

Good, Better, Best: PA's CQI Guide to Best Practices



pennsylvania

OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: Complete the Keystone STARS Core Professional Development Series. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Director or Owner/Operator takes core series Participate in ERS Foundations and one ERS specific age PD (one representing majority of children in facility) Director of the facility has ERS training in each age group served Take STARS orientation 	<ul style="list-style-type: none"> Director, assistant director, and lead teacher take core series Lead teachers have the relevant scale Director participates in Beyond the PDR I If applicable to site, additional staff take additional ERS representing another age group in facility Directors of STAR 4A/3A sites take Core Series 	<ul style="list-style-type: none"> Other staff members complete core series New director gets Core Series within 3 months of hire date Owner of facility completes series if someone else is directing All staff have relevant scales in facility CBK/PDR taken by all staff or get TA Director participates in Beyond the PDR II
Source(s) of Evidence	<ul style="list-style-type: none"> Certificates or letter from PDO verifying submission (return receipt from USPS) Verification by phone/letter of participation in video training 		
Supports Needed/Recommended	<ul style="list-style-type: none"> Make sure FPDs are completed in a timely fashion (Training & Technical Assistance (T&TA) plan) and submitted HS & Keys make trainings available as needed Possible director instructor for CBK/PDR Training certificates from Better Kid Care and ECELS video courses are months behind 		
Special Considerations	<ul style="list-style-type: none"> HS – completed by education managers Family – complete FCCERS PD School Age – complete SACERS PD PKC - Only required for PKC child care grantees/partners 	<ul style="list-style-type: none"> HS – completed by education management 	<ul style="list-style-type: none"> SACC – one person per site HS – completed by all education management

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: Attend child abuse mandated reporter professional development that reflects the most current laws in Pennsylvania. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • Director takes mandated reporter training • Director attends updated mandated reporter training as required 	<ul style="list-style-type: none"> • Director shares mandated reporter information with all staff 	<ul style="list-style-type: none"> • All staff take mandated reporter training and subsequent updates • All staff review Mandated Reporter requirements at a staff meeting annually
Source(s) of Evidence	<ul style="list-style-type: none"> • Certificates • Sign-in sheets • Minutes • Anecdotal notes • If training completed between 7/1/2006 and 6/30/2007, signed copy of the summary of the new laws 		
Supports Needed/Recommended	<ul style="list-style-type: none"> • More trainings • More funding for Pennsylvania Family Support Alliance (PFSA) training 		
Special Considerations	<ul style="list-style-type: none"> • HS – all staff attends • PKC - grantees/partners follow standard of provider type-all are mandated reporters 		<ul style="list-style-type: none"> • HS – discuss as a team to review case studies as a team

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: Director: Level V or above on the Career Lattice (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Director meets required level with an approved SQAP 	<ul style="list-style-type: none"> Director is at Level V 	<ul style="list-style-type: none"> Director is at Level VI or above (by 7/1/2010 must be at this level to meet STAR 4 requirements) Second staff person (e.g., Asst. Dir.) is at Level V or above
Source(s) of Evidence	<ul style="list-style-type: none"> Transcripts/degrees Signed action plans Enrollment/course registrations 		
Supports Needed/Recommended	<ul style="list-style-type: none"> Online/blended/face-to-face course offerings accessible in each Regional Key TEACH and/or Vouchers available in each Regional Key at all degree levels 		
Special Considerations	<ul style="list-style-type: none"> PKC- grantees/partners follow administrative requirements of provider type Group Standards-Level III or above on Career Lattice by 7/1/2010. Level IV or above required by 7/1/2012 for Star 3 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: Annual professional development plan is developed based on needs identified in the Professional Development Record (PDR). (STAR2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • Fill out training plan based on PDR • Annual PD plan must have a written plan, dated, signed within year of designation • Each annual PD plan should include a K7 event 	<ul style="list-style-type: none"> • Partially completed PDR/annual training plan (some courses completed), match needs in PDR • Of total hours required at least some are courses and/or a series that builds upon a previous course/instruction 	<ul style="list-style-type: none"> • Attaining all goals identified or exceeding goals • Use PDR on a continual basis – not once /year • Purposeful plan • All PD hours are reflected in annual plan for directors and staff • Of total hours required, the majority of hours will be courses and/or a series that builds upon a previous course or instruction • Professional development plan extends beyond one year defining long term goals related to needs identified in PDR and Career Lattice. Plan is reviewed/revised two times a year (more intentional use as a career planning tool)
Source(s) of Evidence	<ul style="list-style-type: none"> • Completed Annual Training Plans • Training certificates • Individual training plans (HS) • See written plan • Look at plan and compare to previous years to see if higher levels were taken • Compare to PDR to see if plan addresses needs 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> • # of hours of TA to assist directors/staff in completing PDRs accurately & purposefully as a requirement (esp. if they complete CBK/PDR on-line) • Availability of training series and/or higher education coursework specifically addressing infants and toddlers. 		

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

	Good	Better	Best
<p>Special Considerations</p>	<ul style="list-style-type: none"> • PKC - Professional development plan demonstrates that PD is grounded in research, best practice, aligns with the ELS and is specific to the needs of the staff and the children served; meets Act 48 requirements of 6 credits/180 hours every 5 years for teachers; assistant teachers meets the requirement of 24 hours of continuing professional development each year • HS – Classroom staff must have a minimum of 15 hours related to CR activities. May not be based on the PDR, but some other plan • SACC - It is recommended that School Age directors complete the initial 6 hours of <i>Links to Learning Professional Development</i> 		

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: Annually participate in 1 professional growth and development activity (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Meet one of the professional growth & development activities listed in the STARS worksheets Staff know what their role is and how they can grow from this activity 	<ul style="list-style-type: none"> Participation on a committee Attending a local/state conference Sharing knowledge gained with staff (meeting minutes, newsletter articles, handouts) 	<ul style="list-style-type: none"> Presenting at a training or conference Attending a national conference Holding an office/sitting on a board of directors/committee chair in an organization that supports early care and education
Source(s) of Evidence	<ul style="list-style-type: none"> Conference brochures Membership Cards and documentation of "how" membership is being used Modules Training certificates – Any STARS approved professional development received during conference can count as annual clock hours. Minutes from meeting attended 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Collaboration with local AEYCs and Advocacy Groups to inform and educate practitioners on upcoming events 		
Special Considerations	<ul style="list-style-type: none"> HS – 2 activities SACC - Specific Conferences, membership or work (e.g. NAA, PENN SACCA, advocacy or committee work for PSAYDN, 21st CCLC) PKC- No specific requirement 	<ul style="list-style-type: none"> HS – 3 activities SACC Specific Conferences, membership or work (e.g. NAA, PENN SACCA, advocacy or committee work for PSAYDN, 21st CCLC) 	<ul style="list-style-type: none"> HS – leadership role (serving on a board); presenting at a conference SACC Specific Conferences, membership or work (e.g. NAA, PENN SACCA, advocacy or committee work for PSAYDN, 21st CCLC)

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: Completed the PA Director's Credential. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Completed non-credit (option was available through June 2009) Newly hired director has two-and-one-half years from date hired to complete (renewals only, not movement) Approved Portfolio Renews Credential per guidelines 	<ul style="list-style-type: none"> Completed for credit Second facility person is working on Director Credential 	<ul style="list-style-type: none"> Second facility person has Director Credential Director has ongoing PD annually in business, families, child development that is credit bearing or Level 3 of the CBK Obtains Advanced Credential, if available
Source(s) of Evidence	<ul style="list-style-type: none"> Certificates Transcripts Diploma Proof of attendance at HS approved director's training Enrollment documentation Credential certificate 		
Supports Needed/Recommended	<ul style="list-style-type: none"> More offerings in more areas Satellite offerings or webcasts for rural areas Need info sheet/FAQ on what the credential is and involves SACC – Identification or creation of bachelor and master level coursework specific to afterschool/OST SACC - Information to instructors offering credential re curriculum, program and administration considerations specific to SACC/afterschool/Out-of-School Time (OST). 		
Special Considerations	<ul style="list-style-type: none"> PKC- No requirement for Director Credential unless grantee/partner is a child care program HS- has a management team and completes the assignment worksheet designating who is responsible for Administrative areas. Group-Completes Credential by 7/1/2015 for Star 4 	<ul style="list-style-type: none"> HS – working on a degree in Business Administration/Management SACC – some assignments have a focus on afterschool/OST 	<ul style="list-style-type: none"> HS - Bachelor's in Business Administration/Management SACC – Graduate level coursework specific to afterschool/out-of-school time

