant for your current families? How do you know?</i></p> <p><i>What types of services do you offer to encourage participation in these workshops (e.g. translation services, child care, transportation, meals)?</i></p>

Quality Indicator #	Quality Indicator	# of Points	Meets Standard ?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
<ul style="list-style-type: none"> • 1x per year = 2 pts. • 2x per year = 3 pts. 					
Partnerships with Families and Communities					
FC 3.4.6	The Strengthening Families Protective Factor Framework or a similarly focused evidence-based tool is used to assess engagement of and interactions with families. The results of the self-assessment are used to inform the program's CQI plan.	4	<input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)	<ul style="list-style-type: none"> • Strengthening Families Self-Assessment Tool • CQI Plan which includes information from Strengthening Families Framework 	<p><i>Explain how your program has used Strengthening Families or other similar evidence-based tools to assess family engagement.</i></p> <p><i>What types of trainings have helped program staff implement the Strengthening Families Protective Framework?</i></p> <p><i>How often does your program complete a self-assessment?</i></p> <p><i>Who reviews the results of the self-assessment and incorporates the findings into CQI goals and planning?</i></p> <p><i>How has your program utilized the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework to help shape your family engagement policy and practices?</i></p>
FC 3.4.7	A current community resource handbook or materials are available to all families and includes community and school-based resources and/or information about direct services to promote child/family safety, health, and stability.	1	<input type="checkbox"/> Yes <input type="checkbox"/> No (1 pt.)	<ul style="list-style-type: none"> • Current community resource handbook and materials 	<p><i>What types of community resources are most important and relevant for your currently enrolled families? How do you know?</i></p> <p><i>How often are the community resource handbook or materials reviewed for accuracy?</i></p> <p><i>Do you have working relationships with community agencies? How do you help create new working relationships?</i></p> <p><i>How do families know about the community resources offered in your program?</i></p>
FC 3.4.8	To support learning at home, a variety of methods are used to communicate with families about	3	<input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> • Evidence of communication strategies, e.g., newsletters, 	<p><i>Describe your program's communication strategies used with families.</i></p>

Quality Indicator #	Quality Indicator	# of Points	Meets Standard ?	Possible Evidence	Thoughtful Questions for Quality Coaches & Providers
	curriculum objectives, early childhood education goals, and effective strategies for supporting their child's development.			letters, family workshops, flyers	<p><i>What communication methods do you feel work best? How do you know?</i></p> <p><i>How do you help families learn about curriculum objectives and goals?</i></p>
Leadership and Management (*Refer to Glossary of Terms for definitions of Leadership Team, Group Supervisor/Lead Teacher and Teaching Staff)					
LM 3.4.1	<p>A member of the program's on-site leadership team* is enrolled in or holds a current PA Director's Credential.</p> <p>Clarification for FCCHs and GCCHs: This indicator is N/A for FCCH and GCCH programs. FCCHs and GCCHs will automatically receive 3 points for meeting this indicator.</p>	3	<input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Report</i> • <i>Facility Staff Qualifications Grid</i>, (located in Keystone STARS Program Manual) • Documentation of enrollment • Certificate of Completion 	<p><i>Which leadership team staff holds or is enrolled in the PA Director's Credential?</i></p> <p><i>Does your program have other staff who are interested in obtaining their PA Director's Credential?</i></p> <p><i>Who acts in place of the Director in his/her absence? Does this person hold a Director's Credential?</i></p>
LM 3.4.2	<p>Group Supervisors/Lead Teachers* are provided paid curriculum and lesson planning/preparation time away from children.</p> <ul style="list-style-type: none"> • 1 hour per month = 2 points • 2 - 3 hours per month = 3 points • 4+ hours per month = 4 points 	2, 3 or 4	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.) <input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.) <input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)	<ul style="list-style-type: none"> • Documentation of schedule for planning and preparation time 	<p><i>How often are group supervisors/lead teachers afforded opportunities for lesson planning and preparation? Are these planning times scheduled on a consistent basis?</i></p> <p><i>Who covers for group supervisors/lead teachers in the classrooms when they have scheduled planning times?</i></p> <p><i>Does your program have resources that group supervisors/lead teachers can use when lesson planning and prepping?</i></p> <p><i>For FCCH and GCCH: How do you ensure that you are compensated for planning time during hours that children are not in your care?</i></p>
LM 3.4.3	<p>Annually, at least two classroom/group observations are conducted, and feedback is provided to teaching staff* regarding job performance based on the observations.</p>	4	<input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)	<ul style="list-style-type: none"> • Copies of observations • Policy in staff handbook 	<p><i>How often are classroom observations conducted? Are all observations conducted at similar times of year?</i></p> <p><i>What tools/assessments are used to conduct the classroom observations?</i></p>

	<p>Clarification for FCCH and GCCHs: FCCHs and GCCHs document how they use self-reflection activities, peer support networks, or communities of practice to inform their classroom practices.</p>				<p><i>Which teaching staff are observed in classrooms?</i></p> <p><i>Who conducts the classroom observations? Do you ever conduct peer observations?</i></p> <p><i>Describe how staff receive feedback from observations.</i></p> <p><i>For FCCHs and GCCHs: describe how self-reflection activities, peer support networks and/or communities of practice are used for evaluation.</i></p>
LM 3.4.4	<p>Annual performance evaluations based on job descriptions are provided in writing to all teaching staff*. The evaluations can utilize written feedback from enrolled families, quality coaches and technical assistance providers, certification representatives, peer support network and their community of practice. Teaching staff receive opportunities to discuss their areas of strengths and opportunities for growth with supervisors and/or peers. Annual performance evaluations are used to shape teaching staff's* PDPs.</p> <p>Clarification for FCCHs and GCCHs: FCCHs and GCCHs document how they use self-reflection activities, peer support networks, or communities of practice to inform their classroom practices.</p>	4	<input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)	<ul style="list-style-type: none"> • Description of the annual performance evaluation process • Copy of evaluation • Policy shared with teaching staff 	<p><i>What areas of the performance evaluation do you feel are most important for teaching staff?</i></p> <p><i>What types of feedback are used when completing performance evaluations?</i></p> <p><i>Tell me about how a typical performance evaluation is implemented. How are teaching staff allowed to contribute to their own evaluations?</i></p> <p><i>Explain how teaching staff's PDPs are shaped by their performance evaluations.</i></p> <p><i>Describe how teaching staff evaluations are used to discover program patterns, needs that may be addressed in the program's CQI plan.</i></p> <p><i>For FCCHs and GCCHs: How do you use peer support networks or communities of practice to help in your reflection practices and inform your practices?</i></p>
LM 3.4.5	<p>Employee benefits are available to full time staff (pro-rated for PT staff) and are explained in the program's policy and procedure manual.</p> <ul style="list-style-type: none"> • 1 benefit = 1 pt. • 2 benefits = 2 pts. • 3 or more benefits = 3 pts. <p>Employee benefits may include health</p>	1, 2 or 3	<input type="checkbox"/> Yes <input type="checkbox"/> No (1 pt.) <input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.) <input type="checkbox"/> Yes	<ul style="list-style-type: none"> • Information on benefits offered 	<p><i>How does your program decide upon employee benefits?</i></p> <p><i>How do staff learn about employee benefits?</i></p> <p><i>Has your program had to change benefits offered due to rising costs? How did you manage this transition of benefits?</i></p>

	<p>insurance, paid time off, child care, education compensation, etc.</p> <p>Clarification for FCCHs and GCCHs: FCCHs and GCCHs should be able to demonstrate paid benefits for owner/operators such as paid planning time, vacation time, health benefits, and retirement.</p>		<input type="checkbox"/> No (3 pts.)		<p><i>What benefits do staff consider to be the most important to them? How do you know?</i></p> <p><i>For FCCHs and GCCHs: Explain how you are compensated for paid planning time, paid days off, etc.</i></p> <p><i>For FCCHs and GCCHs: Do you have paid health insurance through your work as a Family Child Care/Group Child Care Provider?</i></p>
LM 3.4.6	<p>Staff meetings are held at least once per month with the expectation that all teaching staff* are in attendance for a portion of the meetings. Agendas are focused on professional development activities, consistency in best practices and quality.</p> <p>Clarification for FCCHs and GCCHs: FCCHs and GCCHs document how they use self-reflection, peer support networks, communities of practice, and family engagement to consider program’s strengths and challenges to inform improvement.</p>	1	<input type="checkbox"/> Yes <input type="checkbox"/> No (1 pt.)	<ul style="list-style-type: none"> Evidence of meetings Agendas from meetings Sign in sheets from meetings 	<p><i>How often are staff meetings conducted in your program?</i></p> <p><i>Who is required to attend these staff meetings?</i></p> <p><i>If meetings are conducted during program hours, how do you ensure staff who are not able to attend receive the information?</i></p> <p><i>How are meeting topics decided upon?</i></p> <p><i>Do staff have opportunities to share with each other and network at these meetings?</i></p> <p><i>Outside of staff meetings, how is information conveyed to all staff?</i></p> <p>For FCCHs and GCCHs: Explain how regular activities such as self-reflection, peer support networks, and communities of practice are used to inform continuous quality practices.</p>
LM 3.4.7	<p>A salary scale based on level of education/training and experience is utilized.</p> <p>Clarification for FCCHs and GCCHs: FCCHs and GCCHs demonstrate budget considerations that support fair compensation.</p>	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> Copy of salary scale 	<p><i>How is your program’s salary scale calculated?</i></p> <p><i>How often are program staff eligible for raises?</i></p> <p><i>What are staff raises based upon?</i></p> <p>For FCCHs and GCCHs: How do you ensure that you are compensated fairly to include benefits such as paid time off and insurance?</p>
LM 3.4.8	<p>All staff members are offered daily regular personal breaks.</p>	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> Copy of break schedule Policy statement 	<p><i>How are program staff offered routine daily breaks?</i></p>

	Clarification for FCCHs and GCCHs: FCCHs and GCCHs have a plan in place to ensure children are safe and supervised when staff are taking care of personal needs.				<p><i>What is done to ensure proper ratios and supervision is in place during teaching staff breaks?</i></p> <p><i>Explain how you ensure staff are able to take care of personal needs outside the times of regularly scheduled breaks.</i></p> <p>For FCCHs and GCCHs: <i>How do you ensure that children are safe and supervised when taking care of personal needs?</i></p>
LM 3.4.9	Programs utilize PAS or BAS as an internal assessment to reflect on business and administrative practices. Information obtained from the internal assessment is used to inform the program's CQI plan.	4	<input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)	<ul style="list-style-type: none"> PAS/BAS internal assessment Evidence that PAS or BAS has informed the CQI Plan 	<p><i>What information did you hope to discover through the use of the internal assessment?</i></p> <p><i>Were you surprised by anything you discovered through the internal assessment?</i></p> <p><i>How did the internal assessment help to inform your CQI Plan?</i></p>
LM 3.4.10	Program utilizes a licensed or certified health professional or health care consultant to establish and maintain health policies above those required by certification.	3	<input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> Copy of work agreement Description of services offered by health care consultant Evidence that information from health care consultant has been used to improve practices 	<p><i>How did your program identify the health care consultant that you currently use?</i></p> <p><i>What types of questions do you refer to the health care consultant for guidance?</i></p> <p><i>Explain how your health care consultant has helped guide policy and procedures in your program.</i></p>
LM 3.4.11	Program participates in shared services opportunities which support cost savings, greater efficiencies related to operations, and/or program quality enhancements.	3	<input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> Copy of shared services agreement Evidence of shared services activities 	<p><i>What types of shared services is your program currently participating in?</i></p> <p><i>Explain how shared services has helped support cost savings or greater operational efficiency.</i></p> <p><i>What other types of shared services would you hope to find in the future?</i></p>

Required STAR 3 & 4 Indicators Met:

SQ.3.4.1 Yes No if no, Designation = STAR 2

EC 3.4.5 Yes No if no, Designation = STAR 2

Keystone STARS Bonus Point Quality Initiatives for STAR 3 and 4 Programs

At STAR 3 and 4, programs can also earn up to 2 Bonus Points to be applied to specific Performance Standards categories. The table below indicates the current quality initiatives that have been approved for use as bonus points and the Performance Standard category in which the points would be applied. For more information on each of these quality initiatives, please refer to the Keystone STARS Program Manual or the PA Keys website at www.pakeys.org

Bonus Points – (2 pts. Each) Bonus points are applicable ONLY to the Performance Standard Category specified. Programs can earn a maximum of 2 points within each Bonus Point category; (i.e. a program who participates in both Farm to ECE and NAP SACC would not be eligible to receive 4 points within the Partnerships with Families and Communities Bonus Points Category)

Performance Standard Category & Related Quality Initiative	Bonus Pts. Earned
Early Childhood Education Program - Program participates in the implementation of Positive Behavioral Interventions and Supports (PBIS) and has been recognized for fidelity Implementation by the PA PBIS Network	
Leadership and Management - Program utilizes the After-School Quality (ASQ) Team Approach to develop a CQI Plan	
Leadership and Management - Program participates in an organized effort to promote environmental health improvements in their early learning program, making their facility and program healthier and less likely to negatively affect the health of children and early learning program staff. (example: PA Eco Healthy Child Care)	
Partnerships with Families and Communities - Program participates in an organized effort to promote nutritional health for children. (example: Farm to ECE, obesity prevention activities, PA NAP SACC, food security initiatives)	

Scoring Rubric

Required Quality Indicators

Required STAR 1 Indicator Met: Yes No

Required STAR 2 Indicators Met: Yes No (If no, program will be designated as a STAR 1)

Required STAR 3 and STAR 4 Required Indicator SQ 3.4.1 Met: Yes No (If no, program will be designated as a STAR 2)

Required STAR 3 and STAR 4 Required Indicator EC 3.4.5 Met: Yes No (If no, program will be designated as a STAR 2)

STAR 3 and 4 Optional Points Based Quality Indicators

STAR 3 = minimum of 70% of total points in each Standard Category

STAR 4 = minimum of 85% of total points in each Standard Category

Performance Standard	Total Points Available	Total Points Earned	Percentage Total Points Available	Percentage Total Points Earned	STAR 3 Minimum Pts. Required	Y/N	STAR 4 Minimum Pts. Required	Y/N
Staff Qualifications and Professional Development	35		32%		24		29	
Early Childhood Education Program	20		19%		14		17	
Partnerships with Families and Communities	20		19%		14		17	
Leadership and Management	33		30%		23		28	
TOTAL	108		100%		75		91	
<p>Bonus Points – (2 pts. Each) Bonus points are applicable ONLY to the Performance Standard Category specified. Programs can earn a maximum of 2 points within each Bonus Point category; (i.e. a program who participates in both Farm to ECE and NAP SACC would not be eligible to receive 4 points within the Partnerships with Families and Communities Bonus Points Category)</p>								
<p>Early Childhood Education Program - Program participates in the implementation of Positive Behavioral Interventions and Supports (PBIS) and has been recognized for fidelity Implementation by the PA PBIS Network</p>								
<p>Leadership and Management - Program utilizes the After-School Quality (ASQ) Team Approach to develop a CQI Plan</p>								
<p>Leadership and Management - Program participates in an organized effort to promote environmental health improvements in their early learning program, making their facility and program healthier and less likely to negatively affect the health of children and early learning program staff. (example: PA Eco Healthy Child Care)</p>								
<p>Partnerships with Families and Communities - Program participates in an organized effort to promote nutritional health for children. (example: Farm to ECE, obesity prevention activities, PA NAP SACC, food security initiatives)</p>								

Suggested POIs Programs Can Use to Support and Inform their CQI goals (EC 2.1, EC 3.4.5, & EC 3.4.6)*

Program Observation Instrument	Age Level (if applicable)	Supports Goal Setting For:
Environment Rating Scale (ERS) Suite		
Infant/Toddler Environment Rating Scale (ITERS-R)	Birth to 36 months	Classroom practices that support infants' and toddlers' physical, social-emotional, and cognitive development
Early Childhood Environment Rating Scale - Revised (ECERS-R)	37 months to Kindergarten	Classroom practices that support preschoolers' physical, social-emotional, and cognitive development
Early Childhood Environment Rating Scale – Third Edition (ECERS-3)	37 months to Kindergarten	Classroom practices that support preschoolers' physical, social-emotional, and cognitive development
School-age Environment Rating Scale – Updated (SACERS-U)	Younger School-Age/Older School-Age	Classroom practices that support school age children's physical, social-emotional, and cognitive development
Family Child Care Environment Rating Scale – Revised (FCCERS-R)	Birth to Older School-Age	Classroom practices that support infants', toddlers', preschoolers' and school age children's physical, social-emotional, and cognitive development in home-based settings
Classroom Assessment Scoring System (CLASS) Suite		
Infant CLASS	Birth to One Year	Interactions between teachers and infants, and teacher supports for their learning and development
Toddler CLASS	1-3 Years	Interactions between teachers and toddlers, and teacher supports for their learning and development
Pre-K CLASS	3-5 Years	Interactions between teachers and preschoolers, and teacher supports for their learning and development
K-3 CLASS	School-Age Children	Interactions between teachers and school-age children, and teacher supports for their learning and development
Other Program Observation Instruments (POIs)		
Business Administration Scale (BAS)* (Can be used for EC 2.1 at STAR 2. Can be used for LM 3.4.9 at STAR 3 & 4)	N/A	Family child care business practices
Climate of Healthy Interactions for Learning and Development (CHILD)	3-5 Years	Interactions that support children's social/emotional development
Developmental Environment Rating Scale (DERS)	2 ½-6 Years	Practices that support children's executive functioning, literacy and social-emotional development
Inclusive Classroom Profile (ICP)	2-5 Years with IFSP/IEP	Inclusive classroom practices supporting educational and developmental needs of children with disabilities
Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)	10-47 months	Adult behaviors and interactions linked to child outcomes
Program Administration Scale (PAS)* (Can be used for EC 2.1 at STAR 2. Can be used for LM 3.4.9 at STAR 3 & 4)	N/A	Center-based administration and leadership practices
Rating Observation Scale for Inspiring Environments (ROSIE)	All	Function and adaptability of the classroom space to meet the needs and interests of the current group
School Age Quality Program Assessment (SQPA)	Kindergarten through 6 th Grade	Enacting best classroom practices that support the needs of school-age children
Teaching Pyramid Observation Tool (TPOT) and Teaching Pyramid Infant Toddler Observation Scale (TPITOS)	Preschool (TPOT) and Infant/Toddler (TPITOS)	Programs using the Pyramid Model

OCDEL-Approved Alternate Pathways to STARS Designation

The following table provides information on OCDEL-approved Alternate Pathways and their corresponding STAR designation. Alternate pathway options apply to individual program locations. For more information on OCDEL-approved alternate pathways, please reach out to your local ELRC.