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: New Staff Orientation completed by all aides and new staff within 90 days of start of employment. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Showing Better Kid Care tapes to new staff and aides only. No onsite orientation or site discussion. Director signs. Volunteers serving over 500 hours take. Completed with all aides and new staff within 90 days Age appropriate New Staff Orientation or SAC New Staff Orientation meets the minimum requirement 	<ul style="list-style-type: none"> Showing BKC tapes to all staff. Some small discussions Director has previewed orientation videos Program has a clearly defined orientation process/plan that includes guidance, review and dialog regarding the completion of the appropriate New Staff Orientation Modules and other program specific information not included in the modules. Orientation should include review of cultural and socioeconomic characteristics of program participants 	<ul style="list-style-type: none"> Review components as necessary and have staff attend related PD events/request TA to reinforce content to meet program need Director/mentor discusses with staff members Orientation plan includes assigning a mentor who is responsible for discussing/reviewing staff members. All new staff/volunteers participate in mentoring over (x weeks or x months). All staff (including volunteers & substitutes) have appropriate New Staff Orientation/SAC New Staff Orientation New staff submit with 30 days of hire
Source(s) of Evidence	<ul style="list-style-type: none"> Completed worksheets Training certificates Interview with director Anecdotal notes Completed agenda with sign-in sheets On site developed plan Documentation of 15 hours cross walked with <i>Caring For Our Children</i> list 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Provide BKC # or web info List of what topics are included in orientation videos to cross-reference for sites who have created own orientation plan Foundations for new staff orientation and then age specific SACC- Identify and create components of SACC New Staff Orientation to be completed by individuals that work at more than one site (identify which components from existing orientation are relevant) 		

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

	Good	Better	Best
Special Considerations	<ul style="list-style-type: none"> • HS – show agenda with trainer’s name and times • If staff are transferred/moved between sites, review necessary components/modules as applicable to each site • PKC- grantee/partner follows requirements of provider type. Orientation/Induction Program for teachers working in a PKC classroom 	<ul style="list-style-type: none"> • Show sign-in sheets, as well as agenda with names & times 	<ul style="list-style-type: none"> • HS - Documentation of inservice/orientation 8 hours but combined with other PD events. More hours served. Certificate awarded. Parents/volunteers included in orientation

Version

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: Staff Requirements for Career Lattice. (STAR 2 and above)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Required # of staff at each level; some/many with SQAP Consistent progress is being made on each SQAP 	<ul style="list-style-type: none"> Required # of staff at each level 	<ul style="list-style-type: none"> "Buffer" of more than minimum required # of staff at each Career Lattice Level
Source(s) of Evidence	<ul style="list-style-type: none"> Transcripts/degrees Signed action plans Enrollment/course registrations 		
Supports Needed/Recommended	<ul style="list-style-type: none"> Online/blended/face-to-face course offerings accessible in each Regional Key TEACH and/or Vouchers available in each Regional Key at all degree levels 		
Special Considerations	<ul style="list-style-type: none"> HS- Refer to HS Act of 2007 Staff Requirements PKC- Teachers must be certified in ECE or obtain certification by 12/11 (waivers/action plans approved for teachers not currently certified) PKC-Assistant Teachers must possess a CDA, AA/60 credits, or be highly qualified 		

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: Annual professional development plan is developed for each staff member based on needs identified in the Professional Development Record (PDR) and documented on the Professional Development plan in the PDR. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Staff complete their own annual PD plan Fill out training plan based on PDR with dates and signatures annually 	<ul style="list-style-type: none"> 1 staff person per group participates in staff meeting on meaning of/development of PDR Staff meeting on purpose of and how to develop PDR Partially completed PDR training plan (courses partially completed) 	<ul style="list-style-type: none"> Take online or face to face PD event on PDR to assist in utilizing the document Review PDR annually with director Director meets with all staff to review PDR Attaining all goals identified or exceeding goals Use PDR on a continual basis (not once/year) Professional development plan extends beyond one year defining long term goals related to needs identified in PDR and Career Lattice. Plan is reviewed/revised two times a year (more intentional use as a career planning tool)
Source(s) of Evidence	<ul style="list-style-type: none"> Completed PDR, documentation of developed plan Individually updated annual PDR reflecting new experiences/PD events Documentation of staff meeting topic CQI of PDR Documentation of staff review Completed Annual Training Plans Use of PDR documented more than once/year 		
Supports Needed/Recommended	<ul style="list-style-type: none"> Providing TA to fill out ATPs/PDRs PDR workgroups – give credit 		
Special Considerations	<ul style="list-style-type: none"> PKC- See standard for professional development plan HS- Refer to the HS Act of 2007 professional development/training requirements 		

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: Annual clock hours of professional development based on PDR (covers 3 separate standards-STAR 2, 3 & 4))

	Good	Better	Best
<p>Describe what is acceptable for each level.</p>	<ul style="list-style-type: none"> • STAR 2 – <ul style="list-style-type: none"> ⊕ 15 hours (Directors) ⊕ 12 hours (All Staff) • STAR 3 – <ul style="list-style-type: none"> ⊕ 21 hours (Directors) ⊕ 18 hours (Teachers/Assistants) ⊕ 12 hours (Aides) • STAR 4 <ul style="list-style-type: none"> ⊕ 27 hours (Directors) ⊕ 24 hours (Teachers/Assistants) ⊕ 15 hours (Aides) • 25% Face-to Face PD events/75% are Video or in House events (Percentage of Face-to-Face PD events can be higher) Online college courses are not considered video module learning 	<ul style="list-style-type: none"> • Some hours are at higher competency levels • Courses that are part of a series • PD is spread through the year, not “bunched up” just before designation/renewal • 50% Face-to Face PD events/50% Video or In-house PD events (Percentage of Face-to-Face events can be higher) Online college courses are not considered video module learning • [COA HR 3.05] Personnel who have regular contact with children, youth, or their families receive training on <u>mandatory reporting</u> and the identification of indicators of suspected abuse and neglect. • [COA HR 3.03] Personnel who work with children and youth are trained in: building positive relationships with children and youth; understanding how staff behavior can influence the behavior of children and youth; cultural awareness, sensitivity, and responsiveness; understanding and combating bias and discrimination; recognizing when children and youth may benefit from additional or alternative services 	<ul style="list-style-type: none"> • Some hours for each staff member are from credit bearing courses (Teachers/Assts) and Aides do a minimum of once credit/15 hours for direct credit • Involvement in CDA or courses that are part of a series (aides) • 75% Face-to Face PD events/25% Video or In-house PD events (Percentage of Face-to-Face events can be higher) Online college courses are not considered video module learning • [COA HR 3.03] Personnel who work with children and youth are trained in: child and youth development, and the differing needs of children and youth at different stages of development; building positive relationships with children and youth; working and communicating with families; cultural awareness, sensitivity, and responsiveness; understanding and combating bias and discrimination; designing and/or facilitating activities that support program goals and engage program participants; topics relevant to program goals and activities (e.g., education, dance, computers, etc.); setting up and appropriately utilizing program space; collaborating

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

	Good	Better	Best
<p>Describe what is acceptable for each level. (Cont'd.)</p>			<ul style="list-style-type: none"> • appropriately with other entities (e.g., schools, human resource departments, community organizations, etc.); positive techniques for guiding behavior and for helping children and youth guide their own behavior; appropriate disciplinary techniques; group interactions and management, including promoting positive relationships and managing conflicts among children and youth; recognizing aggressive and out-of-control behavior, and other factors that may lead to a crisis; understanding how staff behavior can influence the behavior of children and youth; responding appropriately to the differing needs of children and youth, including children and youth with special needs or issues; and recognizing when children and youth may benefit from additional or alternative services • [COA – HR3.06] Program administrators and/or directors receive training in: program administration and management; staff supervision; and legal topics relevant to program operations, management, and oversight

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

<p>Source(s) of Evidence</p>	<ul style="list-style-type: none"> • Training certificates • Transcripts • Attendance Sheets or online verification (if certificates are not signed OR proof of payment cross-referencing staff) • Annual Training Plan • PDE website (Act 48) 		
<p>Supports Needed/ Recommended</p>	<ul style="list-style-type: none"> • Funding English as Second Language Instructors (Spanish especially) • Funding remedial coursework, especially English/writing • Offer SACC trainings that meet the needs of program/participants, especially online modules • Computer training • Satellite training/ Teleconferences • More on-line opportunities, including webinars and webcasts • More "Beyond the PDR" sessions 		
<p>Special Considerations</p>	<ul style="list-style-type: none"> • SACC- The content of staff professional development needs to be appropriate for the age groups served. (including child development and other areas related to after school programming) • PKC- See standard for professional development plan (Act 48) • I/T - Provide training and/or coursework specifically addressing infants and toddlers • PKC-refer to professional development plan standard • HS – Classroom staff must have a minimum of 15 hours related to CR activities. May not be based on the PDR, but some other plan • Group- Only need 12 hours based upon PDR and does not include the director's section 	<ul style="list-style-type: none"> • SACC-Some staff enrolled in SAPC course • SACC- The content of staff professional development needs to be appropriate for the age groups served. (including child development and other areas related to after school programming) 	<ul style="list-style-type: none"> • CC/SACC-Staff participate in mandated reporter training including staff working less than 500 hours • SACC-Some staff have completed SAPC course • SACC- The content of staff professional development needs to be appropriate for the age groups • HS – Attend PD outside of facility (State offered, etc.)