Accrediting Agency	Evidence / Documentation	STAR Level
Association of Christian Schools International (ACSI) Accreditation plus regular DHS Certificate of Compliance or PDE private academic license	Accreditation Certificate (5 year), electronic database listing and by calling or emailing ACSI (no annual letter issued)	STAR 3
Head Start / Early Head Start (HS/EHS) grantee in good standing with Office of Head Start	Annual Re-Funding Letter provided by Office of Head Start	STAR 4
Montessori Recognition (AMI) or Accreditation (AMS) by: Association Montessori Internationale (AMI/USA) Recognition or American Montessori Society (AMS) Accreditation plus regular DHS Certificate of Compliance or PDE private academic license	Certificate of Accreditation from AMS (issued every August) and by calling or emailing AMS Certificate of Recognition and annual letter from AMI	STAR 4
National Association of Education of Young Children (NAEYC) Accreditation plus regular DHS Certificate of Compliance or PDE private academic license	Accreditation Certificate (5 year) or electronic database listing and NAEYC Annual Report	STAR 4
National Association for Family Child Care (NAFCC) Accreditation plus regular DHS Certificate of Compliance or PDE private academic license	Accreditation Certificate (3 Year) or electronic database listing and NAFCC Annual Report	STAR 4
National Early Childhood Program Accreditation (NECPA) plus regular DHS Certificate of Compliance or PDE private academic license	Accreditation Certificate (3 Year) or electronic database listing and, NECPA Annual Report	STAR 4
Out of School Time (OST) Only Providers School Age Child Care (SACC) Accreditation through Council of Accreditation (COA) plus regular DHS Certificate of Compliance, as appropriate	Accreditation Certificate or electronic database listing and by calling or emailing COA (COA does not issue annual letters)	STAR 4
Compliant 21st Century Community Learning Centers plus regular certificate of compliance or PDE private academic license	Designation Certificate or electronic database listing and, as applicable 21CCLC Annual Report	STAR 4

Pennsylvania's Early Childhood Education Career Pathway Levels and Qualifying Achievements

<p>Entry Level</p> <ul style="list-style-type: none"> Not yet meeting Rising Level A 	<p>Level A</p> <ul style="list-style-type: none"> Holds a current CDA certificate from the Council for Professional Recognition Current School Age Credential 9 Early Childhood Education (ECE) credits 	<p>Level B</p> <ul style="list-style-type: none"> Regionally accredited ECE focused ASB or AST AA/AS in ECE AA/AS/BA/BS in related field with 18 ECE credits AA/AS/BA/BS in an unrelated field with 30 ECE credits Elementary Ed Degree with 12 ECE credits 	<p>Level C</p> <ul style="list-style-type: none"> BA/BS in ECE BA/BS related field with 30 ECE credits Elementary Ed with 18 ECE credits Any field with Prek-4 Certification 	<p>Level D</p> <ul style="list-style-type: none"> Master's in ECE <p>Meets Level C AND:</p> <ul style="list-style-type: none"> Achieved a Master's Degree in a related field, Master's Degree in Elementary Education with 18 ECE credits Master's Degree in any field & PreK-4 certification
<p>Rising Level A</p> <ul style="list-style-type: none"> Verified Child Development Associate (CDA) ready Career and Technology (CTE) graduate OR Enrolled CDA coursework Enrolled School-Age Professional Credential (SAPC) Enrolled in an OCDEL Approved Certificate or Credential Enrolled ECE Program OR 6 Early Childhood Credits (ECE) credits 	<p>Level A Plus</p> <p>Meets Level A and has completed:</p> <ul style="list-style-type: none"> 12 or more ECE credits towards an AA/AAS degree in ECE AND has made progress towards degree achievement in the past year A Non-regionally accredited Early Child Specific Associate of Specialized Business (ASB) or Associate of Specialized Technology (AST) <p>OR is a Level A AND currently has a one of the following:</p> <ul style="list-style-type: none"> Director's Credential Infant Toddler Mental Health Endorsement Infant Toddler Credential Apprenticeship Completion Certificate 	<p>Level B Plus</p> <p>Meets Level B AND has completed:</p> <ul style="list-style-type: none"> 12 or more ECE credits towards a BA/BS degree in ECE AND has made progress towards degree achievement in the past year <p>OR currently has one of the following:</p> <ul style="list-style-type: none"> Director's Credential Infant Toddler Mental Health Endorsement Infant Toddler Credential Current School Age Credential Apprenticeship Completion Certificate 	<p>Level C Plus</p> <p>Meets Level C AND has completed:</p> <ul style="list-style-type: none"> 12 or more ECE credits towards a Master's degree in ECE AND has made progress towards degree achievement in the past year <p>OR currently has one of the following:</p> <ul style="list-style-type: none"> Director's Credential Infant Toddler Mental Health Endorsement Infant Toddler Credential Current School Age Credential Apprenticeship Completion Certificate 	<p>Level E</p> <ul style="list-style-type: none"> Ph.D/Ed. D in an ECE related area Doctorate in related field and meets Level C or Level D





KEYSTONE STARS PROGRAM MANUAL

August 1, 2020

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SECTION ONE: KEYSTONE STARS

About Keystone STARS

Keystone STARS is a program of Pennsylvania's Office of Child Development and Early Learning (OCDEL) and is the state's Quality Rating Improvement System (QRIS). Keystone STARS has four primary goals:

- To improve the quality of early childhood education (ECE);
- To support ECE providers in meeting their quality improvement goals;
- To recognize programs for continuous quality improvement and meeting higher quality standards; and
- To provide families a way to choose a quality ECE program.

OCDEL's Keystone STARS Program supports all early childhood education programs to improve program quality. We encourage programs to think about the Keystone STARS Performance Standards as a tool to support continuous quality improvement (CQI) that impacts services to the children and families in your care.

Pennsylvania is required to use a portion of its federal Child Care and Development Block Grant (CCDBG) funds for activities that improve the quality of childcare services; and increase families' options for, and access to, high-quality childcare. CCDBG is devoted to helping low-income families working or participating in education and training to pay for childcare and improve their access to quality childcare. Keystone STARS is funded by Pennsylvania's quality set-aside fund as well as state funding streams.

Defining Quality in Early Childhood Education Programs

Quality early childhood education is made up of two components, structural quality and process quality.

1. **Structural Quality** often defines the foundational or regulated components of a quality ECE program. Structural quality components include aspects such as group size, children-to-teacher ratio, and teachers' qualifications.
2. **Process Quality** focuses on the dynamic and human aspects of ECE programs that support the daily experiences of children. Process quality encompasses the social, emotional, physical, and instructional aspects of children's activities and interactions with teachers, peers, and materials.

Keystone STARS – A Commitment to the Diversity of Pennsylvania's Early Childhood Education Providers

Keystone STARS policies and performance standards were designed to be accessible to each and every provider in Pennsylvania. This commitment to an accessible STARS program means that providers have flexibility to create CQI plans that are meaningful to them and, at STAR 3 and 4 are able to choose which optional quality indicators best align with their goals. Quality coaches will work in partnership with providers to highlight strengths and create achievable plans to improve quality.

The Keystone STARS Program Manual and Performance Standards were written to capture the broad vision for quality ECE. The performance standards should be interpreted in a way that aligns with the type of program a provider owns, operates or works to support. If you have questions related to how a standard can be applied to your program, please contact your local Early Learning Resource Center (ELRC) and ask to speak to a Quality Coach.

About the Office of Child Development and Early Learning (OCDEL)

History: The Office of Child Development and Early Learning (OCDEL) was established in 2007 as a joint initiative between the Departments of Education and Human Services. It was established to promote opportunities for all Pennsylvania's children and families by building systems and providing supports that help ensure access to high-quality child and family services.

Mission: The Office of Child Development and Early Learning provides families access to high quality services to prepare children for school and life success.

Goals:

- Work effectively, collaboratively, creatively and successfully to ensure that all families have access to high quality programs for their children;
- Engage stakeholders in actionable ways that provide guidance on programs and policies; and
- Identify and use key data and research to improve policies and practices.

OCDEL is composed of four Bureaus:

Bureau of Certification Services

The Bureau of Certification Services is responsible for the regulation of all childcare centers, group childcare homes and family care homes in Pennsylvania. The Certification Bureau receives inquiries regarding a variety of topics, including: the requirements and process for opening a childcare facility; the statutes and regulations for designation a childcare facility; the status and compliance history of specific facilities; and the complaints regarding childcare facilities.

Bureau of Early Intervention Services

The Bureau of Early Intervention (EI) Services assures that all eligible children from birth to five with disabilities and/or developmental delays receive services and supports that maximize their development so they are successful in any early care and education setting. Services are provided to eligible infants, toddlers, and young children three and older. This Bureau oversees the Early Intervention Program for children from birth to school age and provides family support programs that strengthen families, reduce risk, and increase early learning opportunities for children.

Bureau of Early Learning Resource Center Operations

The Bureau of Early Learning Resource Center Operations provides direct support to the ELRCs in managing the Child Care Works and Keystone STARS programs through technical assistance and instruction on all fiscal, programmatic and system requirements. The bureau works with ELRCs to ensure program and grant compliance and adherence to federal and fiscal reporting requirements and provide any necessary technical assistance and remediation.

Bureau of Policy and Professional Development

The Bureau of Early Learning Policy and Professional Development works to ensure all programmatic policies align to improve cross-systems efficiencies, identify potential policy barriers, leverage policy opportunities, and ensure compliance with federal reporting requirements. In addition, ELRC program compliance will be supported through internal and external professional development and technical assistance supports ensuring consistent state-wide service delivery and efficient use of available state and federal resources.

Benefits of Keystone STARS

Quality ECE benefits everyone and serves as an economic development strategy for Pennsylvania.

Benefits for Children and Families:

- Quality early care and learning promotes healthy child development and early learning;
- STAR designations help families find quality child care for their children; and
- Reliable quality child care allows families to focus on work, have fewer absences and be more productive.

Benefits for Providers:

- Customized support and assistance to individual programs;
- Grants, awards and other financial supports as available;
- Supportive professional development;
- Outreach and marketing to families;
- Apply for other grant programs, such as the Pennsylvania Child And Adult Care Food Program (CACFP)
- A roadmap for strengthening the quality of care and an opportunity for lifting up the child care profession and child care system; and
- Increased Child Care Works (CCW) payments based on quality level.

To find out the other great opportunities Keystone STARS offers to help become a certified child care Keystone STARS provider, contact your local Early Learning Resource Center or visit raiseyourstar.org.

Keystone STARS Incentives

Child Care Subsidy Daily Add-On for Keystone STARS Programs

As part of OCDEL's commitment to CQI, programs participating in Keystone STARS at STAR 2 level and above receive a quality add-on rate for every child they serve who is enrolled in Child Care Works (CCW).

This subsidy add-on, or *tiered reimbursement*, is applicable to Family Child Care Homes, Group Child Care Homes, and Centers at STAR 2 and higher and increases with each STAR level. The add-on is automatically applied to the daily, subsidized child care rate for the program. The additional daily amount may, in some circumstances, increase provider rates to an amount that exceeds the maximum child care allowance.

Grants and Awards

Qualifying childcare programs may receive Keystone STARS grants and awards. Grants and awards may not be available to all programs and will be prioritized to programs serving greater numbers of CCW participants in times of limited funding.

Tuition Assistance

Several types of tuition assistance are available to program staff working at Keystone STARS facilities:

- **Child Development Associate (CDA) Assessment Fee Voucher Program**

The CDA ASSESSMENT FEE VOUCHER PROGRAM supplies payment for the CDA Assessment Fee that is required to complete the CDA Assessment process. The full CDA Assessment Fee of \$425 is paid directly to the Council for Professional Recognition. This program does not reimburse individuals.

The Pennsylvania Key also offers a voucher for \$125 to cover an individual's CDA Renewal Fee.

For more information about the CDA Voucher Program, click [here](#) visit the Pennsylvania Keys website at www.pakeys.org

- **Rising STARS Tuition Assistance**

The Rising STARS Tuition Assistance Program pays 95% of tuition costs for eligible college coursework taken by early learning professionals, with a maximum benefit of \$8,000 per individual each fiscal year (July 1 through June 30). Tuition costs net of other funding sources such as scholarships, stipends, discounts or grants (except the Pell Grant) are used to determine the amount of assistance. It is recommended completed applications be submitted at least four weeks prior to the start of the course, or prior to the tuition due date, whichever is first.

For more information about the Rising STARS Tuition Assistance program, click [here](#) or visit the Pennsylvania Keys website at www.pakeys.org

- **Teacher Education and Compensation Helps (T.E.A.C.H.) Pennsylvania Scholarship Program**

T.E.A.C.H Early Childhood PENNSYLVANIA Scholarship Program works with providers, colleges, and child care staff to offer scholarship programs and support systems that improve the education and compensation of child care workers. T.E.A.C.H obtains its funding through grants from businesses, foundations, and government. By helping increase professionalism, raise wages, and reduce staff turnover of child care staff, this public-private partnership brings higher quality care to Pennsylvania's children. T.E.A.C.H is administered by the Pennsylvania Child Care Association (PACCA).

For more information about T.E.A.C.H., click [here](#) or visit PACCA's website at www.pacca.org.



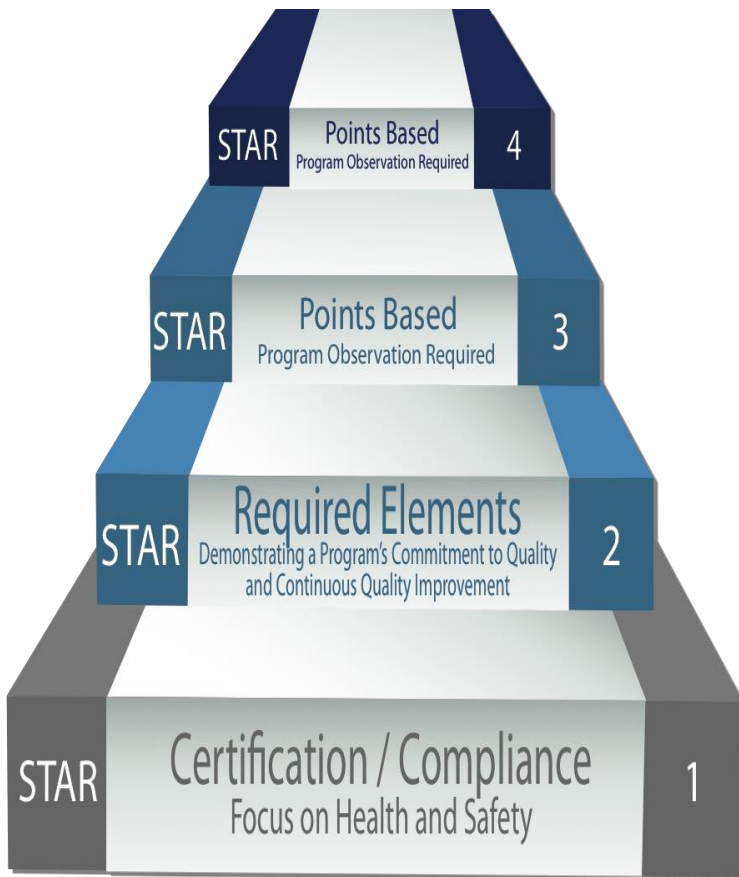
SECTION TWO: THE KEYSTONE STARS DESIGNATION PROCESS

Navigating the Process of Keystone STARS

Step 1: Maintain STAR 1 Eligibility

The following eligible programs demonstrate their ability to maintain a foundation for a safe and healthy environment for children and will automatically be designated a STAR 1.

- Early childhood education and school age programs holding a regular Certificate of Compliance from Pennsylvania’s Department of Human Services (DHS)
- Preschool programs holding a private academic license from the Pennsylvania Department of Education (PDE)



These early childhood education providers are awarded a STAR 1 and may increase their STAR level by meeting higher performance standards.

Receiving a STAR 1 designation is the first step on a program’s CQI journey. STAR 1 programs are invited to connect with a Quality Coach at the local Early Learning Resource Center (ELRC). Quality Coaches are available to help identify a program’s strengths and opportunities for growth. All programs hoping to advance through STAR levels should begin with making a connection with their most supportive resource – a Quality Coach.

Step 2: Complete the Request for Keystone STARS Designation and Program Information Form
Programs expressing an interest in moving up the STARS quality continuum should:

- Complete the Request for Keystone STARS Designation and Program Information Form
- Demonstrate structural quality elements that ensure children have a healthy, safe, challenging and supportive environment that fosters responsive and meaningful child-adult interactions.
- Connect with a Quality Coach at their Early Learning Resource Center (ELRC).

Your Quality Coach can

- Support your program through the STAR 2 evidence-gathering process

- Support your program in conducting an internal assessment using an evidence-based observation instrument that best meets your program's needs and goals
- Provide guidance in the creation of a CQI Plan with goals and action items to support program improvement
- Review evidence of meeting STAR 2 program standards prior to submission through the Keystone STARS Document Uploader online portal.

Step 3: Achieve STAR 2 Designation

A program's STAR 2 designation is determined by fully meeting all of the STAR 2 quality indicators.

Step 4: Engage in Continuous Quality Improvement (CQI) journey to higher STAR levels

Programs that successfully achieve a STAR 2 designation are encouraged to continue on their pathway to STAR 3 and 4. At the two highest levels of Keystone STARS, programs earn points by meeting all required quality indicators across the four performance standard areas and choose which quality indicators best meet their CQI plan. Programs must continue to use evidence-based program observation tools for internal assessment and plan for CQI activities.

Programs working toward the STAR 3 and 4 levels are encouraged to seek CQI assistance from a Quality Coach. At these levels, Quality Coaches will:

- Support programs through the STAR 3 and 4 evidence-gathering process
- Provide guidance in creating a CQI Plan with goals and activities to support comprehensive program improvements
- Review evidence of meeting STAR 3 and 4 quality indicators

Step 5: Achieve a STAR 3 or 4 Designation

STAR 3 and STAR 4 designations are considered to indicate the highest of quality levels for ECE programs. At these levels, a program's designation is determined by meeting all required quality indicators and earning the required minimum number of points from the optional quality indicators.

Keystone STARS Renewal and Appeals Process

Keystone STARS Renewal Process

All programs that receive a STAR 2 or higher designation must complete an annual paperwork renewal that includes the following:

- Request for STAR Designation and Program Information Form
- Enrollment Calculation Tool (ECT)
- Copy of Continuous Quality Improvement (CQI) Plan update
- Facility Staff Qualifications Grid

The annual paperwork renewal is due 30 days prior to a program's designation anniversary.

Keystone STAR designations are awarded for a 3-year period. Exceptions to the 3-year designation may happen when special circumstances occur including:

- Programs are ready to achieve a higher STAR designation;
- Programs experience significant program growth (additional age groups added)
- Programs experience a revocation, suspension or issuance to provisional Certification status; and/or

- Programs experience changes or circumstances that warrant a designation review including but not limited to received complaints from families and other stakeholders, loss of OCDEL-approved Alternate Pathway accreditation and/or loss of Head Start federal funding

If any circumstances above apply, a program may need to repeat the full designation process. As significant changes occur, programs are required to report these to their Quality Coach who will then determine if a new designation is required.

Keystone STARS Appeal Process

If a program believes there has been an error in determining their STAR designation, the program may submit a written appeal that details the indicator(s) and the evidence submitted in question to the ELRC Director. Appeal letters must be submitted within 30 business days of a STAR designation and will be responded to within 30 days.

Role of Continuous Quality Improvement Plans in Keystone STARS Designation Process

A program's CQI Plan should serve as a roadmap in goal setting based on an analysis of the program's strengths and areas in which improvement is needed in order to improve the experiences of children and families. The CQI Plan should be reflective in nature and, as such, should be updated to include progress made in meeting previous goals as well as the addition of new goals that further pushes the pendulum to higher quality practices. CQI Plans are by their very nature dynamic and will change over time.

As part of all Keystone 2, 3, and 4 designations and annual reviews, programs are required to submit a copy of their updated annual CQI Plan to their Quality Coach. This annual update should include a review of the previous CQI Plan to:

- Summarize progress made toward achievement of both short-term and long-term goals
- Identify new goals and action steps based on reflective activities and other internal assessment activities
- Discuss any goals no longer deemed necessary
- Indicate individuals responsible for achieving goals

Program Quality Assessment in Keystone STARS

Program Quality Assessment (PQA) refers to the process of observing classroom or program leadership and management practices using observation instruments. These observations can help early childhood and school-age professionals review their program's practices to see what they are doing well and identify areas for growth. Program Quality Assessment results in feedback that should be used to inform CQI Plan goals related to classroom practices and program management.

The COVID-19 pandemic necessitated changes to the role of PQA within Keystone STARS in the 20/21 fiscal year. These specific changes are outlined in the Keystone STARS Performance Standards and include the temporary suspension of formal external PQA visits for STAR 3 and 4 programs. ***Changes to temporarily suspend the requirement for an external Program Quality Assessment (PQA) using ERS or CLASS in the 2020-21 STARS Performance Standards are related to best practices in the mitigation of the spread of COVID-19. Future STARS designations may require an external PQA to move up or maintain a STAR 3 or 4 designation.***

Program Observation Instruments in Keystone STARS

Program Observation Instruments (POIs) are evidence-based, reliable tools used to measure various aspects of quality practices. Some POIs use a broad lens, reviewing multiple aspects of quality practice that support children’s growth and development across multiple domains. Others use a more focused lens to consider very specific quality practices or practices that reflect only a portion of a program’s daily programming for families. Selecting an appropriate POI to support gathering feedback for use in CQI goal planning is an important decision for programs. Over time a program may opt to use multiple POIs to inform their goals, as they develop new practices, encounter new challenges, or support staff with various levels of experience and skills. Below are charts outlining approved POIs for use in Keystone STARS PQA Activities.

Program Observation Instruments for Classroom Practice

Program Observation Instruments for Classroom Practice			
Center-Based Programs (Birth to 5 years)			
Assessment Instrument	Age / Setting	Target Area(s)	For more Information
Infant Toddler Environment Rating Scale – Revised (ITERS-R)	Infant and Toddler Classrooms	Comprehensive Overview of practices related to: <ul style="list-style-type: none"> ■ Space and furnishings ■ Personal care routines ■ Language-reasoning ■ Activities ■ Interaction ■ Program structure ■ Families and staff 	www.ersi.info
Early Childhood Environment Rating Scale – Revised (ECERS-R)	Preschool Classrooms		
Early Childhood Environment Rating Scale – Third Edition (ECERS-3)	Preschool Classrooms		
Infant Classroom Assessment Scoring System (Infant CLASS)	Birth to One Year Classrooms	Teacher-Child Interactions related to: <ul style="list-style-type: none"> ■ Responsive caregiving 	www.teachstone.com
Toddler Classroom Assessment Scoring System: (Toddler CLASS)	One to Three-Year-Old Classrooms	Teacher-Child Interactions related to: <ul style="list-style-type: none"> ■ Emotional and behavioral support ■ Engaged Support for Learning 	
Pre-K Classroom Assessment Scoring System (Pre-K CLASS)	Three to Five-Year-Old Classrooms	Teacher-Child Interactions related to: <ul style="list-style-type: none"> ■ Emotional support ■ Classroom organization ■ Instructional support 	
Inclusive Classroom Profile (ICP)	Two to Five Years of Age	Daily inclusive practices for children with IEP/IFSP related to: <ul style="list-style-type: none"> ■ Adaptations of space and materials ■ Adult involvement in peer interactions ■ Adults’ guidance of children’s free choice activities and play ■ Conflict resolution ■ Membership ■ Relationship between adults and children ■ Support for communication 	

		<ul style="list-style-type: none"> ■ Adaptations of group activities ■ Transitions between activities ■ Feedback ■ Family-professional partnerships ■ Monitoring children’s learning 	Profile-ICP-Set-Research-Edition-P969.aspx
Parenting Interactions with Children: Checklist of Observations linked to Outcomes (PICCOLO)	10 -47 Months	<p>Positive Interactions and behaviors related to:</p> <ul style="list-style-type: none"> ■ Affection ■ Responsiveness ■ Encouragement ■ Teaching <p>NOTE: Designed to observe parenting behaviors, there is research that indicates appropriate for use to observe teacher interactions with children.</p>	www.brookespublishing.com/resource-center/screening-and-assessment/piccolo/
Climate of Healthy Interactions for Learning and Development	Preschool Classrooms enrolling children ages 2-5	<p>Teacher support for children social/emotional development related to:</p> <ul style="list-style-type: none"> ■ Transitions ■ Directions and rules ■ Social and emotional learning ■ Staff awareness ■ Staff affect ■ Staff cooperation ■ Staff-child interactions ■ Individualized and developmentally appropriate pedagogy ■ Child behaviors 	medicine.yale.edu/childstudy/policy/zigler/focusareas/child/
Developmental Environment Rating Scale (DERS)	2 ½ to 6 years	<p>Environmental and teacher support for children’s development related to:</p> <ul style="list-style-type: none"> ■ executive functioning skills ■ literacy ■ social/emotional functioning. 	www.ders-app.org/
Rating Observation Scale for Inspiring Environments (ROSIE)	Not specified, but most appropriate for preschool classrooms	<p>Classroom aesthetics related to:</p> <ul style="list-style-type: none"> ■ Nature ■ Color ■ Furnishings 	www.youtube.com/watch?v=O-SDG-8kRLE

		<ul style="list-style-type: none"> ■ Textures ■ Displays ■ Lighting ■ Focal Points 	prezi.com/g5ddqnpmenws/ro-sie-rating-observation-scale-for-inspiring-environments/
Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)	Birth to 36 months	Teacher implementation of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children	www.youtube.com/watch?v=cBmabJw57TU brookespublishing.com/product/tpitos/
Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT)	Preschool classrooms enrolling children aged 2-5 years	Teacher implementation of the Pyramid Model teaching practices	brookespublishing.com/product/tpot/

Family/Group Child Care Homes

Assessment Tool	Age Level	Target Area(s)	Resources
Family Child Care Environment Rating Scale – Revised (FCCERS-R)	Birth to School-age	Comprehensive Overview of practices related to: <ul style="list-style-type: none"> ■ Space and furnishings ■ Personal care routines ■ Listening and talking ■ Activities ■ Interaction ■ Program structure ■ Families and providers 	www.ersi.info
Parenting Interactions with Children: Checklist of Observations linked to Outcomes (PICCOLO)	10 - 47 Months	Positive Interactions and behaviors related to: <ul style="list-style-type: none"> ■ Affection ■ Responsiveness ■ Encouragement ■ Teaching <p>NOTE: Designed to observe parenting behaviors, there is research that indicates appropriate</p>	www.brookespublishing.com/resource-center/screening-and-assessment/piccolo/

		for use to observe teacher interactions with children.	
School-Age Child Care (Center-Based and/or SACC Only)			
Assessment Tool	Age Level / Setting	Target Area(s)	Resources
School-Age Care Environment Rating Scale - Updated (SACERS-U)	School-age (ages 5 to 12 years)	Comprehensive Overview of practices related to: <ul style="list-style-type: none"> ■Space and furnishings ■Health and safety ■Activities ■Interactions ■Program structure ■Staff development ■Special needs 	www.ersi.info
Classroom Assessment Scoring System (CLASS) K-3	School- age	Teacher-Child Interactions related to: <ul style="list-style-type: none"> ■Emotional support ■Classroom organization ■Instructional support 	www.teachstone.com
School-Age Program Quality Assessment (SPQA)	School-age (grades K-6)	Teacher practices and child experiences related to: <ul style="list-style-type: none"> ■Safe Environment ■Supportive Environment ■Interaction ■Engagement ■Organization-level policies and procedures 	cypq.org/assessment

Program Observation Instruments for Leadership and Management

Program Observation Instruments for Leadership/Management			
Program Administration			
Assessment Tool	Age Level / Setting	Target Area(s)	Resources
Business Administration Scale for Family Child Care (BAS)	Family Child Care/Group Child Care homes that serve various ages	<ul style="list-style-type: none"> ■Qualifications and professional development ■Income and benefits ■Work environment ■Fiscal management ■Recordkeeping ■Risk management 	mccormickcenter.nl.edu/library/business-administration-scale-for-family-child-care-bas/

		<ul style="list-style-type: none"> ■ Provider-family communication ■ Community resources ■ Marketing and public relations ■ Provider as employer 	
Program Administration Scale (PAS)	Center-based, Group Child Care Homes located outside a home setting or prekindergarten programs in elementary schools	<ul style="list-style-type: none"> ■ Human resources development ■ Personnel cost and allocation ■ Center operations ■ Child assessment ■ Fiscal management ■ Family partnerships ■ Program planning and evaluation ■ Marketing and public relations ■ Technology ■ Staff qualifications 	mccormickcenter.nl.edu/library/program-administration-scale-pas-2nd-ed/

Additional information about the POI's can be found [here](#) or by visiting the Pennsylvania Keys website at www.pakeys.org.

The Internal Assessment Process in Keystone STARS

Programs in Keystone STARS are required to complete internal assessments at STAR 2 using a POI selected from the above charts. As they work toward STAR 3 and 4, they are required to create an Internal Assessment Process that outlines the key elements in successfully observing program practices and using the feedback in authentic and meaningful ways to inform goals for classroom and leadership/management practice growth.

Historically, PQA activities included visits from OCDEL approved reliable Pennsylvania Key Program Quality Assessors for external assessment of classroom practices that provided feedback for CQI. The use of internal assessment for Program Year 2020-2021 and moving to web-based support of the process from your ELRC Quality Coach and Pennsylvania Key Program Quality Assessor reflects the high priority of reducing exposure to COVID-19 until a safe return to onsite work becomes possible. However, internal assessment is an ongoing process that can be used at any time to enhance your program's commitment to growth and improvement. Developing a process for your internal assessments will support the conversations you have with your larger CQI Team and help you prepare for a meaningful experience that builds on your program's philosophy, priorities, and culture.

There are many steps to an effective Internal Assessment Process. Your Quality Coach and Pennsylvania Key Program Quality Assessor are valuable resources to support your creation of a process. The most familiar step in the process is conducting the internal assessment observations (formerly known as self-assessments). The STARS Standards document includes a definition of internal assessment for your use. Although many programs are familiar with conducting observations, the goal of creating a formal Internal Assessment Process is to expand this internal monitoring of daily practice into a system that reflects a programs commitment to ongoing CQI. Below are some general tips for program use during the observation step of the process.

Tips for Successful and Effective Internal Assessment Observations

Before: Consider each classroom's strengths and goals for growth to determine the program observation instrument (POI) selected. Thoroughly review the POI(s) you select, print the scoresheet(s) needed, and be sure to check the publisher or author's website and the Program Quality Assessment section of the Pennsylvania Key website for additional guidance (For example, the PA Position Statements), updates, or clarification. Whenever possible, enroll all program staff in professional development for the POI(s) you'll use. This will prepare you for discussions with your Quality Coach and Program Quality Assessor regarding the instrument selected.

During: The ideal internal assessment process is for one person to complete the full observation. Each POI will have its own guidance for time sampling and how to gather information. If the instruments guidance for use is not practical in your program, do the best you can to come close to that process – talk with your Quality Coach and Pennsylvania Key Program Quality Assessor about alternate approaches to gathering information. It is critical to base your assessment findings on what you observe and not what you already know about the teaching staff and the classroom environment.

After: The score sheet and your notes should reflect only what was observed. Be honest with yourself and your staff. Your internal assessment is not a test to be passed, it's an opportunity to learn more and plan for growth in ways that matter to your program. Once the data-collection and/or scoring is complete, share the information with the teaching staff that were observed and begin planning for next steps.



SECTION THREE: KEYSTONE STARS SUPPORTS

Professional Development in Keystone STARS

Keystone STARS considers professional development (PD) as all education, technical assistance and coaching activities that support of an individual's or program's continuous quality improvement.