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

	Good	Better	Best
Special Considerations (Cont'd.)	<ul style="list-style-type: none"> Requirements for teachers and 24 hours annually for assistants) HS- Refer to the HS Act of 2008 professional development/training requirements 	<ul style="list-style-type: none"> Infant/Toddler staff have at least 50% of their hours of care specifically in infants/toddlers 	<p>served. (including child development and other areas related to after school programming)</p> <ul style="list-style-type: none"> Infant/Toddler staff have at least 75% of their hours of care specifically in infants/toddlers

Version

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: One staff member from each classroom must have current pediatric first aid certification. (STAR 2 and above)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> 1 staff per classroom has pediatric first aid Current pediatric first aid certification Universal or pediatric first aid until card expires or unless a new employee; upon card expiration or a new employee, pediatric first aid must be taken 	<ul style="list-style-type: none"> 50% of entire facility has pediatric first aid Refresher course during time of certification One additional staff person per room has pediatric first aid 	<ul style="list-style-type: none"> Everybody in the facility has pediatric first aid One staff onsite throughout the day has CPR in case of an adult medical emergency Everybody has pediatric first aid (including non-staff facility personnel such as cooks, van drivers, etc.)
Source(s) of Evidence	<ul style="list-style-type: none"> Card/Training Certificate documenting status and expiration Cards with expiration dates and Instructor's signature 		
Supports Needed/Recommended	<ul style="list-style-type: none"> Someone on staff at each Regional Key that can offer this Page of definition or terminology so ARC, AHA, DPW, STARS are all looking for the same thing (first aid kits; what does pediatric first aid curriculum look like?) 		
Special Considerations	<ul style="list-style-type: none"> HS – all staff working with children (not director) must have current pediatric certification PKC- grantee/partner follow requirement of provider type 		<ul style="list-style-type: none"> HS – all staff including Education Managers/supervisors have pediatric first aid

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: All staff must have two hours of health and safety professional development annually. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> All staff have 2 hours of recommended health and safety annually 	<ul style="list-style-type: none"> Staff will participate in relevant age/topic course for current group in their care Staff also participate in courses regarding prevention of child abuse and neglect, children's social and emotional competence, or Strengthening Families Protective Factors Utilizing many sources of evidence to determine which health & safety topics should be included (illness/injury, safety plan, etc.) More than one topic on health & safety among staff, based on PDRs 	<ul style="list-style-type: none"> Health consultant/health and safety specialist assesses facility and creates action plan Parent education night (or other means) of sharing health & safety issues with parents Staff share info from trainings with other staff (from Better course) Variety of health & safety PD based on PDR plan, classroom makeup, illness & injury tracking Share out at staff meetings
Source(s) of Evidence	<ul style="list-style-type: none"> Certificates Cross reference documentation Agendas, flyers, minutes of staff meeting Illness/injury tracking sheets PDR plans 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> More PD events offered by experts in the field (dietitians, firefighters, nurses, etc.) ECELS flyer 		
Special Considerations	<ul style="list-style-type: none"> SACC - Includes PD related to nutrition and fitness for school-age children and youth PKC- no requirement unless grantee/partner is a child care facility HS- Refer to HS Act of 2008 	<ul style="list-style-type: none"> SACC – some PD covering early menstruation and symptoms and adolescent sexual development 	

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: All staff must attend professional development annually on child observation, inclusive practices, and/or ERS. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> All staff have annual PD on child observation, inclusive practices and/or ERS (age appropriate for current group enrollment) All staff take same training at same time for convenience 	<ul style="list-style-type: none"> Participate in a series or higher competency level training on a topic Different staff take different trainings based upon their PDRs 	<ul style="list-style-type: none"> If ERS, take all other scales for facility Develop individual training needs based on info from outside consultant (ERS score, TA, etc.) Balance of these trainings throughout the facility based on: <ul style="list-style-type: none"> PDR FPD Director request
Source(s) of Evidence	<ul style="list-style-type: none"> Training certificates PDR FPD Course description Course syllabus including # of training hours 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Flyer/handout that explains typical range of topics (for instance, some people think that inclusive practices is just special needs) Color code trainings to help practitioners select appropriate topics Website calendars has search feature for specific topics related to standard TA: curriculum or FTP or SQAP More ELS trainings offered; creative curriculum trainings; Work Sampling/Ounce Trainings 		
Special Considerations	<ul style="list-style-type: none"> HS- has a 15 hour minimum training based on needs assessment of program and staff related to classroom activities PKC- No specific annual requirement unless grantee/partner is a child care facility (ERS and WSS training is required for all new PKC teachers) 	<ul style="list-style-type: none"> SACC – [COA HR 3.03] – Personnel who work with children and youth are trained in responding appropriately to the differing needs of children and youth, including children and youth with special needs or issues; and recognizing when children and youth may benefit from additional or alternative services 	

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: Annually, all staff involved in professional growth and development activity. (covers STAR 3 & 4 standards)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Having a card from a professional organization Member of an organization and staff are aware of this membership STAR 3 – one (1) activity for all staff STAR 4 – two (2) activities for all staff 	<ul style="list-style-type: none"> Active involvement in organizations through committee work, advocacy, coordinating events, etc. Share knowledge gained with other facility staff Participation on committee, holding an office, minutes, newsletter, article Directors share information about the organization with staff members regularly 	<ul style="list-style-type: none"> Share info with other staff Presenting at a training or conference Committee chair Attending a conference Member and documentation of active membership (committees, etc.)
Source(s) of Evidence	<ul style="list-style-type: none"> Documentation of participation such as written communication from organization about meetings, staff meeting agendas, etc. Conference brochure (if presenting) Membership Card and documentation of “how” membership is being used Modules Training certificates Minutes from meetings attended Staff interviews Agenda, notes from presentation, PowerPoint, handouts, training module 		
Supports Needed/ Recommended			
Special Considerations	<ul style="list-style-type: none"> If one membership covers all staff of a facility, documentation is needed to show that staff are informed of membership status and information about the organization is shared on a regular basis (i.e. newsletter circulated with routing slip) PKC- No requirement unless grantee/partner is a child care facility 		

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: Teachers/Assistant Teachers must attend professional development annually on curriculum, program or child assessment, and/or the age-appropriate Learning Standards. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Any PQAS training that meets knowledge area, minimum of 2 hours 	<ul style="list-style-type: none"> Attending additional courses or a series of courses on learning environment Shares info with other staff at facility Based on individual needs (not same PD for everyone) Staff participate in professional development within these topic areas that is specific to needs identified in their PDR 	<ul style="list-style-type: none"> Credit bearing course work and demonstrates that knowledge is used in classroom Aids attend courses on early learning standards Professional development followed by TA occurs when implementation is identified as a concern or coaching and mentoring is occurring within programs to support implementation of best practices
Source(s) of Evidence	<ul style="list-style-type: none"> Training certificates Staff meeting agenda Transcripts Lesson plans 		
Supports Needed/Recommended	<ul style="list-style-type: none"> TA Mentor/Coaching PDII 		
Special Considerations	<ul style="list-style-type: none"> SACC- It is recommended that School-Age Practitioners complete the Links to Learning modules. Please contact your Regional Key for further clarification. SACC- Curriculum Professional Development should include information on "home-made" 		

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

	Good	Better	Best
Special Considerations (Cont'd.)	<p>curriculum and school-age appropriate curriculum tools (i.e. curriculum statement tool)</p> <ul style="list-style-type: none"> • HS- No specific requirement-training based on needs assessment of program and staff • PKC- No specific annual requirement unless grantee/partner is a child care facility (ERS and WSS training is required for all new PKC teachers) 		