STARS PD is provided to ECE programs participating in Keystone STARS to help them achieve movement in STAR levels. OCDEL funds PD aligned with CQI and the office's priorities. Approved PD is available in the PD Registry. Quality Coaches can support programs in identifying PD that best fulfills the program's CQI needs.

Professional Development Goals

- Assist eligible STARS facilities in achieving specific quality performance standards and higher STAR levels;
- Enhance, but not duplicate, the services provided by other parts of the ECE system; and
- Support a team approach to addressing the needs of educators and their programs.

Professional Development Guiding Principles

- PD is comprehensive and coordinated;
- PD is relationship-based, culturally sensitive, and use a strength-based approach that focuses on the individual needs of the teachers/directors and programs;
- PD maximizes resources by collaborating with, but not duplicating the services of other partners;
- PD values a collaborative model of service delivery;
- PD acknowledges and builds on the diversity and commonalities of all teachers/directors and programs;
- PD promotes a cross-systems network allowing partners to communicate and refer effectively;
- PD uses research and evidence-based practice; and
- PD establishes consistent data collection procedures to assess programs and inform decision-making and program improvement.

Professional Development (PD) Registry Information

The Pennsylvania Key provides access to professional development courses developed in-state and nationally through the Professional Development (PD) Registry. The PD Registry is a technology system that functions as a workforce registry. A workforce registry increases the number of high-quality early childhood education programs by helping to develop and track a knowledgeable and skilled ECE workforce in Pennsylvania.

The PD Registry tracks an individual's professional achievements and provides important data about the early childhood workforce to help raise the status and compensation for ECE professionals.

In addition, individuals can complete their Professional Development Plan, take a self-assessment of their current knowledge and apply for placement on the Career Pathway, all through the PD Registry.

For more information on the PD Registry, click [here](#) or visit The Pennsylvania Key website at www.pakeys.org.

Professional Quality Assurance System (PQAS) Information

The Pennsylvania Quality Assurance System (PQAS) is a system designed to ensure quality PD and technical assistance (TA) is provided to early childhood and school-age practitioners in Pennsylvania.

Approved instructors are required to meet and maintain established qualifications, including educational achievements and professional development experience.

Generally, PD that an individual takes to meet Keystone STARS Performance Standards should be PQAS approved in order to ensure that it is high quality and delivered by approved instructors. In addition, by taking PQAS-approved courses, individuals can be assured that the PD they take will appear in their Learning Record in the PD Registry.

In instances where a Keystone STARS quality indicator speaks to a vendor specific tool including curriculum, developmental screening, and observation-based assessment, OCDEL recognizes the need for increased flexibility as these trainings can often be costly and hard to find when taken directly from the vendor. Information about meeting vendor specific PD training requirements can be found [here](#) or by going to the Pennsylvania Keys website at www.pakeys.org.

Career Pathway Information

What is a career pathway?

In every profession, there is a defined pathway for career advancement, as well as, a defined entry point into the field. Early Childhood Educators should not be the exception. As research on what infants, toddlers and young children need from their early learning settings evolves, so should how the early childhood workforce is prepared. PA's Early Childhood Education (ECE) Career Pathway seeks to simplify and guide our profession towards meeting the minimal qualifications and competencies needed for each role an Early Childhood Educator may have. To see Pennsylvania's ECE Career Pathway, click [here](#) or visit The Pennsylvania Keys website at www.pakeys.org/get-professional-development/career-pathway/

Why a move to a career pathway system?

Career pathways define entry level qualifications and steps one can take to ensure they have the skills, knowledge and competencies needed to fulfill their desired role. OCDEL aims to support the growth and development of the workforce already in the field, build upon the expertise of our profession and create a statewide framework to govern these efforts. Establishing shared benchmarks through the career pathway levels helps to do this with predictability and reliability across the commonwealth, while still allowing for flexibility in how one qualifies at each level.

How do I find out what my Career Pathway level is?

Once an Early Childhood Educator uploads their staff qualifications into the PD Registry and that information is verified by The Pennsylvania Key staff, they will receive a notification that they have been placed on the Career Pathway. This will allow ECE staff to see where they currently are and lay out the opportunities for growth, if interested.

What if I want to appeal my Career Pathway level?

A form is available in the PD Registry section of The Pennsylvania Key website. This can be filled out by an Early Childhood Educator or by a representative from an Early Learning Resource Center (ELRC) or Professional Development Organization (PDO) on behalf of an Early Childhood Educator.

Keystone STARS Document Uploader Software

The Keystone STARS Document Uploader is a web-based resource that gives providers the ability to electronically submit sources of evidence in meeting their Keystone STARS Performance Standards to their Quality Coach and/or Designator.

The Keystone STARS Document Uploader is web-based, can be accessed at any time with any web-browser, and is easy to use. The documents uploaded are directly linked to specific quality indicators in the Keystone STARS Performance Standards and are visible to the assigned Quality Coach.

Users will have access to their Document Uploader Dashboard – allowing them to view what documents have been uploaded, get feedback on their acceptance status, and have a running audit of evidence that has been submitted previously to their Quality Coach.

Providers who do not yet have access to the Document Uploader software should request a link from their local ELRC. Providers will be emailed a region-specific link to create a profile for access. After completing the profile, they should receive a confirmation email from the Document Uploader team with step by step instructions on using the software.

The Keystone STARS Document Uploader is located at www.pastarsuploader.org.



SECTION FOUR: KEYSTONE STARS FORMS

Request for Keystone STARS Designation and Program Information Form

Instructions: All programs requesting to move up in Keystone STARS or completing their annual review must complete this form. Programs completing their annual renewal should complete and submit this document 14 days prior to their STAR expiration. During the annual review process, programs should also ensure all information in PELICAN related to their program is accurate and current including age of children accepted, accreditations, contact information, etc. Programs requesting to move up in Keystone STARS can submit this form at any point in their Keystone STARS activity cycle.

Location Information:

MPI#: _____ Certificate of Compliance #: _____

Name of Facility: _____

Address: _____

City: _____ Zip Code: _____ County: _____

Facility Main Phone Number: _____

Primary Contact Person: _____ Title: _____

Primary Contact Email: _____

Request to Move Up in STAR level **Annual Designation Renewal**

Current STAR Level: **STAR 1** **STAR 2** **STAR 3** **STAR 4**

Requested STAR Level: **STAR 1** **STAR 2** **STAR 3** **STAR 4**

This facility holds a Pennsylvania Department of Human Services (DHS) Certificate of Compliance: Yes No

This facility holds a Pennsylvania Department of Education (PDE) Private Academic School License: Yes No

Provider Type: Center Family Child Care Home Group Child Care Home

Is your program's STAR level designation based on an OCDEL Approved Alternate Pathway? : Yes No

If yes, please indicate the Alternate Pathway Accreditation:

<input type="checkbox"/> ACSI – Association of Christian Schools International (STAR 3)	<input type="checkbox"/> AMI/AMS – American Montessori Internationale Recognition or American Montessori Society Accreditation (STAR 4)	<input type="checkbox"/> COA – Council of Accreditation School Age Child Care Accreditation (STAR 4)
<input type="checkbox"/> NAEYC - National Association for Education of Young Children (STAR 4)	<input type="checkbox"/> NAFCC – National Association for Family Child Care (STAR 4)	<input type="checkbox"/> NECPA – National Early Childhood Program Accreditation (STAR 4)
<input type="checkbox"/> HS/EHS - Head Start/Early Head Start Grantees (STAR 4)	<input type="checkbox"/> 21st Century Community Learning Center (STAR 4)	

Please attach/upload a copy of your program’s current accreditation certificate and/or documentation.

Number of children program site is certified/licensed for: _____ Current number of children enrolled: _____

How many years has site been in operation? _____ Ages of Children Accepted at this Site: _____ to _____

Answer the following questions regarding this site:

- Is the Director/Owner Operator on-site a minimum of 30 hours per week? Yes No
- Is the site school age only? Yes No
- If site is School age only, is director on site a minimum of 5 hours per week? Yes No N/A
- Does the Director/Owner Operator have regular teaching duties? Yes No
- Is there internet access on site? Yes No
- Is there access to a scanner/fax on site? Yes No
- Has this site used the Keystone STARS Document Uploader to upload evidence? Yes No
- Do you currently use coaches or mentors **other than** Keystone STARS Quality Coaches? Yes No
If yes, provide details: _____
- Is your program involved in any quality improvement projects **other than** those for Keystone STARS? Yes No
If yes, provide details: _____

Classroom Session Information:

Classroom Name	Classroom Age Range	Capacity of Room	# of Children Enrolled	# of Teachers	Affiliation Information (*see menu below) Indicate all that apply

*PA PA Pre-K Counts = PKC, Head Start = HS, Early Head Start = EHS, Faith Based = FB, 21st Century = 21, PA Department of Education = PDE

The following information is based on current enrollment:

Number of children who receive Child Care Works (CCW): _____

Number of children who have documented special needs [e.g. Individualized Family Service Plan (IFSP) Individualized Education Plan (IEP)] _____

Number of children who are dual language learners: _____

This site is involved in the following activities and initiatives: (check all that apply)

<input type="checkbox"/> Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)	<input type="checkbox"/> Child Adult Care Food Program (CACFP) Participant	<input type="checkbox"/> Multi-Site (Chain or Franchise)
<input type="checkbox"/> Mind in the Making	<input type="checkbox"/> Use of Positive Behavior Interventions and Support (PBIS)	<input type="checkbox"/> Teacher Education and Compensation Helps (TEACH) Tuition Assistance Program (TAP)
<input type="checkbox"/> Use of After School Quality (ASQ)	<input type="checkbox"/> Keystone Kids Go	<input type="checkbox"/> PA Eco Healthy Child Care

In the past year, has your program experienced any of the following? (Check all that apply)

		Comments
Have you experienced 50% or more staff change?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you had a change in Director?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Has there been a significant fluctuation in enrollment /FTE compared to last FY?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Has there been a change in funding for slots (Head START, PA Pre-K Counts)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Attestation for All Keystone STARS Providers:

Instructions: In order to receive your STAR Designation Certificate, please read and complete the following attestation. The person who signs this document is the individual legally authorized to represent the child care provider. By completing and signing this form, you attest that you have reviewed and accept the terms of the Keystone STARS Status, Review, Suspension and Removal Process. **To confirm agreement, place initials next to each statement.** If you do not initial all statements, the Early Learning Resource Center (ELRC) agent of the Department of Human Services, cannot designate a STAR to your child care program.

_____ I agree to abide by the Keystone STARS Performance Standards for the current STAR Designation and I understand the status of my Program's STAR Designation may be reviewed, reduced, suspended, or removed if I am not meeting the Keystone STARS

Performance Standards and/or other conditions listed in the attached STAR Status Review, Reduction, Suspension and Removal Process.

_____ I understand that the ELRC reserves the right to review my Program's STARS status and share information with the DHS Regional Certification Office or Department of Education.

_____ I understand that my Program's STAR Designation may be suspended or removed if DHS initiates an Injunction, Emergency Removal, or issues a Provisional Certificate of Compliance. (for programs with DHS Certificate of Compliance)

_____ I understand that my Program's STAR Designation may be suspended or removed if the Department of Education revokes my private academic license. (for programs with private academic license)

_____ I agree that, as applicable if the DHS Regional Certification Office initiates an action to revoke or refuse to renew my Program's DHS Certificate of Compliance, that my STAR Designation will be suspended or removed. I understand that the STAR Designation will be suspended whether or not my Program appeals the DHS Regional Certification Office's action.

_____ I agree that, if my Program's STAR Designation is suspended or removed, my Program may not advertise as a STARS child care provider, I will not receive grant/award funds, and my Program's STAR Designation will be removed from DHS's COMPASS website. The STAR Designation may be reinstated upon my Program's correction of the noncompliance with DHS regulations, regaining private academic license or upon meeting the Keystone STARS Performance Standards.

_____ I understand that false statements made herein are subject to the penalties of 18 Pa.C.S. § 4904 (relating to unsworn falsification to authorities).

_____ I will provide assurance that I will participate in evaluation activities, if selected to participate.

_____ I will provide researchers with access, consistent with the requirements of all applicable Federal, state, and local privacy laws, to data so that they can analyze the State's quality improvement efforts and answer key policy and practice questions.

_____ I agree to cooperate with the ELRC, Keystone STARS Evaluators, and other DHS and PDE agents in providing access to examine the child care provider, records, and documents that pertain to the STAR Designation. I further consent to review and release information for the STAR Designation to DHS and its agents.

_____ I understand that DHS has contracted with several established entities to be their agents in administering and implementing the Keystone STARS program. The information I provide to DHS and its agents as a participant in the Keystone STARS program is shared among these agents for research and evaluation purposes, monitoring compliance, and development of the Keystone STARS program. My Program information is entered into a database that is accessible only to DHS and its agents. I affirm that I will cooperate with DHS and its agents.

_____ I attest that all classrooms where children are enrolled meet DHS regulations at all times, regardless of affiliation with other organizations, such as PA Department of Education and Head Start.

_____ I understand that if my program loses accreditation status as an approved Alternate Pathway Designation, my program's STAR level will be reduced to the corresponding STAR level to which my program meets the Keystone STARS Performance Standards.

Signature of the Individual Legally Authorized to Represent the Child Care Provider

Date

Print Name

Title

Keystone STARS Status Review, Reduction, Suspension, & Removal Process

By signing this agreement, the GRANTEE (and affiliated Sub Grantees) understands and accepts the provisions of the Keystone STARS Status Review, Reduction, Suspension, & Removal Process as outlined below. The intent of this process is to provide a consistent mechanism for addressing noncompliance issues in early learning programs ("programs") participating in Keystone STARS. Please note: The Department of Human Services (DHS), the Office of Child Development and Early Learning (OCDEL) and/or the Early Learning Resource Center (ELRC) may take action for other types of program non-compliance not specifically listed in this addendum. **A change in a program's STAR level designation status will impact quality subsidy add-on rates (for DHS regulated programs) and/or Keystone STARS Grants and Awards for programs that are eligible for these funding opportunities.** The Resource and Restrictions chart at the end of this section details the impacts to a program's access to various Keystone STARS resources as a result of the process. The ELRC will inform the GRANTEE/Sub Grantee in writing of any action taken to a program's STAR level designation.

STARS STATUS REVIEW

The intent of the STARS Status Review is to provide a maximum of 30 days for the ELRC to make a determination regarding the appropriate action to take upon a program's Keystone STARS designation status. The ELRC will verify area(s) of a program's noncompliance and will work with DHS Certification (Bureau or Regional Office for DHS Regulated programs) or other program governing bodies (such as the federal Office of Head Start) as needed to help the program correct the noncompliance.

The ELRC may also conduct a STARS Status Review in response to complaints from parents and/or other community stakeholders.

The ELRC will work with the program in the development of a STARS action plan (not to exceed 90 days) if any of the following conditions are verified during the STARS Status Review:

- The program is not meeting Keystone STARS Performance Standards, other than the Program Quality Assessment Score quality indicator, but **can** meet STARS Performance Standards within a 90-day timeframe.
- For DHS Regulated programs, the program has area(s) of noncompliance with DHS Regulations that **do not** lead to a Provisional Certificate of Compliance (i.e. areas of noncompliance on a Licensing Inspection Summary).
- A STAR 3 or 4 Accredited program designated via an Alternate Pathway, per the Keystone STARS Performance Standards, loses its accreditation status, but **can** meet STARS Performance Standards within a 90-day timeframe.

After the program meets the requirements of the STARS action plan, the ELRC reissues a STAR Certificate with the original expiration date.

If the program does *not* meet the requirements of the STARS action plan, the ELRC or OCDEL proceeds with one of the following, based upon the circumstances explained below:

- STAR Reduction – The program agrees to a reduced STAR level for which the program meets all STARS Performance Standards.
- STAR Suspension – The program refuses a STAR Reduction but does not meet the STARS Performance Standards for its current STAR designation.

STAR REDUCTION

The ELRC will complete a STAR Reduction if any of the following conditions are verified during the STARS Status Review:

- A STAR 2, STAR 3 or STAR 4 program fails to submit a “Request for STAR Designation” to renew its current STAR designation. (program drops to STAR 1)
- The program does not meet the requirements of the STAR Suspension action plan. (program drops to STAR level at which they meet the appropriate STARS Standards)
- The program is not meeting STARS Performance Standards, other than the Program Quality Assessment (PQA), and the area(s) of noncompliance **cannot** be corrected within a 90-day timeframe. (program drops to STAR level at which they meet the appropriate STAR Standards).
- A STAR 3 or 4 Accredited program designated via an Alternate Pathway, per the Keystone STARS Performance Standards, loses its accreditation status. (program drops to STAR level at which they meet the appropriate STAR standards)
- The program is not meeting the required monitoring PQA threshold scores and are not eligible for a targeted reassessment. (program drops to STAR level at which they meet the appropriate STAR standards)
- If the GRANTEE/Sub Grantee refuses a STAR Reduction, the program will receive a STAR Suspension.

STAR SUSPENSION

The STAR Suspension will occur as a result of any of the following conditions or for other types of program non-compliance not specifically listed in this addendum:

For DHS regulated programs in Keystone STARS

- DHS initiates an Injunction or Negative Sanction or issues a Provisional Certificate of Compliance for areas of regulatory noncompliance.

SPECIAL NOTE:

- A Provisional Certificate of Compliance, issued for a period not to exceed six months, when there is a change in the physical location by a currently designated STAR 3 or STAR 4 program are not considered due to “regulatory noncompliance.” These programs may maintain their existing STAR level designation at their new location. This includes programs at an emergency, temporary physical location on a short-term basis (up to 60 days) returning to their permanent facility.
 - After six months, programs must demonstrate receipt of a Certificate of Compliance. In the event that they are not fully compliant, an individual review of their STAR status will be conducted.
- Not following Child Protective Services Laws (CPSL)
 - The program consistently has multiple incidents of noncompliance with DHS Regulations.
 - The program fails to implement, complete, and/or maintain a STARS action plan.
 - The program is under investigation by DHS for egregious circumstances. Issues falling under this condition will be handled on a case-by-case basis with OCDEL’s oversight.
 - DHS OCDEL terminates the program’s subsidy agreement.

For Non-DHS regulated programs in Keystone STARS

- Not following Child Protective Services Laws (CPSL)
- Deficiencies found in the Head Start Key Indicator-Compliance (HSKI-C) Protocol
- The discovery of state/federal performance, integrity issues, disparities, and/or improprieties of the educational institution which includes, but not limited to, the School District, the Local Educational Agency (LEA), 21st Century Community Learning Centers and/or the educator (s) of such institutions.

For ALL programs in Keystone STARS

- The GRANTEE/Sub Grantee/program cannot be determined a Responsible Contractor as outlined in the commonwealth’s Management Directive 215.9 including but not limited to the following circumstances:

- Suspension or debarment by the Commonwealth within the past 5 years.
- Suspension or debarment by the federal government or any other state or governmental entity within the past 5 years.
- Liabilities owed to the Commonwealth (including recoupments for Child Care Works payments) and/or federal government, including but not limited to tax liabilities.
- Notifying the ELRC of liens/liabilities is a requirement of receiving Keystone STARS funds.
- Unsatisfactory or deficient performance in past or current Commonwealth contracts or agreements as determined by the Commonwealth in its sole discretion.
- Lack of capacity or ability to perform within the established time schedule and in accordance with the plans and specifications of the contract or agreement.
- False, misleading, or incomplete information submitted to the Commonwealth.
- Default on a Commonwealth contract or agreement as determined by the Commonwealth in its sole discretion.
- The commission of any state or federal offense or criminal charges.
- Pending investigation by a federal or state agency or under investigation by a federal or state agency within the past 5 years.
- Facility health and safety related issues.
- General business integrity.
- The GRANTEE/Sub Grantee is under investigation for egregious circumstances by the program's specific governing body/authority. Issues falling under this condition will be handled on a case-by-case basis with OCDEL's oversight.
- The GRANTEE/Sub Grantee fails to submit to the ELRC, OCDEL, or other requesting state/federal agency an approvable final expense report and/or corresponding original receipts/documentations validating compliance with state and federal requirements for the use of state and federal funds. Failure to account for or appropriately use all funds received through Keystone STARS financial grants and awards may also result in a referral to the commonwealth's Office of State Inspector General.

During the Keystone STARS Suspension, the program must work with the ELRC on the development, implementation, and completion of a STARS Suspension Action Plan.

The STAR Suspension Action Plan to correct the area(s) of noncompliance, will not exceed 90 days' duration. For DHS regulated programs, where the noncompliance is with DHS Regulations, the ELRC consults as needed with DHS regarding the corrective action plan submitted by the program. The program's DHS Certification corrective action plan, including applicable timeframes, may substitute for the STAR Suspension action plan. After the timeframe of the STAR Suspension action plan has ended, one of the following will occur:

- STAR Reinstatement - If the program meets the requirements of the STAR Suspension action plan, the ELRC reinstates the program's STAR by issuing a STAR Certificate with the original expiration date, if applicable. If the original expiration date expired while the program was suspended, the ELRC will move the program to an active, No STAR Level and re-designate the program to the appropriate STAR Level.

→ STAR Removal - If the program fails to implement, complete, and/or maintain a STAR Suspension action plan, the ELRC will remove the program from Keystone STARS based on the STAR Removal procedures.

STAR REMOVAL

The ELRC will complete a STAR Removal (of all STARS) if any of the following conditions exist:

For DHS regulated programs in Keystone STARS:

- The program closes
- DHS takes one of the following actions against the program's Certificate of Compliance:
 - Emergency Removal
 - Refusal to Renew
 - Revocation

For non-DHS regulated programs:

- The program closes
- Head Start programs lose Federal Head Start funding
- Private academic programs lose their license from the Pennsylvania Department of Education
- 21st Century Community Learning Center loses its federal funding

During the STAR Removal phase, all correspondence with the program should be in the form of a certified letter with return receipt.

The following steps apply to STAR Removal:

1) Notification of STAR Removal

Immediately after the program's STAR Removal is recorded in PELICAN-Keys to Quality, OCDEL will notify the ELRC to send to the program the "Notification of STAR Removal" letter. The ELRC will send this letter to the program within 3 business days of notification. In the letter, the ELRC will manually enter the effective STAR Removal date as it appears in PELICAN-Keys to Quality. If the program disputes the removal, it has 10 days from the mailing date of the removal notification letter to respond with a letter of disagreement to the ELRC. Because the removal is effective before the mailing of the letter, the program's STAR Removal will continue to be in affect during the 10-day dispute time period.

2) Further Notification

If the program responds to the ELRC with a letter of disagreement regarding the removal, the ELRC will respond with one of the following letters as appropriate:

- “Notification of STAR Removal - Continuation” Letter - This letter is sent to the program if the ELRC finds cause for continuation with the STAR Removal after review of the program’s letter of disagreement.

-OR-

- “Notification of STAR Reinstatement” Letter - This letter is sent to the program if the ELRC finds cause to restore the STAR designation after review of the program’s letter of disagreement.

If the program files an appeal with Certification in regard to a Provisional Certificate, Emergency Removal, Refuse to Renew, or Revocation action, and continues to operate, the ELRC will proceed with STAR Removal pending the results of the appeal.

3) No STAR Level Designation Action

The ELRC or OCDEL records the STAR Removal into PELICAN–Keys to Quality the day of being notified of the non-compliance. The program is designated as “No STAR Level.” If the ELRC cannot record the STAR Removal the day of being notified, the ELRC must inform OCDEL. The ELRC records the date the removal notification letter was sent to the program in the Location Contact Log section of PELICAN-Keys to Quality.

EXCEPTIONS:

The intent of STARS Status Review, Suspension, & Removal is to provide a consistent process for addressing noncompliance issues in Keystone STARS participating programs. In the event of circumstances not addressed in this document, please contact OCDEL for guidance.

NOTIFICATIONS AND APPEALS

The ELRC will inform the program in writing of any action taken to the program’s STAR level designation. If the program disputes the action outlined in the notification letter, it has 10 days from the mailing date of the letter to respond with a letter of disagreement to the ELRC.

Appeals will be handled in accordance to 1 Pa. Code (§ 35.9, § 35.10, § 35.20, § 35.35, § 35.111, and § 35.112).

The program may appeal the ELRC’s final decision to OCDEL by submitting in writing a letter to:

Office of Child Development and Early Learning
Pennsylvania Departments of Education and Human Services
333 Market Street, 6th Floor
Harrisburg, PA 17126
Attention: Bureau of ELRC Operations

If further action is necessary, the appeal will move to Bureau of Hearings and Appeals.

RESOURCES AND RESTRICTIONS

During STARS Status Review, Suspension, & Removal the following restrictions and resources apply. A check mark (✓) indicates the resource is available to the program:

Resources/Restrictions	Under Review	Suspension
For Programs eligible for STARS Financial Awards	Eligibility resumes upon satisfactory completion of STARS Status Review	
Program posts STAR Certificate and advertises as a STARS program	✓	
For DHS Regulated programs eligible for tiered subsidy reimbursement (STAR 2 – STAR 4)	✓	
Program's STAR listed with COMPASS	✓	
Program has access to STARS Representative for help with Performance Standards	✓	✓
Program has access to STARS Quality Coaching	✓	✓
Program's Staff Prioritized for Vouchers/ Rising STARS Tuition Assistance & T.E.A.C.H.	✓	✓
Program has access to other special opportunities such as Early Childhood Mental Health Consultation, etc.	✓	✓
Program eligible to attend professional development opportunities	✓	✓

Keystone STARS Continuous Quality Improvement Plans: Templates and Instructions for Completion

Instructions for Completion

Purpose: Keystone STARS is a system of continuous quality improvement (CQI) that guides early learning and school-age programs toward achieving and maintaining high quality and best practices. CQI is an ongoing process that includes reviewing sources of evidence that indicate program quality, planning goals, and implementing strategies that move learning programs toward best practices. A well-developed plan is an essential tool in guiding the development of CQI across all areas of the program.

Overview: This document contains general requirements and instructions on creating a STARS Continuous Quality Improvement Plan (CQI Plan). Practitioners may design their own CQI Plan format; however, the submitted plan **must** address the information requested in the instructions below. Assistance in the creation and completion of a CQI Plan is available from the Early Learning Resource Center.

Instructions: The following steps (1-5) outline the required components of a CQI Plan. The plan should be site-specific and focus on the needs of the community served including children, families, staff, etc. The goals chosen by a facility should be based on needs identified through a variety of sources of evidence and should reflect the program's philosophy and mission.

1. Background Information: Include the following information in the CQI Plan:

- Facility name, address, and other contact information.
- Overall time frame for the plan including current and projected STAR levels.
- Facility size and projected grant requests (if applicable).

2. Goal Planning: determine specific goals needed to guide the program toward achieving and maintaining high quality and best practices. Each goal must address the following points (a-f).

- Goal Statement** – Write a clearly defined goal statement that is specific and measurable.
- Time Frame** – Identify the goal as immediate, short term (1-2 years), or long term (3-5 years) and select a projected date of completion.
- Quality Standard** - Align each goal with a quality standard or criterion. Quality standards/criteria include, but are not limited to, Keystone STARS Performance Standards, Pennsylvania Learning Standards, accreditation criteria (including NAEYC, NAA, NAFCC, etc.), Head Start Performance Standards and Caring for Our Children (CFOC) national health and safety standards for children.
- Source(s) of Evidence** - Identify the source(s) of evidence that indicate the need for the goal. Sources of evidence are typically assessments that provide information about the quality of services in the facility. There are a variety of quality indicators completed at different STAR levels that may serve as sources of evidence for the CQI plan.
 - Feedback from Designation Visit and previous Program Quality Assessments and Internal assessments
 - Illness and Injury Tracking Review
 - Program Assessment – including Family, Staff, and School-Age Surveys
 - Financial Review
 - Risk Management Assessment

- Strategic Plan
- Business Plan
- Additional sources such as the Program Administration Scale (PAS), Business Administration Scale (BAS), Environmental Rating Scale (ERS), Classroom Assessment Scoring System (CLASS), After School Quality (ASQ), Child Assessment Data, Staff Observations & Evaluations, Family Conference feedback, Accreditation resources and other sources as determined by the facility.

At a minimum, the CQI Plan should identify and include the following number of sources of evidence to support the goals identified in the CQI plan: **STAR 2 = 3 sources; STAR 3 = 4 sources; STAR 4 = 5 sources**. Note: While the overall plan needs to be supported by multiple sources, individual goals may emerge from a single source.

- e) **Action Steps** - Outline a series of action steps needed to accomplish the goal including who is responsible for coordinating the action steps and monitoring their completion and effectiveness.
- f) **Resources & Supports** - Describe the resources and supports needed to achieve the goal. As appropriate, include needs related to:
 - Professional Development/Technical Assistance
 - Learning Program, Management, or Business Practices
 - Materials, Equipment, or Facility Improvements

3. **Repeat:** Repeat Step 2 for each CQI goal developed for the program as part of the overall CQI Plan.
4. **Annual Review:** Establish a written process for at least an annual review of the plan. The review should address how quality was improved (including goals achieved and those still in process), what STARS supports and resources were used to assist in improving quality, and what challenges were faced in working toward CQI goals. The results of the annual review should be used to guide the revision of existing goals and the planning of additional goals to be included in the new CQI Plan.
5. **Moving On:** The CQI Plan may be expanded to include goal planning for a variety of program needs. Other considerations for a CQI Plan may include “above and beyond” goals created to enhance and strengthen existing competencies within the program such as program administration, curriculum, and relationships with families, etc. These “above and beyond” goals may emerge from current research or the director’s personal goals for the program.

Continuous Quality Improvement Plan – Template #1

Name of Facility: _____ MPI# _____

Date Goal Created: _____ Current STAR Level: _____

Continuous Quality Improvement (CQI) Goal*: <input type="checkbox"/> Immediate <input type="checkbox"/> Short Term (1-2 yrs) <input type="checkbox"/> Long Term (3-5 yrs)	Staff Coordinating/Staff Involved	Projected Date of Completion
		Actual Date Of Completion

How does your goal align with quality standards? What action steps are needed to achieve this goal?

Keystone STARS Performance Standards		Action Steps (include initials of staff responsible)
<input type="checkbox"/> Staff Qualifications and Professional Development	<input type="checkbox"/> Learning Program	
<input type="checkbox"/> Partnerships with Family and Community	<input type="checkbox"/> Leadership and Management	
<input type="checkbox"/> Other Quality Standard:		
What source(s) of evidence did you use to determine this goal?		
Source(s) of Evidence	Date(s) Completed	

What resources or supports are needed to assist in the achievement of this goal?

	Changes or Improvements to Learning Program, Management, or Business Practices	Materials, Equipment, or Facility Improvements

*Please use a separate page for each goal. Copy this page, as needed, to accommodate your program's goals

Review of Plan Year _____ to _____ (month/year) (month/year)	
# of Goals in Previous Year's Plan	
# of Goals Completed from Previous Year's Plan	

Goals to be Reconsidered from Previous Year's Plan (these goals will be added to your new CQI Plan)	
How has quality improved in your facility during the past year? (Include consideration of regulatory compliance, quality of services, staff performance, organization and management, family/community partnerships, and financial practices.)	
How did you use STARS supports and resources to assist your facility in improving quality? (Include consideration of grants, awards, technical assistance, TEACH scholarships, voucher program, STARS management support, professional development workshops, and credential programs.)	
What challenges did you face in working toward your CQI goals? How can these challenges be addressed in this year's plan?	
How did you share your CQI goals, including progress made, with staff, families, and other stakeholders?	

Name of Person Responsible for Formulating CQI Plan: _____

Title: _____ Date: _____

Keystone STARS Continuous Quality Improvement Plan – Template #2

Name of Facility: _____ MPI# _____ County: _____

Date Goal Created: _____ Current STAR Level: _____

STARS PERFORMANCE INDICATORS

Indicator	Area of Strength	Area of Growth	Action Steps What, Who, When	Reflection	Completed Y or N

PROGRAM OBSERVATION INSTRUMENT

Instrument(s) Used: _____

Indicator	Area of Strength	Area of Growth	Action Steps What, Who, When	Reflection	Completed Y or N

Review of Plan Year _____ to _____
(month/year) (month/year)

of Goals in Previous Year's Plan

of Goals Completed from Previous Year's Plan

Goals to be Reconsidered from Previous Year's Plan
(these goals will be added to your new CQI Plan)

<p>How has quality improved in your facility during the past year? (Include consideration of regulatory compliance, quality of services, staff performance, organization and management, family/community partnerships, and financial practices.)</p>	
<p>How did you use STARS supports and resources to assist your facility in improving quality? (Include consideration of grants, awards, technical assistance, TEACH scholarships, voucher program, STARS management support, professional development workshops, and credential programs.)</p>	
<p>What challenges did you face in working toward your CQI goals? How can these challenges be addressed in this year's plan?</p>	
<p>How did you share your CQI goals, including progress made, with staff, families, and other stakeholders?</p>	

Name of Person Responsible for Formulating CQI Plan: _____

Title: _____ Date: _____

Keystone STARS Internal Assessment Process Planning: Overview and Template

Internal Assessment Process Overview:

Purpose: Internal assessment for CQI is the process of using an evidence-based tool to objectively measure the quality of observed classroom practices, environments, and experiences for children during a defined period of time. Internal assessment for CQI happens within the classroom while children are present and is most meaningful when the observer is familiar with the tool being used. Results from internal assessment do not confer a definitive or permanent status of high or low program quality; they are a guide to support goal setting with a program-driven plan for growth.