Version

LEARNING PROGRAM

Standard: Site obtains and maintains copies of the appropriate Learning Standards for all age groups in the program. (STAR 1)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Learning Standards for each age group are on-site and available to all staff 	<ul style="list-style-type: none"> Every classroom has the appropriate set of standards available in any format and staff know how/where to access them 	<ul style="list-style-type: none"> Every teacher involved in curriculum/lesson planning has the appropriate set of standards available in any format
Source(s) of Evidence	<ul style="list-style-type: none"> Visual evidence of early learning standard Staff interviews 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Provide copies in hard copy electronic media 		
Special Considerations	<ul style="list-style-type: none"> SACC should have both Kindergarten and academic standards DVD or hard copy or saved in "Favorites" on computer PKC- Classroom materials and equipment reflect all areas of the learning standards. Lesson plan reflect alignment to the ELS 		

LEARNING PROGRAM

Standard: Observation of child is completed and shared with parents within 45 days of program entry and once yearly after that. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • Observation completed within 45 days from enrollment date and shared with parents • Observation completed within 45 days from date of classroom change for children who transition to another classroom within the program 	<ul style="list-style-type: none"> • Observation completed three times per year and shared with parents • Observations are objective • Procedure for observations is located in the staff and parent policy and procedure manual • Observations include notations regarding changes in the child's appearance and behavior as this could indicate a change in family dynamics/circumstances necessitating conferences with parents in order to refer to community services 	<ul style="list-style-type: none"> • Observations are on-going to guide classroom and individual planning • Intentional, focused observations • On-going, continual communication with parents • Observations used for referral • Conference with parents to share information
Source(s) of Evidence	<ul style="list-style-type: none"> • Parent signature • Notes from parent/teacher conference • Home visit notes • Standard observation format/procedure • Resources for referral • Record in child file • Child's portfolio • Child Service Report • Ages & Stages 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> • Professional Development for practitioners to understand the purpose of observation/assessment and general knowledge of child development • Mentoring classrooms • Optional tools • STARS TA 		
Special Considerations	<ul style="list-style-type: none"> • HS – Screenings completed in 45 days so child can be evaluated if necessary; programs are required to complete ongoing assessment. • SACC-Observation within 90 days • PKC-No requirement written for observation, only assessment 	<ul style="list-style-type: none"> • HS – Observations occur on a regular, individual basis • SACC- Observations occur twice a year and shared with parents 	<ul style="list-style-type: none"> • HS – Results of observation are used for child assessment and planning • SACC-Observations occur ongoing to guide curriculum and environmental changes

LEARNING PROGRAM

Standard: Learning standards are used as a resource for staff in classroom planning and documentation of children’s learning. (STAR 2/3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Lesson plans reflect broad learning areas along with verbal explanation through staff interviews (STAR 3) Learning Standards are included on lesson plans (STAR 3) AT least one activity a week addresses a child’s needs from an observation (STAR 3) At STAR 2, staff interviews document/report how Early Learning Standards guide curriculum planning 	<ul style="list-style-type: none"> All key learning areas are reflected on lesson plans Many standard codes are included on lesson plans Many activities address children’s needs as documented from observation Learning/interest centers have links to the Learning Standards (ex/posters with activities & corresponding standard) 	<ul style="list-style-type: none"> Learning Standards indicator number noted on the lesson plan Most activities are coded and many have more than one topic code (75% of the time) Most children have a daily activity designated/documentated to address their need/interest based on observation
Source(s) of Evidence	<ul style="list-style-type: none"> Visual verification Staff interviews Initials on the lesson plan activities Staff able to show specific lessons based on observations Lesson plan activities listed on observation sheet Observation for evidence that lesson plans implemented 		
Supports Needed/Recommended	<ul style="list-style-type: none"> More ELS professional Development STARS TA on use of Learning Standards Providing copies of Academic Standards Providing copies of other standards Sample lesson plan tool shared with program 		
Special Considerations	<ul style="list-style-type: none"> SACC-K, 1st, 2nd, and Academic Learning Standards SACC – Materials/ resources made available to children be identified by Academic/Learning Standards PKC- Lesson plans reflect alignment to the ELS HS- Programs are required to align curriculum and assessment and when appropriate the State’s Early Learning Standards 	SACC-Child selected activities are cataloged by Key Learning Areas (Ex/Learning Program #2)	SACC – Child selected activities, small group activities, materials made available and group activities all identified by Academic/Learning Standards

LEARNING PROGRAM

Standard: Results from observations are used for curriculum, individual child planning and referral to community resources. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Curriculum connects observation to lesson plan with child Initials on plan or use of a coding system to protect confidentiality Facility has protocol in place to refer child to community resources [including Early Intervention (EI), Children & Youth Services (CYS), Mental Health/Mental Retardation (MH/MR), County Assistance Office (CAO), Child Care Works, United Way, Head Start, Community Action Program (CAP), or other community agencies] 	<ul style="list-style-type: none"> Provide activities for parents to do at home to help with identified needs (NOTE: Needs to be clear that a center is not to assign homework for children/families, but ideas or suggestions for activities) Facility provides written referral to parent Staff have documented observations that support lesson plans Plans include changes to the environment/ learning centers 	<ul style="list-style-type: none"> Each activity reflects specific goals for each key learning area, list of experience identified materials Individual child is identified respecting confidentiality Child's record verifies a planned activity Provide activities and materials for parents to do at home to help with identified areas of need Facility facilitates meeting between community resource and parents
Source(s) of Evidence	<ul style="list-style-type: none"> Conference notes Staff interviews Documentation on lesson plan (for example, child initials) Verified referral for parent in child's record 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Professional Development regarding curriculum, sharing information with parents/families and community resources STARS TA 		
Special Considerations	<ul style="list-style-type: none"> SACC-See Learning Program #4 for optional tools available HS- Ongoing assessment must be linked to child planning and referral to community resources 	<ul style="list-style-type: none"> SACC – Children and youth have input to the planning of program activities. SACC – curriculum planning includes input/connections with school-day personnel. 	<ul style="list-style-type: none"> Health and Safety- Protocol in place to include networking with Family Physician/nurse practitioner or local health professional for resource and guidance SACC – observations and assessments (for group, or unidentified individuals) used with children in planning

LEARNING PROGRAM

Standard: Observation of child is completed and shared with parents within 45 days of program entry. Observation of child must be conducted a total of three times during the year; once in the beginning, once in the middle and once towards the end. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • An observation for every child within 45 days (SACC 90 days) of enrollment • Documentation of attempt to share observation with parent • An observation for child enrolled longer than 45 days occurs 3 times per year • Parent reviews and signs off info shared 	<ul style="list-style-type: none"> • Observations include notations regarding changes in the child's appearance and behavior as this could indicate a change in family dynamics/circumstances necessitating conferences with parents in order to refer to community services • Observations are written objectively • Planned activities should reflect observed needs/interests of children 	<ul style="list-style-type: none"> • Statement included in both parent handbook and policy and procedure manual • Parent reviews and signs info shared at face to face meeting • Sharing of information with parents in regards to observations of child (face to face or in writing with a parental sign-off)
Source(s) of Evidence	<ul style="list-style-type: none"> • Anecdotal records, notated artwork, etc. including name of child, date of observation, enrollment date, staff initials and verification of staff having taken training • Copy of info shared with parents • Standard observation format • Record in child file • Written letter in child file • Conference notes • Child Service Plan • Ages & Stages 		
Supports Needed/Recommended	<ul style="list-style-type: none"> • Professional Development on observation/assessment and how to share with parents/families • STARS TA 		
Special Considerations	<ul style="list-style-type: none"> • SACC-Observation occurs 2 times/year • HS- Child Outcomes are reported 3 times/yr • PKC- The primary assessment tool for child outcomes reporting is WSS. The agency uses WSS and other valid reliable assessments for ongoing assessment to inform instruction in all required key learning areas; there is written documentation of assessment occurring 3 times/ school year 		<ul style="list-style-type: none"> • SACC – Observation shared with child and parent