Overview: This document contains the basic elements programs should include in their Internal Assessment Process that will frame their decision-making, classroom observations, conversations and goal planning. Practitioners may design their own Internal Assessment Process document; however, the process **must initially** address at a minimum the information outlined below. Assistance in the creation and completion of an Internal Assessment Process is available from the Early Learning Resource Center and Program Quality Assessment team.

Additional Resource: OCDEL has developed an Internal Assessment Process Guide to support programs in developing a process that is reflective of their values and goals, inclusive of key stakeholders and flexible enough to ensure that ongoing internal monitoring of classroom practice quality supports ownership of practice growth. This comprehensive guide, available from the Early Learning Resource Center and Pennsylvania Key Program Quality Assessment team, can serve as a reflective resource for the program's team outlined in the process document below as the Internal Assessment Process is designed and documented.

Keystone STARS Internal Assessment Process Initial Cycle Planning Document –
Template

Facility Name: _____

MPI: _____

Team for Internal Assessment Process Creation:	
Team Member Role:	Individual Selected:
Program's Process Lead (internal observer)	
ELRC Quality Coach:	
Pennsylvania Key Program Quality Assessor	
Other Colleagues:	

Projected completion date for Internal Assessment Process development:

Projected date for completion of initial round of internal assessments (classroom observations) using the established process: _____

Complete the chart for each classroom being assessed during this internal assessment cycle (at least one classroom in each age group served should be observed).

Classroom	Teaching team	Age group	POI Selected	How does this POI support our CQI goals? (i.e. <i>classroom environment, intentional teaching, inclusive practices</i>)

Note: Programs are encouraged to assess all classrooms annually using their Internal Assessment process. Internal assessment should be completed on a typical day for the classroom being observed. Avoid days when special events are planned and try to avoid days when the regular teaching team is not present. Observe during the most active part of the day when most children are present.

Next Steps:

After completing the classroom observation step of the Internal Assessment Process schedule a time to review the feedback with the Internal Assessment Process Team listed above. After that meeting consider the following questions and capture the team’s reflections prior to creating goals for improvement to add to the program’s CQI Plan.

What strengths were observed in current classroom practices?
What areas for growth did the observations reveal?

Who should be included in the goal creation conversations/process and why?

Name of Person Completing Internal Assessment Process Document:

Title: _____ Date: _____

KEYSTONE STARS PROGRAM MANUAL



(A) Employee Name	(B) PD Registry ID#	(C) Position Title*	(D) Date of Hire	(E) Member of Onsite Leadership Team Yes or No	(F) Career Pathway Level Assigned (Indicate <i>applied for</i> if they are awaiting CP Level)	(G) Current Education Level Enrolled In (E) or Attained (A) Date			(H) Annual PD Self-Assessment Last Update SQ.2.3	(I) Annual Prof Development Plan Last Update SQ.2.3	(J) Orientation Within 90 days of Hire SQ.2.1	
						CDA / CCP	AA Indicate "ECE" or "Other"	BA/BS Indicate "ECE" or "Other"			STARS 101 Completion Date	STARS 102 Completion Date
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												

KEYSTONE STARS PROGRAM MANUAL



(A) Employee Name	(B) PD Registry ID#	(C) Position Title*	(D) Date of Hire	(E) Member of Onsite Leadership Team Yes or No	(F) Career Pathway Level Assigned (Indicate <i>applied for</i> if they are awaiting CP Level)	(G) Current Education Level Enrolled In (E) or Attained (A) Date			(H) Annual PD Self-Assessment Last Update SQ.2.3	(I) Annual Prof Development Plan Last Update SQ.2.3	(J) Orientation Within 90 days of Hire SQ.2.1	
						CDA / CCP	AA Indicate "ECE" or "Other"	BA/BS Indicate "ECE" or "Other"			STARS 101 Completion Date	STARS 102 Completion Date
18												
19												
20												
21												
22												
23												

* Position Titles: **D** = Director, **O**=FCC or GCC Owner Operator; **GS**= Group Supervisor/Lead Teacher, **AS**= Assistant Group Supervisor/Teacher/Assistant Teacher, **A**=Aide

Professional Development Tracking Grid for STAR 3 & 4 Programs: Teaching Staff

Name of Facility _____ MPI # _____ County _____ ELRC _____

Instructions: Complete Column A with the names of all leadership/management and teaching staff, as defined in the Keystone STARS Performance Standards Glossary of Terms. Include the staff person’s PD Registry ID Number in Column B. Indicate if the staff member is actively enrolled in credit-bearing coursework by completing “yes” or “no” in Column C. For Columns D through I, enter the date of the most recent PD taken within the last 3 years. For staff actively enrolled in credit bearing coursework, Columns D – I can be marked “N/A” unless those staff members have taken PD that is supportive of their quality practices.

(A) Employee Name	(B) PD Registry ID #	(C) Actively Enrolled in Credit-Bearing Coursework Yes or No	List Date(s) and Title of completed Professional Development						
			(D) Language Development SQ.3.4.3	(E) Social and Emotional Development SQ.3.4.4	(F) Positive Interactions SQ.3.4.5	(G) Curriculum SQ.3.4.6	(H) Developmental Screening SQ.3.4.7	(I) Assessment SQ.3.4.8	(J) Inclusion SQ.3.4.9
<i>Example: Jane Doe</i>	1122233	No	2/15/2018 <i>Emerg Lit</i>	3/1/2018 <i>Give Best</i>	2/20/2019 <i>Int Matter</i>	1/1/2019 CC	1/2/2019 ASQ	5/30/2018 <i>Obs Intro</i>	6/2/2019 <i>Build Resil</i>
1									
2									
3									
4									
5									
6									

KEYSTONE STARS PROGRAM MANUAL



(A) Employee Name	(B) PD Registry ID #	(C) Actively Enrolled in Credit-Bearing Coursework Yes or No	List Date(s) and Title of completed Professional Development						
			(D) Language Development SQ.3.4.3	(E) Social and Emotional Development SQ.3.4.4	(F) Positive Interactions SQ.3.4.5	(G) Curriculum SQ.3.4.6	(H) Developmental Screening SQ.3.4.7	(I) Assessment SQ.3.4.8	(J) Inclusion SQ.3.4.9
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									

KEYSTONE STARS PROGRAM MANUAL



(A) Employee Name	(B) PD Registry ID #	(C) Actively Enrolled in Credit-Bearing Coursework Yes or No	List Date(s) and Title of completed Professional Development						
			(D) Language Development SQ.3.4.3	(E) Social and Emotional Development SQ.3.4.4	(F) Positive Interactions SQ.3.4.5	(G) Curriculum SQ.3.4.6	(H) Developmental Screening SQ.3.4.7	(I) Assessment SQ.3.4.8	(J) Inclusion SQ.3.4.9
20									
21									
22									
23									

Professional Development Tracking Grid for STAR 3 & 4 Programs: Non-Instructional Staff

Name of Facility: _____ MPI # on Certificate of Compliance: _____ County: _____

Instructions: Complete Column **A** with non-instructional staff names. In Columns **B** through **I**, mark the dates of the most recent Professional Development or Information Sharing Session.

A Employee Name	List Date of Completed Professional Development or Information Sharing Session							
	B Developmentally Appropriate Practice (DAP)	C Diversity	D Age Appropriate Standards	E Adult Child Interactions	F Other	G Other	H Other	I Other
<i>Example: Jane Doe</i>	<i>2/15/19</i>	<i>6/25/18</i>	<i>3/1/20</i>	<i>2/5/18</i>	<i>CPR 5/10/2018</i>			
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Non-instructional staff may include household members, lunch assistants, bus drivers, and maintenance personnel. Non-instructional staff can be employed by the program or serve as volunteers.



SECTION FIVE: BONUS POINT QUALITY INITIATIVES

Keystone STARS Bonus Point Quality Initiative: After School Quality (ASQ)

In which Keystone STARS Performance Standard will my program earn bonus points for successfully implementing ASQ?

Leadership and Management (2 points)

How does ASQ align with the Keystone STARS Performance Standards?

ASQ supports the Leadership and Management Performance Standards because it is an effort to invest in Continuous Quality Improvement (CQI) and utilizes program observation instruments. A program that is using ASQ will use observations and internal assessments to inform their CQI plan and technical assistance goals.

ASQ is a five-step process that helps a program and a team of people committed to quality improvement examine their program and make changes that will lead to better practices. Programs will involve their ASQ team in an open dialogue about their program. Together, programs set a vision and assess how well they are meeting the needs of the children, youth, and families they serve. A program's ASQ Team will develop an action plan to reach improvement goals. The ASQ process considers that administration, staff, families, children, youth, and community members – are the best people to make the quality improvement changes.

What evidence should I expect to provide to my Quality Coach to show full implementation of ASQ?

Upon completion of the ASQ process, a paperwork review will be conducted by a trained ASQ quality coach/consultant. A specific template has been established that helps ensure a program has implemented the ASQ 5-step process. This template is available from Betsy Saatman at the email address above. In addition to the template, programs should expect to share evidence of implementation and take part in an informal interview with a trained ASQ Quality Coach or consultant.

Who do I contact for more information on ASQ?

Organization: The Pennsylvania Key
Address: 200 N. 3rd St. 2nd Floor Harrisburg, PA 17101
Phone: 800-284-6031
Contact: Betsy Saatman
Email: betsaa@pakeys.org
Website: www.pakeys.org

Where do I go to find additional information on ASQ?

- ASQ Website: www.niost.org

Keystone STARS Bonus Point Quality Initiative: PA Eco Healthy Child Care In which Keystone STARS Performance Standard will I earn bonus points for successfully implementing PA Eco Healthy Child Care?

Leadership and Management (2 points)

How does PA Eco Healthy Child Care align with the Keystone STARS Performance Standards?

PA Eco Healthy Child Care supports Leadership and Management because it is an organized effort to promote environmental health improvements in early learning programs. Programs will be making their facilities and programs healthier resulting in a positive impact on the health of the children and program staff.

Through completing professional development courses, programs will focus on creating and maintaining an early childhood learning environment that addresses the range of environmental health topics including:

Air Quality	Radon
Integrated Pest Management	Plastics
Chemical Hazards	Furniture and Carpets
Environmental Tobacco Smoke	Playground Equipment
Water Quality	Noise Pollution
Lead (soil, water, products)	Art Supplies
Sun Safety	

This will reduce children’s and staff’s exposure to chemicals and pollutants and will support programs that sustain environmentally friendly practices (recycling, reducing paper use, purchasing sustainable products, reducing waste, etc.).

What evidence should I expect to provide to my Quality Coach to show full implementation of PA Eco Healthy Child Care?

Evidence of annual professional development for staff (minimum 2 hours per person) on environmental health topics, presented by qualified professionals or approved Pennsylvania Key online module.

Assessment using EHCC Checklist Self-endorsement is optional because of cost and extremely limited validation of checklist items. Fee: \$25.00 if 1 - 20 children; \$50.00 if 21 or more children.

Policies in staff and family handbooks that are consistent with Model Child Health Policies, or equivalent, with inclusion of Caring for Our Children Standards.

Who do I contact for more information on PA Eco Healthy Child Care?

Organization:	PA Chapter, American Academy of Pediatrics/Early Childhood Education Linkage System (ECELS)
Address:	Rose Tree Corporate Center II – 1400 North Providence Rd, Suite 4000 Media, PA 19063
Phone:	800-243-2357 or 800-395-3948
Contact:	Libby Ungvary or Nancy Alleman
Email:	ecels@paaap.org ; lungvary@paaap.org ; nalleman@paaap.org
Website:	www.ecels-healthychildcarepa.org

Where do I go to find additional information on PA Eco Healthy Child Care?

- Early Childhood Education Linkage System (ECELS): www.ecels-healthychildcarepa.org
- [ECELS Indoor Air Quality Self -Learning Module](#)
- [ECELS Pest Management: Integrated Pest Management Self-Learning Module](#)
- Children’s Environmental Health Network: <https://cehn.org>
- [Eco-Healthy Child Care Online Module](#)
- [Eco-Healthy Child Care Fact Sheets](#)
- [Eco-Healthy Child Care Endorsement](#)
- PD Registry: papdregistry.org
- ADM100: The Eco-Friendly Child Care Center, Part 1: Green Lifestyle and Environmental Health
- ADM101: The Eco-Friendly Child Care Center, Part 2: Environmental Education and Sustainability
- Green Cleaning, Sanitizing, and Disinfecting: A Curriculum for ECE Self-Learning Module
- Healthy Child Care Environments: Using Green Cleaners Self-Learning Module
- Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs - [Chapter 5: Facilities, Supplies, Equipment, and Environmental Health](#)
- 5. [Model Child Care Health Policies](#) (MCCHP5) - Section 8 Environmental Health

Keystone STARS Bonus Point Quality Initiative: Farm to Early Care and Education (Farm to ECE)

In which Keystone STARS Performance Standard will my program earn bonus points for successfully implementing Farm to ECE?

Partnerships with Families and Communities (2 points)

How does Farm to ECE align with the Keystone STARS Performance Standards?

Farm to ECE offers benefits that parallel the goals and priorities of the early care and education community. Farm to ECE expands healthy food access for children and families. The reasons below highlight how Farm to ECE activities help providers meet their goals of providing the highest quality care and educational experience available to the children they serve.

Health: Farm to ECE activities like taste tests, cooking lessons, and gardening offer repeated exposures to new and healthy foods. This promotes lifelong healthy food preferences and eating patterns and decreases the risk for obesity.

Family and Community Engagement: Gardening and food related activities appeal to families and create more opportunities for meaningful engagement. Children take home the excitement of learning about new foods and act as a catalyst for change in the family and community. Purchasing local products also helps the community.

Experiential Education: The experiential learning opportunities associated with Farm to ECE enhance the learning environment, can help achieve early learning standards, and support appropriate cognitive, emotional, social, and physical development.

Below are some specific examples of Farm to ECE:

- Using a curriculum of set of activities that includes a focus on local foods such as the USDA’s Grow It, Try It, Like It curriculum or using a Harvest of the Month framework for classroom activities.
- Cooking in the classroom
- Farm field trips
- Having a farmer or chef visit the classroom
- Serving local fruit and/or vegetable for a snack
- Procuring a locally grown or produced item to use in CACFP
- Planting seeds indoors
- Creating a raised bed garden and inviting parents to volunteer

Though healthy foods of all kinds are valuable, Farm to ECE is about a connection to local agriculture. This could mean local food from your county, state or region.

What evidence should I expect to provide to my Quality Coach to show full implementation of Farm to ECE?

Upon implementation of this quality initiative, you should be able to do one or more of the following:

Offer photos

Walk through your garden

Share lesson plans & activity write ups

Highlight local items on CACFP menu

Identify farms from which items were procured

Keep an Early Care and Education binder to record activities and dates

Who do I contact for more information on Farm to ECE?

Organization: The Food Trust

Address: 1617 John F Kennedy Blvd. Suite 900 Philadelphia, PA 19103

Phone: 215-575-0444 ext. 7172

Contact: Kelsey Porter

Email: kporter@thefoodtrust.org

Website: www.thefoodtrust.org

Where do I go to find additional information on Farm to ECE?

- www.pareadysetgrow.org
- www.farmtoschool.org
- www.fns.usda.gov/cfs/community-food-systems

Keystone STARS Bonus Point Quality Initiative: Pennsylvania Nutrition and Physical Activity Self-Assessment for Child Care (PA NAP SACC) Program
In which Keystone STARS Performance Standard will my program earn bonus points for successfully implementing the PA NAP SACC program?

Partnerships with Families and Communities (2 points)

How does the PA NAP SACC program align with Keystone STARS Performance Standards?

The PA NAP SACC program supports Partnerships with Families and Communities because it is an organized effort to promote nutritional health for children and includes families to support nutrition and physical activities at home. Families are encouraged to be part of the continuous quality improvement team.

The PA NAP SACC program is a continuous quality improvement process focused on nutrition and physical activity practices and policies within early childhood settings. The program utilizes Go NAPSACC, an evidence-based tool, to guide participants through self-assessment, action planning, implementation, policy development, re-self-assessment and reflection. The process is web-based and empowers program leadership and includes individualized technical assistance to increase knowledge and improve quality of practice and policy.

What evidence should I expect to provide to my Quality Coach to show full implementation of the PA NAP SACC program?

The PA NAP SACC program is a sustained, high level, comprehensive example of professional development that is ongoing and is more intensive than a one-time professional development event or activity. Upon full implementation, you should be able to provide:

- Action Plans showing completed nutrition and physical activity goals, including steps to develop/enhance written policy within each area
- Pre and post self-assessment results (using web-based Go NAPSACC tool)
- Registry transcript records for any professional development completed related to their action plan
- Pre and post nutrition and physical activity policy samples showing development
- Reflection form

Who do I contact for more information on PA NAP SACC?

Organization: Tuscarora Intermediate Unit 11 - Community Education and Workforce Services

Address: 6395 SR 103 N. Lewistown, PA 17044

Phone: 717-248-4942

Contact: Lori McMonigal or Rose Gioia-Fine

Email: lmcmmonigal@tiu11.org or rgioia.fine@tiu11.org

Website: www.keystonekidsgo.org

Keystone STARS Bonus Point Quality Initiative: Positive Behavior Interventions and Supports (PBIS)

In which Keystone STARS Performance Standard will my program earn bonus points for successfully implementing PBIS?

Early Childhood Education Program (2 points)

How does PBIS align with Keystone STARS Performance Standards?

Children benefit from safe, nurturing environments, clear and consistent routines, and effective teachers who understand behavior is a child's way of communication needs.

Program-Wide Positive Behavior Intervention and Support (PW-PBIS) is a conceptual framework for supporting social emotional development and addressing challenging behaviors in early childhood, based on the guidance and resource of the Pyramid Model. PW PBIS supports administrative teams to use implementation science and practical strategies to support their staff and families. This initiative guides programs to make data-based decisions, engage in shared leadership, and coach staff to implement evidence-based practices.

What evidence should I expect to provide to my Quality Coach to show full implementation of PBIS?

The PAPBS Network will evaluate programs who have implemented PBIS based on their standards. Once the facility has met those standards, they will receive a banner to display. In subsequent years, the program will receive a dated badge to attach to the banner. The Quality Coach will need to see the banner indicating recognition within the past 12 months.

Who do I contact for more information on PBIS?

Organization: PA Positive Behavior Support Network (PAPBS)
Address: 6340 Flank Dr. Harrisburg, PA 17112
Phone: 717-829-1711
Contact: Susan Zeiders
Email: szeiders@pattan.net
Website: www.papbs.org

Where do I go to find additional information on PBIS?

- Website: www.eita-pa.org/sedevelopment

Keystone STARS Continuous Quality Improvement Plan Templates

Instructions for Completion:

Purpose: Keystone STARS is a system of continuous quality improvement (CQI) that guides early learning and school-age programs toward achieving and maintaining high quality and best practices. CQI is an ongoing process that includes reviewing sources of evidence that indicate program quality, planning goals, and implementing strategies that move learning programs toward best practices. A well-developed plan is an essential tool in guiding the development of CQI across all areas of the program.

Overview: This document contains general requirements and instructions on creating a STARS Continuous Quality Improvement Plan (CQI Plan). Practitioners may design their own CQI Plan format; however, the submitted plan **must** address the information requested in the instructions below. Assistance in the creation and completion of a CQI Plan is available from the Early Learning Resource Center. Following these instructions are 2 CQI Plan templates that programs may choose to use.

Instructions: The following steps (1-5) outline the required components of a CQI Plan. The plan should be site-specific and focus on the needs of the community served including children, families, staff, etc. The goals chosen by a facility should be based on needs identified through a variety of sources of evidence and should reflect the program's philosophy and mission.

1. Background Information: Include the following information in the CQI Plan:

- Facility name, address, and other contact information.
- Overall time frame for the plan including current and projected STAR levels.
- Facility size and projected grant requests (if applicable).

2. Goal Planning: determine specific goals needed to guide the program toward achieving and maintaining high quality and best practices. Each goal must address the following points (a-f).

- Goal Statement** – Write a clearly defined goal statement that is specific and measurable.
- Time Frame** – Identify the goal as immediate, short term (1-2 years), or long term (3-5 years) and select a projected date of completion.
- Quality Standard** - Align each goal with a quality standard or criterion. Quality standards/criteria include, but are not limited to, Keystone STARS Performance Standards, Pennsylvania Learning Standards, accreditation criteria (including NAEYC, NAA, NAFCC, etc.), Head Start Performance Standards and Caring for Our Children (CFOC) national health and safety standards for children.
- Source(s) of Evidence** - Identify the source(s) of evidence that indicate the need for the goal. Sources of evidence are typically assessments that provide information about the quality of services in the facility. There are a variety of quality indicators completed at different STAR levels that may serve as sources of evidence for the CQI plan.
 - Feedback from Designation Visits,
 - Previous external Program Quality Assessments and Internal -Assessment feedback from selected Program Observation Instruments (i.e. Environmental Rating Scale (ERS) Classroom Assessment Scoring System (CLASS), Program Administration Scale (PAS), Business Administration Scale (BAS)
 - Illness and Injury Tracking Review
 - Program Assessment tools – including Family, Staff, and School-Age Surveys
 - Financial Review
 - Risk Management Assessment
 - Strategic Plan

- Business Plan
- Additional sources such as the After-School Quality (ASQ), Child Assessment Data, Staff Observations & Evaluations, Family Conference feedback, Accreditation resources and other sources as determined by the facility.
- Child Care Facility COVID-19 Health and Safety Plan

At a minimum, the CQI Plan should identify and include the following number of sources of evidence to support the goals identified in the CQI plan: **STAR 2 = 3 sources; STAR 3 = 4 sources; STAR 4 = 5 sources**. Note: While the overall plan needs to be supported by multiple sources, individual goals may emerge from a single source.

- e) **Action Steps** - Outline a series of action steps needed to accomplish the goal including who is responsible for coordinating the action steps and monitoring their completion and effectiveness.
- f) **Resources & Supports** - Describe the resources and supports needed to achieve the goal. As appropriate, include needs related to:
 - Professional Development/Technical Assistance
 - Learning Program, Management, or Business Practices
 - Materials, Equipment, or Facility Improvements

3. Repeat: Repeat Step 2 for each CQI goal developed for the program as part of the overall CQI Plan.

4. Annual Review: Establish a written process for at least an annual review of the plan. The review should address how quality was improved (including goals achieved and those still in process), what STARS supports and resources were used to assist in improving quality, and what challenges were faced in working toward CQI goals. The results of the annual review should be used to guide the revision of existing goals and the planning of additional goals to be included in the new CQI Plan. Programs must submit this Annual Review to their Quality Coach as part of their paperwork renewals.

5. Moving On: The CQI Plan may be expanded to include goal planning for a variety of program needs. Other considerations for a CQI Plan may include “above and beyond” goals created to enhance and strengthen existing competencies within the program such as program administration, curriculum, and relationships with families, etc. These “above and beyond” goals may emerge from current research or the director’s personal goals for the program.

Continuous Quality Improvement Plan – Example #1

Name of Facility: _____ MPI# _____

Date Goal Created: _____ Current STAR Level: _____

Continuous Quality Improvement (CQI) Goal*: <input type="checkbox"/> Immediate <input type="checkbox"/> Short Term (1-2 yrs) <input type="checkbox"/> Long Term (3-5 yrs)	Staff Coordinating/Staff Involved	Projected Date of Completion
		Actual Date Of Completion

How does your goal align with quality standards?

What action steps are needed to achieve this goal?

Keystone STARS Performance Standards		Action Steps (include initials of staff responsible)
<input type="checkbox"/> Staff Qualifications and Professional Development	<input type="checkbox"/> Early Childhood Education Program	
<input type="checkbox"/> Partnerships with Family and Community	<input type="checkbox"/> Leadership and Management	
<input type="checkbox"/> Other Quality Standard:		
What source(s) of evidence did you use to determine this goal?		
Source(s) of Evidence	Date(s) Completed	

What resources or supports are needed to assist in the achievement of this goal?

Changes or Improvements to Learning Program, Management, or Business Practices	Materials, Equipment, or Facility Improvements

*Please use a separate page for each goal. Copy this page, as needed, to accommodate your program's goals

Review of Plan Year _____ to _____
 (month/year) (month/year)

# of Goals in Previous Year's Plan	
------------------------------------	--

# of Goals Completed from Previous Year's Plan	
--	--

Goals to be Reconsidered from Previous Year's Plan
 (these goals will be added to your new CQI Plan)

How has quality improved in your facility during the past year? (Include consideration of regulatory compliance, quality of services, staff performance, organization and management, family/community partnerships, and financial practices.)	
---	--

How did you use STARS supports and resources to assist your facility in improving quality? (Include consideration of grants, awards, technical assistance, TEACH scholarships, voucher program, STARS management support, professional development workshops, and credential programs.)	
--	--

What challenges did you face in working toward your CQI goals? How can these challenges be addressed in this year's plan?	
--	--

How did you share your CQI goals, including progress made, with staff, families, and other stakeholders?	
---	--

Name of Person Responsible for Formulating CQI Plan: _____

Title: _____ Date: _____

RESOURCES TO SUPPORT ACHIEVEMENT OF KEYSTONE STARS QUALITY STANDARDS

The following list of resources is not meant to be inclusive; as new resources are identified they will be added to this document.

Quality Indicator #	Resources
SQ. 2.1	<ul style="list-style-type: none"> • PD Registry: Link to STARS 101 and STARS 102 https://www.papdregistry.org/ • PA Core Knowledge Competencies http://www.pakeys.org/wp-content/uploads/2017/11/36124_Competerencies_.pdf • PA Big Ideas Framework http://www.pakeys.org/wp-content/uploads/2017/11/36124_Big_Ideas_.pdf • PA Early Learning Standards http://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/
SQ. 2.2	<ul style="list-style-type: none"> • PD Registry: Link to Professional Development Plan https://www.papdregistry.org/ <ul style="list-style-type: none"> ○ <i>Staff Report</i>
SQ. 2.3	<ul style="list-style-type: none"> • Big Ideas Framework http://www.pakeys.org/wp-content/uploads/2017/11/36124_Big_Ideas_.pdf • PD Registry: Link to Professional Development Plan https://www.papdregistry.org/ <ul style="list-style-type: none"> ○ <i>Staff Report</i>
EC. 2.1	<ul style="list-style-type: none"> • CQI Plan Templates, Keystone STARS Program Manual <p>Resources for Approved Program Observation Instruments for Internal Assessment:</p> <ul style="list-style-type: none"> • PA Keys website https://www.pakeys.org/program-quality/program-quality-assessment/program-observation/

August 1, 2020

	<p>Additional Resources to Inform CQI Plans:</p> <ul style="list-style-type: none"> • NAFCC Self Assessment Tool - Family Child Care Providers https://www.nafcc.org/My-Self-Study • After School Quality Self Assessment Tool – School Age ASQ http://niost.org/pdf/ASQ/ASQ_Guide_Sample.pdf • PA Key – After School Quality: The Process of Program Improvement (ASQ) https://www.pakeys.org/wp-content/uploads/2018/01/After-School-Quality-Information-sheet.pdf • Strengthening Families Protective Factor Framework https://cssp.org/wp-content/uploads/2019/01/SFCoreFunctionsHandout.pdf • Child Care Facility COVID-19 Health and Safety Plan
EC. 2.2	<ul style="list-style-type: none"> • Early Learning Standards – Infants and Toddlers http://www.pakeys.org/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-Infants-Toddlers.pdf • Early Learning Standards – Pre-Kindergarten http://www.pakeys.org/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-PreKindergarten.pdf • PA State Academic Standards-Kindergarten http://static.pdesas.org/content/documents/Pennsylvania_Early_Childhood_Education_Standards_for_Kindergarten.pdf • PA State Academic Standards – First Grade http://static.pdesas.org/content/documents/Pennsylvania_Early_Childhood_Education_Standards_for_First_Grade.pdf • PA State Academic Standards – Second Grade http://static.pdesas.org/content/documents/Pennsylvania_Early_Childhood_Education_Standards_for_2nd-Grade.pdf • PA State Academic Standards – Third Grade http://www.pdesas.org/Standard/Search# • National Center for Quality Afterschool http://www.sedl.org/afterschool/toolkits/ • Click 2 Science Online STEM Professional Development http://www.click2sciencepd.org

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EC. 2.3	<ul style="list-style-type: none"> • The Ages & Stages Questionnaires®, Third Edition (ASQ-3™) pinpoints developmental progress in children between the ages of one month to 5 ½ years. http://agesandstages.com/products-services/asqse-2/ • American Academy of Pediatrics https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Screening/Pages/Screening-Tools.aspx • Brigance Screening tools https://www.curriculumassociates.com/professional-development • Centers for Disease Control and Prevention https://www.cdc.gov/ncbddd/watchmetraining/index.html • Developmental Assessment of Young Children, 2nd Edition https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Developmental-Early-Childhood/Developmental-Assessment-of-Young-Children-%7C-Second-Edition/p/100000730.html • Early Screening Profiles (ESP) https://www.pearsonclinical.com/childhood/products/100000089/early-screening-profiles-esp.html • Early Learning Accomplishment Profile (E-LAP) https://www.kaplanco.com/product/13649/early-learning-accomplishment-profile-e-lap-kit?c=17%7CEA1035 • Parents' Evaluation of Developmental Status- Developmental Milestones (PEDS:DM) https://pedstest.com/AboutOurTools/LearnAboutPEDSDM/ • Survey of Well-being of Young Children https://www.floatinghospital.org/The-Survey-of-Wellbeing-of-Young-Children/Overview • US Department of Health and Human Services, Administration for Children and Families https://www.acf.hhs.gov/sites/default/files/e cd/screening_compendium_march2014.pdf
EC. 2.4 & EC. 2.5	<ul style="list-style-type: none"> • OCDEL Inclusion Policy Statement http://www.pakeys.org/wp-content/uploads/2017/11/Announcement-Inclusion-of-All-Children-in-Early-Childhood-Programs-in-PA.pdf • OCDEL Expulsion and Suspension Policy Statement http://www.pakeys.org/wp-content/uploads/2017/11/Announcement-Reduction-of-expulsion-and-suspension-in-EC-programs-in-PA.pdf

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- PA Key: Inclusion and Reducing Expulsion and Suspension
<http://www.pakeys.org/pa-early-learning-initiatives/promoting-inclusion-reducing-expulsion-and-suspension/>
- Policies for School Districts in which SACC sites feed into, particularly if SACC program is housed in school building (different for each program)
- U.S. Departments of Health and Human Services and Education Policy Statement
<https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>
- OCDEL Inclusion and Suspension/Expulsion Guidelines: A Timeline
<http://www.pakeys.org/wp-content/uploads/2017/11/OCDEL-Inclusion-and-Suspension-Expulsion-Timeline.pdf>
- Getting Started: Implementing the OCDEL Inclusion Announcement
<http://www.pakeys.org/wp-content/uploads/2018/02/Getting-Started-Implementing-the-OCDEL-Inclusion-Announcement.pdf>
- Guidelines to Support Implementation of OCDEL Announcement on Inclusion: A Resource for Administrators and Coaches
<http://www.pakeys.org/wp-content/uploads/2018/02/GUIDELINES-FOR-INCLUSION-2017-updated-links.pdf>
- Developing Suspension and Expulsion Policies
<http://www.pakeys.org/wp-content/uploads/2018/02/Developing-Suspension-and-Expulsion-Policies-One-Pager.pdf>
- Guidelines to Support Implementation of OCDEL Announcement on Suspension and Expulsion: Developing Policy
<http://www.pakeys.org/wp-content/uploads/2018/02/Guidelines-to-Support-Implementation-of-OCDEL-Announcement-of-Suspension-and-Expulsion-Developing-Policy.pdf>
- NAEYC: Early Childhood Inclusion
https://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
- Writing A Quality Inclusion Statement
<https://ccids.umaine.edu/wp-content/uploads/sites/26/2015/01/How-to-Write-a-Program-Philosophy-Matrix-5-11-09.pdf>
- Pennsylvania Early Intervention Technical Assistance Inclusion Self-Evaluation Tool
<http://www.eita-pa.org/inclusion/>
- PA Promise for Children: Benefits of Inclusion in Early Childhood Programs
<https://www.papromiseforchildren.org/>

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	<ul style="list-style-type: none"> • Head Start: Children with Disabilities https://eclkc.ohs.acf.hhs.gov/children-disabilities • Head Start: Preschool Inclusion Series https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest/preschool-inclusion-series • NCASE School Age Consumer Education Toolkit – Social and Emotional Health https://childcareta.acf.hhs.gov/sites/default/files/public/ncase-school-age-consumer-education-toolkit.pdf
FC. 2.2	<ul style="list-style-type: none"> • Administration of Children and Families: Supporting Transitions https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/supporting-transitions-brief-two.pdf • PA Key Transition Into Formal Schooling http://www.pakeys.org/getting-started/ocdel-programs/transition-to-kindergarten/ • Plan To Support School Age Children in Transitioning to Self Care: On My Own and OK http://extension.psu.edu/4-h/members/projects-resources/consumerscience/on-my-own-and-o.k. • Better Kid Care: School Readiness https://extension.psu.edu/programs/betterkidcare/lessons/school-readiness
FC. 2.3	<ul style="list-style-type: none"> • The Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-parent-family-community-engagement-framework https://eclkc.ohs.acf.hhs.gov/family-engagement/article/parent-family-community-engagement-simulation-boosting-school-readiness • Shared Source PA Family Engagement Resources tab https://www.sharesourcepa.org/ (must register and be logged in to access information) • Pennsylvania Department of Education (PDE) https://www.education.pa.gov/Documents/Teachers-Administrators/Federal%20Programs/Title%20I/PA%20Family%20Engagement%20Framework.pdf • PA Early Learning Standards: Partnerships for Learning http://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/ • NCASE School Age Consumer Education Toolkit – Parent and Family Engagement https://childcareta.acf.hhs.gov/sites/default/files/public/ncase-school-age-consumer-education-toolkit.pdf