LEARNING PROGRAM

Standard: Implement a learning curriculum that incorporates the Learning Standards. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Curriculum statement contained in Policy and Procedure Manual Lesson plans identify Early learning Standards Facility has written, identifiable curriculum 	<ul style="list-style-type: none"> Learning/interest centers have links to Learning Standards Statement linked to program's philosophy 	<ul style="list-style-type: none"> Statement in both Parent Handbook and Policy and Procedure Manual Statement links the curriculum to the Learning Standards and there is some mention of the following: goals for the children, activities, roles of the child, staff, environment and families Parent Handbook and Policy and Procedure Manual explains importance of self-selected activities
Source(s) of Evidence	<ul style="list-style-type: none"> Calendar of events visually observable Curriculum visible Early Learning Standards in facility Lesson plans Observation of activities implemented 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Curriculum grant to help programs purchase a curriculum Professional Development on Early learning Standards, curriculum and implementation STARS TA 		
Special Considerations	<ul style="list-style-type: none"> SACC-Links to Learning, Academic, Kindergarten, 1st and 2nd grade Standards SACC – Curriculum should represent mission and vision of the program PKC- Agency uses a published or locally designed curriculum resource(s) aligned with the ELS in the physical, social and emotional, math, science and literacy domains 	<ul style="list-style-type: none"> SACC-Individual Learning Activities are linked to the appropriate Learning Standards SACC – Curriculums that cover specific areas are incorporated into the center's overall curriculum 	<ul style="list-style-type: none"> SACC – Resource include: www.sedl.org/afterschool/toolkits

LEARNING PROGRAM

Standard: Assessment of the child is completed and shared with parents twice per year utilizing appropriate observation techniques and results are used for curriculum and individual child planning and referral to community resources. (STAR 4)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Assessment of child and date it occurred Twice a year information is shared with parents 	<ul style="list-style-type: none"> Milestones listed along with assessment dates verifying child progress along with a place for comments There are clearly documented, objective observations that support the assessments 	<ul style="list-style-type: none"> Portfolio method OR Curriculum assessment (tool that aligns with your curriculum) Assessment documentation utilized for CQI and curriculum program improvement i.e., checklist not used for both observation and assessment Signature of parent on assessment
Source(s) of Evidence	<ul style="list-style-type: none"> Contained within child's file along with parent signature Lesson plans Assessment summary in child's file indicating date including action plan and goals Policy for referral in place Policy for sharing assessment with parents in place Sign off by parent of shared information Work Sampling/Ounce OR Student Portfolios for Schoolage Children Ages & Stages 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Professional Development in assessment, curriculum, child planning and community resources STARS TA 		
Special Considerations	<ul style="list-style-type: none"> SACC – Once per year; the conference should include the child where appropriate SACC – Children and youth included in making decisions regarding samples and contents of portfolio HS- No special consideration PKC- Agency implements a parent engagement strategy that may include parent conferences 	<ul style="list-style-type: none"> SACC-4H, Boy/Girl Scouts, Junior Achievement, Girls/Boys Clubs, Character Development, 21st Century, etc. 	<ul style="list-style-type: none"> SACC-Self Assessment completed by the children SACC - Children and youth have opportunity to participate in assessment process, have opportunity to reflect on experiences, to set personal goals and share with families

LEARNING PROGRAM

Standard: Program crosswalks curriculum and assessment tools to Learning Standards. (STAR 4)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Curriculum/assessment tools crosswalked to Early learning Standards 	<ul style="list-style-type: none"> Utilize other resources to broaden program Specific areas/centers should label/list Early Learning and/or Academic Standards 	<ul style="list-style-type: none"> Match mission/vision Utilize other resources to broaden program Look at needs of the children and plan to meet those needs using the Learning Standards as a guide Need to identify other resources used to supplement when using crosswalk curriculum
Source(s) of Evidence	<ul style="list-style-type: none"> Copy of crosswalk for both curriculum and assessment tool 		
Supports Needed/Recommended	<ul style="list-style-type: none"> Professional Development on how to crosswalk curriculum STARS TA on how to crosswalk curriculum 		
Special Considerations	<ul style="list-style-type: none"> SACC – Crosswalks need to be used for all grades in the group. For most groups this will include four crosswalk forms. (K, 1, 2, Academic) Some items in each area should be completed for each age group rather than completing any one age group form HS- No special consideration PKC- Agency must use a curriculum that is aligned with the ELS and WSS as the assessment tool 		

LEARNING PROGRAM

Standard: Complete the Learning Environment Checklist. (STAR 1)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Complete checklist 	<ul style="list-style-type: none"> Share and discuss results at staff meeting 	<ul style="list-style-type: none"> Staff complete one checklist for classroom annually (someone outside classroom, not assessing own classroom) Share results to identify needs with Director/Board of Directors for classroom improvements
Source(s) of Evidence	<ul style="list-style-type: none"> Checklist 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> STARS Management/TA 		
Special Considerations			

LEARNING PROGRAM

Standard: ERS self-assessment of every classroom/age group must be completed annually by the director or a staff member who has completed approved ERS professional development. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • Tool scored by person with appropriate ERS Professional Development for age group • Tool completed 	<ul style="list-style-type: none"> • Data used for CQI process, classroom improvements, targeted TA/PD, ties to grants • More than one facility person has completed all applicable ERS PD • More detailed notes on indicators 	<ul style="list-style-type: none"> • Score each area through 7 • All staff have Professional Development related to ERS • All staff have an opportunity to assess classroom • Development improvement plan on items that could not be met/observed
Source(s) of Evidence	<ul style="list-style-type: none"> • ITERS – R Scale • ECERS – R Scales • SACERS • Professional Development for person who completed tool • ERS report • All About Texts (NOTE: there is no All About text for the SACERS or FCCERS?) 		
Supports Needed/Recommended	<ul style="list-style-type: none"> • Professional Development on scales and foundation • STARS TA on scales 		
Special Considerations	<ul style="list-style-type: none"> • FCCERS R assessment occurs • HS: HSSAP funded programs have the option of using the ECERS tool as a self-assessment tool (recommended) or other self assessment tool • PKC: Agency has sent to teachers to required ERS training and completed the self-assessment in each classroom 		

LEARNING PROGRAM

Standard: A written improvement plan is developed to address any ERS subscale score below 3.0. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Plan must only address improvements, subscale indicator and include person(s) responsible and target dates 	<ul style="list-style-type: none"> To address lower scores even when no improvement plan is required Plan includes professional development and/or classroom support (i.e. the plan is more comprehensive than staff will be corrected and/or informed) 	<ul style="list-style-type: none"> Identify resources needed to correct the score(s) Evidence that improvement plan is being implemented Improvement plan is incorporated into the continuous quality improvement plan
Source(s) of Evidence	<ul style="list-style-type: none"> Improvement plan – initial Adjusted/completed improvement plan Visual site improvements observed 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> STARS TA Professional Development on Scales Optional tool Review “All About” books for all related scales 		
Special Considerations	<ul style="list-style-type: none"> PKC- An ERS assessment has been completed and an improvement plan has been completed for those areas with scores lower than 5.50 SACC – Regional SAC Project funded TA recommended 		

LEARNING PROGRAM

Standard: The average facility score of all sampled classroom/age groups assessed by STARS ERS assessor must be 4.25. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> 4.25 is scored in all sampled classrooms 5.50 is scored for all PKC classrooms 	<ul style="list-style-type: none"> Overall facility score is above 4.25 5.75 is scored for all PKC classrooms 	<ul style="list-style-type: none"> Each sampled classroom score is above 4.25 and no individual items are scored a "1" PKC classroom scores are all above 5.75
Source(s) of Evidence	<ul style="list-style-type: none"> ERS reports 		
Supports Needed/Recommended	<ul style="list-style-type: none"> STARS/Preschool Specialist TA Professional Development on scales and foundations 		
Special Considerations	<ul style="list-style-type: none"> SACC – Regional SACC Project funded TA recommended 	<ul style="list-style-type: none"> Health and Safety-TA requested at time EERS paperwork is submitted. CC-Overall score is achieved, however if less than a "4" on any subscale TA is requested 	

LEARNING PROGRAM

Standard: Each individual sampled classroom/age group must have an ERS score no less than 3.50. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Individual classroom scores 3.5 PKC- An ERS assessment has been completed and an improvement plan has been completed for those areas with scores lower than 5.50 	<ul style="list-style-type: none"> Each sampled classroom scores above 3.5 PKC- An ERS assessment has been completed and an improvement plan has been completed for those areas with scores lower than 5.75 	<ul style="list-style-type: none"> Each sampled classroom is above 4.25 and no individual items are scored a "1" PKC- An ERS assessment has been completed and an improvement plan has been completed for those areas with scores lower than 6.00
Source(s) of Evidence	<ul style="list-style-type: none"> ERS reports 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Professional Development on foundation and scales STARS/Preschool Specialist TA facility and classroom specific 		
Special Considerations	<ul style="list-style-type: none"> SACC – Regional SACC Project funded TA recommended 	<ul style="list-style-type: none"> Health and Safety-TA requested at time EERS paperwork is submitted. 	