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	<ul style="list-style-type: none"> • Build the Out-of-School Time Network – Engaging Families in Out of School Time Programs https://cdn.ymaws.com/nafsce.org/resource/resmgr/Toolkits/Boston_Engaging_Families_Out.pdf • Pennsylvania Department of Education (PDE) https://www.education.pa.gov/Documents/Teachers-Administrators/Federal%20Programs/Title%20I/PA%20Family%20Engagement%20Framework.pdf • National Center on Parent, Family and Community Engagement https://childcareta.acf.hhs.gov/sites/default/files/public/pfce-framework_for_ec_systems_final_508.pdf
FC.2.4	<ul style="list-style-type: none"> • Family Child Care: Child Care Aware http://www.childcareaware.org/providers/planning-for-success/developing-your-policies-and-procedures/
LM 2.1	<ul style="list-style-type: none"> • Family Child Care: <ul style="list-style-type: none"> ○ Calendar Keeper ○ Quick Books ○ First Children’s Finance http://www.firstchildrensfinance.org/businessresourcecenter/family-2/ ○ Red Leaf Press http://www.redleafpress.org/Assets/ClientDocs/sample_chapters/BlankStartUpPlan.pdf ○ Tom Copeland http://tomcopelandblog.com/handouts • Center Based Child Care <ul style="list-style-type: none"> ○ First Children’s Finance http://www.firstchildrensfinance.org/businessresourcecenter/centers-2/ • Child Care Aware http://childcareaware.org/providers/
LM 2.2	<ul style="list-style-type: none"> • Child Care Aware- Example of Staff Handbook https://childcareaware.org/wp-content/uploads/2016/05/staffhandbookcenters1_0.pdf • Shared Source: Policy and Procedure Checklist Resources List https://www.sharesourcepa.org/ (must register and be logged in to access information)
LM. 2.3	<ul style="list-style-type: none"> • Establishing an Injury/Illness Monitoring and Tracking System http://www.pakeys.org/wp-content/uploads/2018/02/06-Establishing-an-Injury-Illness-Monitoring-Tracking-System.pdf

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LM 2.4	<ul style="list-style-type: none"> • Early Childhood Education Linkage System <ul style="list-style-type: none"> ○ ECELS Tools to Meet Keystone STARS Standards http://www.ecels-healthychildcarepa.org/resources/resource-list-by-topic/item/831-ecels-tools-to-meet-keystone-stars-standards.html ○ Health and Safety Checklist http://www.ecels-healthychildcarepa.org/tools/checklists/item/255-ecels-health-and-safety-checklist-2011-references.html ○ Health and Safety Checklist for Home-Based Child Care Providers http://www.ecels-healthychildcarepa.org/tools/checklists/item/422-health-and-safety-checklist-for-home-based-family-child-care-home-child-care-providers.html ○ Supervision Resource List http://www.ecels-healthychildcarepa.org/resources/resource-list-by-topic/item/download/721_731804a0158153e52ac2a8cf5a402a93.html ○ Active Play Safety Checklist and Planning Tool http://www.ecels-healthychildcarepa.org/tools/checklists/item/download/413_79a33b98987724987f7bd595ca2432cf.html • Head Start Early Childhood Learning and Knowledge Center https://eclkc.ohs.acf.hhs.gov/safety-practices/article/keep-children-safe-using-active-supervision • California Childcare Health Program – Health and Safety Checklist https://cchp.ucsf.edu/sites/g/files/tkssra181/f/1-31-2019-HS_Checklist.pdf • Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education: Methods of Supervision of Children https://nrckids.org/CFOC/Database/2.2.0.1
LM. 2.5	<ul style="list-style-type: none"> • Early Childhood Education Linkage System <ul style="list-style-type: none"> ○ Provides PD Module, Forms and Policy directly related to LM 2.5 http://www.ecels-healthychildcarepa.org/news/item/827-stars-standard-l-m-2-5-supporting-children-with-special-needs.html ○ ECELS Tools to Meet Keystone STARS Standards http://www.ecels-healthychildcarepa.org/resources/resource-list-by-topic/item/831-ecels-tools-to-meet-keystone-stars-standards.html • Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education – https://www.acf.hhs.gov/sites/default/files/eecd/caring_for_our_children_basics.pdf • Caring for Our Children Basics: Program Review Tool https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/caring-for-our-children-basics-self-assessment-tool.pdf

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	<ul style="list-style-type: none"> • Caring for Our Children: National Health and Safety Performance Standards – 4th Edition: Page 139, Section 3.5 http://nrckids.org/files/CFOC4%20pdf-%20FINAL.pdf
SQ. 3.4.1	<ul style="list-style-type: none"> • Big Ideas Framework http://www.pakeys.org/wp-content/uploads/2017/11/FINAL-BIG-IDEAS- writeable.pdf • Professional Development Registry https://www.papdregistry.org/ • CQI Plan Sample #1 and #2 , Keystone STARS Program Manual
SQ. 3.4.2- SQ. 3.4.10	<ul style="list-style-type: none"> • <i>Facility Staff Qualifications Grid</i>, Keystone STARS Program Manual • <i>Professional Development Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i>, Keystone STARS Program Manual • <i>Professional Development Tracking Grid for STAR 3 and 4 Programs: Non-Instructional Staff</i>, Keystone STARS Program Manual • Professional Development Registry https://www.papdregistry.org/
EC. 3.4.1	<ul style="list-style-type: none"> • PA Early Learning Standards For Infants and Toddlers http://www.pakeys.org/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-Infants-Toddlers.pdf • PA Early Learning Standards for PreKindergarten http://www.pakeys.org/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-PreKindergarten.pdf • PA Early Learning Standards for Kindergarten http://static.pdesas.org/content/documents/Pennsylvania%20Early%20Childhood%20Education%20Standards%20for%20Kindergarten.pdf • PA Early Learning Standards for First Grade http://static.pdesas.org/content/documents/Pennsylvania%20Early%20Childhood%20Education%20Standards%20for%20First%20Grade.pdf • PA Early Learning Standards for Second Grade http://static.pdesas.org/content/documents/Pennsylvania%20Early%20Childhood%20Education%20Standards%20for%20Second%20Grade.pdf • PA State Academic Standards – Third Grade http://www.pdesas.org/Standard/Search#

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	<ul style="list-style-type: none"> • PA PDE Continuum of Early Learning Standards: Infant through 2nd Grade http://static.pdesas.org/content/documents/Pennsylvania%20Early%20Childhood%20Education%20Standards%20Continuum.pdf • PA Key Linking Standards to Lesson Plans https://www.pakeys.org/wp-content/uploads/2018/03/Linking-Standards.pdf • PA Key Aligning Curriculum with Kindergarten Standards https://www.pakeys.org/wp-content/uploads/2018/03/K-Curricula-Crosswalk-Aid.pdf • PA Department of Education: Linking Curriculum to Early Learning Standards http://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Page/default.aspx • Family Child Care: Gee Whiz Digital Curriculum https://www.geewhizeducation.com/
EC.3.4.2	<p>CHILD ASSESSMENT TOOLS</p> <ul style="list-style-type: none"> • <u>Infant-Toddler (0-3 years)</u> <ul style="list-style-type: none"> ○ Assessment Technology Incorporated: Galileo®* http://www.pakeys.org/wp-content/uploads/2018/01/ATI-One-pager-16-17.pdf ○ Curriculum Associates: BRIGANCE® Early Childhood Developmental Inventory (ECDI) https://www.curriculumassociates.com/products/detail.aspx?title=BrigEC-IED3 ○ Curriculum Associates: BRIGANCE® Head Start Developmental Inventory (HSDI) http://www.curriculumassociates.com/products/detail.aspx?title=BrigHS-Screens3 ○ HighScope: COR Advantage* http://coradvantage.org/ ○ Pearson: THE OUNCE SCALE* http://www.pearsonclinical.com/childhood/products/100000403/ounce-scale-the.html ○ Teaching Strategies LLC: Teaching Strategies GOLD® https://teachingstrategies.com/ • <u>Pre-Kindergarten (3-5 years)</u> <ul style="list-style-type: none"> ○ Assessment Technology Incorporated: Galileo®* http://www.pakeys.org/wp-content/uploads/2018/01/ATI-One-pager-16-17.pdf ○ HighScope: COR Advantage* http://coradvantage.org/ ○ National Institute for Early Education Research (NIEER)/ Lakeshore: Early Learning Scale (ELS) http://www.lakeshorelearning.com/media/images/pdfs/ELS_S7079.pdf?utm=offline ○ Pearson: THE WORK SAMPLING SYSTEM® http://www.pakeys.org/wp-content/uploads/2018/01/Pearson-One-Pager-WSS-2017-2018-Information-Sheet.pdf

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	<ul style="list-style-type: none"> ○ Pearson: THE WORK SAMPLING SYSTEM® for Head Start http://www.pakeys.org/wp-content/uploads/2018/01/Pearson-One-Pager-WSS-Head-Start-2017-2018-Information-Sheet.pdf ○ Teaching Strategies LLC: Teaching Strategies GOLD® https://teachingstrategies.com/ ● School Age <ul style="list-style-type: none"> ○ Pearson: THE WORK SAMPLING SYSTEM® Pre-K – 3rd Grade https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Developmental-Early-Childhood/Work-Sampling-System-%7C-Fifth-Edition/p/100000755.html ○ Teaching Strategies LLC: Teaching Strategies GOLD® https://teachingstrategies.com/ ○ Desired Results Developmental Profile School Age http://www.cde.ca.gov/sp/cd/ci/documents/drdpschoolage2010simp.pdf ● PA Key Resources to Help Programs Select an Assessment Tool: http://www.pakeys.org/wp-content/uploads/2018/01/Guiding-Principles-FINAL-August-2017.pdf ● PA Key: BASICS on Assessments Systems, Informs and Cultivates Success http://www.pakeys.org/wp-content/uploads/2018/01/BASICS_Sheets-PRINT.pdf
EC. 3.4.4	<ul style="list-style-type: none"> ● WIDA Suggestions for effective practices in supporting and instructing young DLLs. https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Supporting-DLLs.pdf ● Head Start Early Childhood Learning and Knowledge Center https://eclkc.ohs.acf.hhs.gov/culture-language
EC. 3.4.5.	<ul style="list-style-type: none"> ● CQI Plan Templates #1 and #2 , Keystone STARS Program Manual ● PA Key https://www.pakeys.org/program-quality/program-quality-assessment/program-observation/ ● Child Care Facility COVID-19 Health and Safety Plan ● Internal Assessment Process Template, Keystone STARS Program Manual
EC. 3.4.6.	<ul style="list-style-type: none"> ● PA Key https://www.pakeys.org/program-quality/program-quality-assessment/program-observation/ ● Internal Assessment Process Template, Keystone STARS Program Manual

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FC 3.4.3	<ul style="list-style-type: none"> • The Ounce: The Importance of Continuity of Care https://www.theounce.org/wp-content/uploads/2017/03/NPT-Continuity-of-Care-Nov-2015.pdf • Administration for Children and Families https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/continuity-of-care-tip-sheet.pdf • Child Care State Capacity Building Center https://childcareta.acf.hhs.gov/sites/default/files/public/pitc_rationale_-_continuity_of_care_508_1.pdf • Zero to Three: Primary Caregiving and Continuity of Care https://www.zerotothree.org/resources/85-primary-caregiving-and-continuity-of-care#:~:text=Continuity%20of%20care%20means%20that,and%20their%20caregivers%20to%20flourish.
FC 3.4.4	<ul style="list-style-type: none"> • Head Start Early Childhood Learning & Knowledge Center https://eclkc.ohs.acf.hhs.gov/family-engagement • Pennsylvania Department of Education (PDE) https://www.education.pa.gov/Documents/Teachers-Administrators/Federal%20Programs/Title%20I/PA%20Family%20Engagement%20Framework.pdf
FC. 3.4.6	<ul style="list-style-type: none"> • Strengthening Families Protective Factor Framework <ul style="list-style-type: none"> ○ https://cssp.org/wp-content/uploads/2018/11/About-Strengthening-Families.pdf ○ https://cssp.org/resource/strengtheningfamilies101/ • PA Early Learning Standards: Partnerships for Learning http://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/ • Head Start: Brighter Beginnings http://www.brighter-beginnings.org/what-we-do/early-childhood-development/early-head-start • Family Child Care: Strengthening Families Self Assessment Tool for Family Child Care Programs https://cssp.org/wp-content/uploads/2018/10/FAMILY-CHILD-CARE-PROGRAM-SELF-ASSESSMENT.pdf
FC 3.4.7	<ul style="list-style-type: none"> • Head Start: Collaboration and Training https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest/collaboration-teaming
LM 3.4.9	<ul style="list-style-type: none"> • Family Child Care : Business Administration Scale http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/ • Center and School Age Care: Program Administration Scale http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/

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	<ul style="list-style-type: none"> • PAS and BAS “Are You Ready?” Checklists https://mccormickcenter.nl.edu/library-category/pas-bas/
LM 3.4.10	<ul style="list-style-type: none"> • Early Childhood Education Linkage System <ul style="list-style-type: none"> ○ Child Care Health Consultant Role – 4.5 minute video http://www.ecels-healthychildcarepa.org/publications/av-materials/item/514-child-care-health-consultant-role.html ○ Health Consultants and Relationships with Child Care Providers http://www.ecels-healthychildcarepa.org/publications/av-materials/item/516-health-consultants-relationships-with-child-care-providers.html ○ Child Care Health Consultant Description and Brochure http://ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies/item/download/154_8aa5fa3406effe3591ff2c2b122cc215 ○ Child Care Health Consultant Business Partnership Agreement http://www.ecels-healthychildcarepa.org/tools/forms/item/830-child-care-health-consultant-business-partnership-agreement.html ○ Child Care Service Encounter Form http://www.ecels-healthychildcarepa.org/tools/forms/item/277-child-care-service-encounter-form.html • Administration for Children and Families – Child Care Health Consultation – Skill-Building Modules https://eclkc.ohs.acf.hhs.gov/health-services-management/article/child-care-health-consultation-skill-building-modules
LM 3.4.11	<ul style="list-style-type: none"> • Examples for Family Child Care: <ul style="list-style-type: none"> ○ Host a training and share cost of instructor ○ Join a Warehouse such as BJ’s, Costco and share supplies among other Family Child Care programs ○ Use local library for Story Time and Activities • Opportunities Exchange http://opportunities-exchange.org/get-started/ • Shared Source PA http://www.sharedsourcepa.org/marketing-home/ • Early Childhood Innovative Connections http://www.ecinnovativeconnections.org/ • Additional Ideas for All Programs <ul style="list-style-type: none"> ○ Networking with other providers starts this process but the relationship needs to be slow and steady and a give and take relationship, not just taking resources ○ Family provider Facebook or social media page with documents and shared resources. A provider would need to provide a narrative as to their participation in the group and what they gain from participating.

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| | <ul style="list-style-type: none">○ Directors' Alliance Cohort – Advertise trainings and share cost savings above and beyond mere networking. Again, a narrative should be provided along with meeting agendas and minutes.○ Legal Entity with multiple sites has weekly director calls, share substitute and staff pools, order in bulk, etc.○ Foster Grandparent program |
|--|--|

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Keystone STARS Continuous Quality Improvement Plan – Example #2

Name of Facility: _____ MPI# _____ County: _____

Date CQI Plan Created: _____ Current STAR Level: _____

STARS PERFORMANCE INDICATORS

Indicator	Area of Strength	Area of Growth	Action Steps What, Who, When	Reflection	Completed Y or N

PROGRAM OBSERVATION INSTRUMENTS (Indicate which tool(s) were used for Internal Assessment or feedback received from most recent External Assessment)

1. _____
2. _____
3. _____

Indicator	Area of Strength	Area of Growth	Action Steps What, Who, When	Reflection	Completed Y or N

Review of Plan Year _____ to _____ (month/year) (month/year)	
# of Goals in Previous Year's Plan	
# of Goals Completed from Previous Year's Plan	

Goals to be Reconsidered from Previous Year's Plan (these goals will be added to your new CQI Plan)

<p>How has quality improved in your facility during the past year? (Include consideration of regulatory compliance, quality of services, staff performance, organization and management, family/community partnerships, and financial practices.)</p>	
<p>How did you use STARS supports and resources to assist your facility in improving quality? (Include consideration of grants, awards, technical assistance, TEACH scholarships, voucher program, STARS management support, professional development workshops, and credential programs.)</p>	
<p>What challenges did you face in working toward your CQI goals? How can these challenges be addressed in this year's plan?</p>	
<p>How did you share your CQI goals, including progress made, with staff, families, and other stakeholders?</p>	

Name of Person Responsible for Formulating CQI Plan: _____

Title: _____ Date: _____