LEARNING PROGRAM

Standard: A written improvement plan is developed to address any ERS subscale score below a 3.50. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Improvement plan must only address subscales indicator and include person responsible and target dates 	<ul style="list-style-type: none"> To address lower scores even when no improvement plan is required 	<ul style="list-style-type: none"> Identify resources needed to correct the scores Evidence that improvement plan is being implemented
Source(s) of Evidence	<ul style="list-style-type: none"> Improvement plan – initial Adjusted/completed improvement plan Visual improvements observed 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Professional Development on foundation and scales STARS TA Optional tool Review “All About” books for all related scales 		
Special Considerations	<ul style="list-style-type: none"> Health and Safety-TA requested if these related items scored below/at “3” SACC – Regional SACC Project funded TA recommended 	<ul style="list-style-type: none"> Health and Safety-TA requested if these related items scored below/at “4” Overall score is achieved, however if a score of less than “5” is achieved on any subscale, TA is requested 	<ul style="list-style-type: none"> Health and Safety-TA requested if these related items scored below/at “5”

LEARNING PROGRAM

Standard: The average facility score of all sampled classroom/age groups assessed by a STARS ERS assessor must be 5.25. (STAR 4)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • 5.25 is scored in all sampled classrooms • All subscales score 3.00 • 5.50 is scored for all PKC classrooms 	<ul style="list-style-type: none"> • Overall Facility score is above 5.25 • All subscales score a 3.50 • 5.75 is scored for all PKC classrooms 	<ul style="list-style-type: none"> • Each classroom score is above 5.25 and no individual items are scored a "1" • All subscales score a 4.25 • PKC classroom scores are all above 5.75
Source(s) of Evidence	<ul style="list-style-type: none"> • ERS reports 		
Supports Needed/Recommended	<ul style="list-style-type: none"> • Professional Development on Foundations and scales • STARS/Preschool Specialist TA 		
Special Considerations	<ul style="list-style-type: none"> • Health and Safety-TA requested if these related items scored below/at "3" • SACC – Regional SACC Project funded TA recommended 	<ul style="list-style-type: none"> • Health and Safety-TA requested if these related items scored below/at "4" • Overall score is achieved, however if a score of less than "5" is achieved on any subscale, TA is requested 	<ul style="list-style-type: none"> • Health and Safety-TA requested if these related items scored below/at "5"

LEARNING PROGRAM

Standard: Each individual sampled classroom/age group must have an ERS score no less than 4.25. (STAR 4)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Individual classroom score is 4.25 All subscales score 3.00 5.50 is scored for all PKC classrooms 	<ul style="list-style-type: none"> Each classroom scores above 4.25 All subscales score 3.50 5.75 is scored for all PKC classrooms 	<ul style="list-style-type: none"> Each classroom is above 5.00 and no individual items are scored a "1" All subscales score 4.25 PKC classroom scores are all above 5.75
Source(s) of Evidence	<ul style="list-style-type: none"> ERS reports 		
Supports Needed/Recommended	<ul style="list-style-type: none"> Professional Development on foundations and scales STARS/Preschool Specialist TA on classrooms and/or facility 		
Special Considerations	<ul style="list-style-type: none"> Health and Safety-TA requested if these related items scored below/at "3" SACC – Regional SACC Project funded TA recommended 	<ul style="list-style-type: none"> Health and Safety-TA requested if these related items scored below/at "4" Overall score is achieved, however if a score of less than "5" is achieved on any subscale, TA is requested 	<ul style="list-style-type: none"> Health and Safety-TA requested if these related items scored below/at "5"

LEARNING PROGRAM

Standard: A written improvement plan is developed to address any ERS subscale score below a 4.25. (STAR 4)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Improvement plan must only address subscale indicator and include person responsible and target dates 	<ul style="list-style-type: none"> To address lower scores even when no improvement plan is required 	<ul style="list-style-type: none"> Identify resources needed to correct scores Evidence that improvement plan is being implemented
Source(s) of Evidence	<ul style="list-style-type: none"> ERS Reports Improvement plan – initial Adjusted/completed improvement plan Visual site improvements observed 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Professional Development on foundations and scales STARS/Preschool Specialist TA for classrooms and/or facility Optional tools Review “All About” books for all related scales 		
Special Considerations	<ul style="list-style-type: none"> Health and Safety-TA requested if these related items scored below/at “3” SACC – Regional SACC Project funded TA recommended 	<ul style="list-style-type: none"> Health and Safety-TA requested if these related items scored below/at “4” 	<ul style="list-style-type: none"> Health and Safety-TA requested if these related items scored below/at “5”

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: At enrollment, families are provided with information regarding public, social, and community services. (STAR 1)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Minimum of 3 county/community resources (suggestions: CCIS, CHIP, Earned Income Tax Credit) Should include contact information and description of services available Program has a verifiable "sample packet" that a program would present a family 	<ul style="list-style-type: none"> Parent resources are at site that parents access independently including contact information along with description Comprehensive Human Resource Directory is provided More than 3 resources available which includes information from actual resource provider Information is available to families on an as needed basis as identified through child observation 	<ul style="list-style-type: none"> Resources featured in every monthly newsletter Direct referrals for parents, handing them specific resources and discussing them Directories/guides available in each classroom Resources included in Parent Handbook
Source(s) of Evidence	<ul style="list-style-type: none"> Copies of flyers Current pamphlets Enrollment packets Brochures Parent Handbook Copies of newsletter Directories/guides in each classroom 		
Supports Needed/Recommended	<ul style="list-style-type: none"> List of possible presenters for staff Trainings for staff A list/packet of resources available through CEGs Relationship with local CCIS Relationship with local CEG FDC relationship with CCPU union 		
Special Considerations	<ul style="list-style-type: none"> SACC – Partner with school for shared information/resources PKC - Parent handbook/information is distributed to parents at the time of enrollment that details information about illness, absence, collection of Children’s outcomes, etc. 		

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: A "Getting to Know You" meeting with parents is offered within 60 days of enrollment. (STAR 1)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Statement within enrollment packet and/or Parent handbook offering a meeting within 60 days Family composition and child centered questions answered at enrollment beyond DPW required forms and information 	<ul style="list-style-type: none"> Telephone interview regarding completed form "Getting to Know You" meeting is encouraged separate from enrollment "Getting to Know You" info is shared with relevant staff Conversation occurs during drop-off or pick-up 	<ul style="list-style-type: none"> One-on-one meeting with parents and classroom teacher Facility makes it a policy that parents are offered a "Getting to Know You" meeting if they agree to enroll in facility "Getting to Know You" meeting contains information gathered at initial child observation that took place within 45 days of enrollment Follow-up on community resources given at enrollment Written notes from meeting are in child's file and available to classroom teacher
Source(s) of Evidence	<ul style="list-style-type: none"> Documentation from meeting/ Completed questionnaire/ Talking points from initial meeting "Getting to Know You" tool Interview staff regarding sharing of information by the director Parent Handbook Copy of home visit notes or Parent/Teacher notes Documentation that meeting was offered 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> "Getting to Know You" tool TA if intent is not understood 		
Special Considerations	<ul style="list-style-type: none"> SACC – Child should be included HS – Can be met at initial home visit PKC- No written requirement unless grantee /partner is in STARS but can be used as a parent engagement strategy 	<ul style="list-style-type: none"> Ongoing visits and parent/teacher conferences offered 	<ul style="list-style-type: none"> SACC – These sites have 60 days to complete child observation and offer to share information with parents

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: At least once per year, written information on topics including health and human services, wellness, nutrition and fitness and/or child development is given and explained to parents and staff. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Explanation describing the purpose for sharing this information Once per year Staff are informed individually or as a group about the topic that I currently being distributed by the facility 	<ul style="list-style-type: none"> Twice per year Information is included in newsletter twice a year 	<ul style="list-style-type: none"> Three or more communications occur throughout the year Monthly plan to rotate materials that are changed to address current situations in the environment Parent and staff training on community resources Resource fair held for parents
Source(s) of Evidence	<ul style="list-style-type: none"> Dated handout given or sent to each parent Staff are interviewed regarding how the director shared the information Copies of newsletter Staff meeting minutes Certificates from trainings 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Subscribe to ECELS e-newsletter to gather information Subscribe to CHOP's daily "Children's Health Tip of the Day" e-newsletter to gather information http://www.chop.edu/consumer/common/email_info.jsp On-site copies of Caring for Our Children and Model Child Care Health Policies 		
Special Considerations	<ul style="list-style-type: none"> FDCH/GDCH – this standard needs to be updated SACC – Offer materials to parents and staff regarding puberty and how to discuss with children SACC – Offer materials to parents and staff regarding puberty and how to discuss with children – Michele: I don't remember whether I wrote this in our group or wrote it last night and forgot to make it pink HS- Minimum of 2 times a year. PKC- No written requirement unless grantee/partner is in STARS but this can be used as a parent engagement strategy 		

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: If applicable to the child, provider requests from parents, copies of child's IEP or IFSP, written plans and/or special needs assessments completed by professionals to inform classroom practice. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • Asked of all parents as a part of enrollment process • Paragraph in Parent Handbook 	<ul style="list-style-type: none"> • Requested annually from parents • Written request from parents at enrollment 	<ul style="list-style-type: none"> • Request is inclusive of all special needs updated annually • Part of transition practice
Source(s) of Evidence	<ul style="list-style-type: none"> • Parent Handbook • Documentation of request • Sign off sheet 		
Supports Needed/Recommended	<ul style="list-style-type: none"> • Optional tool – IEP/IFSP info sheet available from Key • Tool: "An Early Education Provider's Guide to Early Intervention Services in Pennsylvania" • Professional Development regarding importance of gathering IEP/IFSP and using information 		
Special Considerations	<ul style="list-style-type: none"> ▪ EI-Collaboration with Infant/Toddler or Early Intervention programs. ▪ PKC- Agency can provide documentation of their coordination with infant-toddler and preschool early intervention agencies 	<ul style="list-style-type: none"> ▪ SACC – Form given to parents that they may sign to allow information sharing from SACC to school, and school to SACC ▪ SACC – Written policy regarding how to share information between SACC facility and elementary school 	<ul style="list-style-type: none"> • SACC – Collaboration with IU and school districts • FDCH/GDCH – Collaboration with Intermediate Unit

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: Individual child information is shared in written form with parents on a daily basis for infants and toddlers, and there is a format and procedure for use on an as needed basis for other age groups. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • A consistent, written format • Individual form covers infant/toddlers daily routines and activities (naps, feeding, diaper changes) • A written procedure to share information for Pre-School and SACC • Confidentiality is observed 	<ul style="list-style-type: none"> • Individual form covers child's day for preschool and above with a brief summary of child's experiences • Forms for all age groups served include an area for parents to provide information • Procedure for Pre-School and SACC is in Parent Handbook 	<ul style="list-style-type: none"> • Forms for all age groups served is even more detailed (For example an activity and description of what child did) • Info from parent via face to face or email conversation • Individual notebooks per child, sent back and forth (used daily for each child) • Copies of form maintained and used as one source of child observation • Procedure is part of Policies and Procedure Manual
Source(s) of Evidence	<ul style="list-style-type: none"> • Notebooks • Forms (samples of each age group) • Parent Handbook • Policy and Procedure Manual 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> • Samples of forms or formats used • TA 		
Special Considerations	<ul style="list-style-type: none"> • PKC- No requirement except for grantees/partners in STARS but can be used as a parent engagement strategy 	<ul style="list-style-type: none"> • SACC – Forms for relaying behavior problems, emotional or physical concerns, and homework concerns 	

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: Specific group or classroom information is shared with parents daily using visual communication format. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Wipe off board with today's information One mail board as long as classroom specific information is included 	<ul style="list-style-type: none"> Dry erase and memos from day in more detail Review with children to recap day/week 	<ul style="list-style-type: none"> Each individual classroom has their own communication board Parent info board changed weekly <ul style="list-style-type: none"> Menu Artwork Lesson plans Pictures Activities Parenting Info Planned activities are posted at drop off and actual activities are posted during pick up
Source(s) of Evidence	<ul style="list-style-type: none"> Bulletin board White board Group information on individual sheets Pictures of parent information boards Policy in staff handbook Monthly activity calendar Highlights from day (classroom specific) 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> TA STARS management Develop list of possibilities of daily communication beyond the white board Practitioners attend Professional Development on communication strategies 		
Special Considerations	<ul style="list-style-type: none"> HS – Calendars, newsletters Individualized to suit needs of site Methods are described PKC- No requirement except for grantees/partners in STARS but can be used as a parent engagement strategy 		<ul style="list-style-type: none"> SACC- Information can be chosen and written by schoolager

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: A plan is written and implemented describing procedures to refer parents to appropriate social, mental, health, educational, wellness, and medical services. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> There is a written plan describing procedure to refer parents in handbook 	<ul style="list-style-type: none"> Discussion of procedure should occur at staff meetings annually and with all new staff Procedure is given in greater detail Lists steps staff and director would take to refer 	<ul style="list-style-type: none"> Appropriate staff follow up on referral procedure Log of referrals to determine from which resources referrals were made Any time a child is referred parents are offered a conference
Source(s) of Evidence	<ul style="list-style-type: none"> Procedure documented in Policy and Procedure Manual List of resources for referral including Early Intervention (EI), Children & Youth Services (CYS), Mental Health/Mental Retardation (MH/MR), County Assistance Office (CAO), Child Care Works, United Way, Head Start, and Community Action Program (CAP) Template for follow-up Parent contact form Parent handbook Staff interviews regarding implementation of plan to refer parents Copies of logs, referral should be in child's file Meeting notes 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Training on when it is appropriate to refer and how to draw lines List of reputable resources (Resource Guide) PD on community resources 		
Special Considerations	<ul style="list-style-type: none"> PKC- No requirement except for grantees/partners in STARS SACC-4H, Boy/Girls Scouts, Big Brothers/Sisters, 21 Century 	<ul style="list-style-type: none"> SACC- Collaboration with SACC program, school, families and specialist should be evident. 	<ul style="list-style-type: none"> SACC -Anger Management, Divorce groups

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: Coordinate at least one annual group activity to involve parents in meeting program learning goals. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> The program offers at least one annual group activity 	<ul style="list-style-type: none"> More than one staff person develops/presents activities 	<ul style="list-style-type: none"> Staff person, other than the director, is responsible for this activity All. Group Supervisors coordinate at least one annual activity Offer a Learning Fair where parents can learn about DAP for all age groups
Source(s) of Evidence	<ul style="list-style-type: none"> Newsletter Calendars Dated invitations Dates flyers Documentation from staff Copies of written notification of what is being offered, including staff person's name 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Collaborate with CEG 		
Special Considerations	<ul style="list-style-type: none"> SACC – Self-care is an appropriate topic HS- HS Act of 2007 requires that monthly parent groups be held PKC- No requirement unless grantee/partner is in STARS but this can be used as a parent engagement strategy 		<ul style="list-style-type: none"> SACC – Children may plan event, possibly including topic for discussion

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: Program provides general information to parents regarding transitioning children to another classroom or educational setting. (STAR 1)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Information needs to be provided prior to the move Welcome letter Identify schedule, routines and expectations 	<ul style="list-style-type: none"> Parents are included in readiness decisions and given readiness milestones to be watching for Philosophy and sharing procedures in Parent Handbook 	<ul style="list-style-type: none"> Transition meeting Description of expectations for the transitional environment Schedule of day from the new classroom Developmentally appropriate practices and milestones that both staff and parents are familiar with Developmentally appropriate practices and milestones that will be familiar to both the staff and parents
Source(s) of Evidence	<ul style="list-style-type: none"> Articles on transition and transition plans "Home Alone" article Information in Parent Handbook Copies of information regarding transitioning to educational setting Transition schedule (1/2 hour day 1, etc.) Material from STAR 1 along with letter listing expectations Copy of assessment tool along with expectations 		
Supports Needed/ Recommended			
Special Considerations	<ul style="list-style-type: none"> SACC – Transition information to other programs (Girl's Club, 4H, dance, football, etc.) SACC-Transition meeting between programs (school/SACC program/families) PKC- Agency implements a transition plan for children who are entering and exiting the Pre-K Counts program; plan includes those activities indicated in the agency's e-grant application and there is evidence of implementation 		

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: Program has policies that demonstrate engagement and partnership with parents in program planning and decision making. (STAR4)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Invite parents to have input in program planning and decision making (e.g. suggestion box, host parent forums or discussion groups) SACC - Work with children to host parent appreciation night Encourage parents to help locate community resources to support program activities 	<ul style="list-style-type: none"> Director/staff review parent partnerships Reminders within monthly news letter that these partnerships are available and welcome Survey given to parents Parents are invited to staff meetings or annual planning meetings Periodic family orientations (e.g. for new families by returning families) Provide leadership opportunities for families SACC – Ask classroom teachers to talk with parents about grade-level expectations and DAP activities in different subject areas 	<ul style="list-style-type: none"> Partnership engaged in summary of decisions made Advisory committee reviews parent partnerships Parent advisory committee/organization meeting minutes and dated improvement plan Changes made to facility, program or policy based on parent feedback Parent board (governing body) Designate staff member w/family engagement responsibility
Source(s) of Evidence	<ul style="list-style-type: none"> Open House invitation Changes in Policy and Procedure Manual Samples of completed survey Suggestion box Newsletters Documentation of parent feedback and action plan or implementation plan 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Samples of surveys Event ideas Website for event ideas Professional Development events Implementing Advisory Board Professional Development events <p><u>SACC Resource and research</u> –</p> <p>“Focus on Families! How to Build and Support Family Centered Practices in Afterschool. Zenub Kakli, Holly Kreider, Priscilla Little, Tania Buck, Maryellen Coffrey http://www.hfrp.org/family-involvement/publications-resources/focus-on-families!-how-to-build-and-support-family-centered-practices-in-after-school</p> <ul style="list-style-type: none"> “Schools, Family and Community Partnerships: Your Handbook for Action” by Joyce Epstein 		

PARTNERSHIP WITH FAMILY AND COMMUNITY

	Good	Better	Best
Special Considerations	<ul style="list-style-type: none"> • HS can use parent Policy Council to meet standards and center parent committees • PKC- No requirement unless grantee/partner is in STARS but this can be used as a parent engagement strategy 	<ul style="list-style-type: none"> • SACC – Include children and parents 	<ul style="list-style-type: none"> • SACC - Act as a liaison between families and schools

Version 1

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: If applicable to the child, provider, in conjunction with parents and service providers from public, social and community service organizations, implements activities appropriate to meet IEP or IFSP goals and/or special needs plans and objectives. (STAR 4)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • IEP/IFSP is on file • Using some IEP/IFSP goals in planning • Written policy regarding implementing goals in shared IEP/IFSP. • Ongoing request and communication for IEP/IFSP at parent/teacher conferences (semi-annually) 	<ul style="list-style-type: none"> • Expanding use of IEP/IFSP goals and activities in lesson plans 	<ul style="list-style-type: none"> • Using child's IEP/IFSP to individualize daily planning • Staff should be part of IEP/IFSP team when possible
Source(s) of Evidence	<ul style="list-style-type: none"> • Documentation in the child's file of activities (planning sheets) • Conversation with practitioner to support documentation • Request for IEP/IFSP on file • Certification trainings • Documentation in lesson plans of activities to meet IEP/IFSP goals for each applicable child • Copies of goals incorporated within lesson plan • Specific record for each identified child's goal 		
Supports Needed/Recommended	<ul style="list-style-type: none"> • Trainings for staff on how to implement IEP/IFSP; meet with Early Intervention staff as consultants to increase knowledge and skills in adapting IFSP/IEP goals in everyday classroom activities and routines • Communication between parents, Infant/Toddler Early Intervention Program or Preschool Early Intervention Program, School, and Child Care 		
Special Considerations	<ul style="list-style-type: none"> • SACC-What additional supports are available for a school-age child with an IEP who is enrolled in a SACC program from their full day school setting? 	<ul style="list-style-type: none"> • SACC-Child with IEP involved in conference with SACC program and parent 	

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: At least two parent conferences are offered per year to discuss the child's progress and behavioral, social, and physical needs. A written report of the child's progress is provided during at least one of these conferences. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • Bi-annual offerings • A written report of the child's progress is provided to the parents whether the conference is attended or not 	<ul style="list-style-type: none"> • Telephone conference • Two parents conferences offered, one is required • Quarterly offerings 	<ul style="list-style-type: none"> • Conference combines other topics: one-on-one transition meeting, referral to special services • Policy citing that parent conferences are required • Parent input using a pre-conference form they fill out • Quarterly reminders that conferences can be scheduled at any time • Monthly offerings
Source(s) of Evidence	<ul style="list-style-type: none"> • Newsletter offering conferences contained in child's file • Sign-up sheet from classroom door • Report signed off on • Sign-off sheet of acceptance/declination of dates with dates as to when offered 		
Supports Needed/Recommended	<ul style="list-style-type: none"> • Sample forms • Training on 1) how to do parent conference with role play activities; 2) how to use the parent pre-conference form 		
Special Considerations	<ul style="list-style-type: none"> • HS – Two parent/teacher conferences offered • SACC – Emphasis on school enrollment and gross motor information given to parents, as well as information that the parents request • SACC – Focus is on progress in appropriate developmental tasks for age of child related to physical skills, social skills, thinking abilities, positive sense of self, moving toward independence, etc. • SACC – Children and Parents invited to conference • PKC- Required for grantees/partners in STARS but this can be used as a parent engagement strategy 	<ul style="list-style-type: none"> • HS – Parent attends one of the two required conferences 	<ul style="list-style-type: none"> • HS – Both conferences attended • SACC – School age children attend

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: Program includes age-appropriate activities for children to prepare for transition. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Sample activities on lesson plans 	<ul style="list-style-type: none"> Plan of activities for the transition in the next educational setting Share information with parents about transition between ages Share information with teachers in different classrooms Emphasis on child’s ability to interact positively with others and to communicate his/her emotions and needs effectively in an age-appropriate manner 	<ul style="list-style-type: none"> Comprehensive transition plan that has activities, parent information and reflects and evaluates on a periodic basis – CQI Meeting or visiting with transitional setting
Source(s) of Evidence	<ul style="list-style-type: none"> Lesson plans Sample activities Sample of transitional notices Comprehensive transition plan 		
Supports Needed/ Recommended			
Special Considerations	<ul style="list-style-type: none"> SACC – Prepare children/families for self-care/transition SACC – prepare children for transitioning between school and SACC PKC- Agency implements a transition plan for children who are entering and exiting the Pre-K Counts program; plan includes those activities indicated in the agency’s e-grant application and there is evidence of implementation Group- Not a requirement until STAR 4 	<ul style="list-style-type: none"> SACC – Help children identify community groups that might be of interest to them such as sports, scouts, lessons 	<ul style="list-style-type: none"> SACC – Have leaders from various groups come in to talk to kids, SACC –Field trip to middle school which might include classrooms, teachers, counselors, principal, and librarian

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: Program transfers child's records, at the request of the parent, when the child transitions to another educational setting. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Parent Handbook states policy that records can be transferred Records are transferred at written request, which specifies which types of records may be transferred (for example, medical, IEP/IFSP, incident reports, observations, assessments, parent notes, etc.) 	<ul style="list-style-type: none"> Policy regarding records being transferred is in Parent Handbook and Policy and Procedure Manual Staff are informed of policy 	<ul style="list-style-type: none"> Information regarding transfer of records is provided as a matter of course to parents of pre-k children or children being withdrawn with appropriate notice and written permission
Source(s) of Evidence	<ul style="list-style-type: none"> Parent Handbook Policy and Procedure Manual Form for written requests 		
Supports Needed/Recommended	<ul style="list-style-type: none"> TA on policy and procedures STARS management 		
Special Considerations	<ul style="list-style-type: none"> SACC-Age appropriate tips for transitioning to self-care and/or other community/school programs or activities PKC- Agency implements a transition plan for children who are entering and exiting the Pre-K Counts program; plan includes those activities indicated in the agency's e-grant application and there is evidence of implementation 		

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: Program offers parents an individual meeting to share specific information regarding the child’s transition to another classroom or educational setting and to give parents written information about the child’s progress. (STAR 4)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Individual meeting is offered Written information is provided 	<ul style="list-style-type: none"> Integrated parent/teacher conference Give written transitional information at conference and review with parent Discussion regarding the child’s ability to interact positively with others and to communicate his/her emotions and needs in an age-appropriate manner 	<ul style="list-style-type: none"> Program implemented policy that transition meetings are an important part of the program Activities are offered to parents (to support transition or self care)
Source(s) of Evidence	<ul style="list-style-type: none"> Interviews with parents Copies of written information given to parents 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Professional Development on transition 		
Special Considerations	<ul style="list-style-type: none"> SACC-Consider offering an Open House, End of Year Event or Field Trip PKC- Agency implements a transition plan for children who are entering and exiting the Pre-K Counts program; plan includes those activities indicated in the agency’s e-grant application and there is evidence of implementation 	<ul style="list-style-type: none"> SACC – Information/activities re transitioning to another educational setting (e.g. elem. to middle school) is coordinated with school-day personnel 	<ul style="list-style-type: none"> SACC – When SACC and Parent have a concern about social ability to transition, social skills instruction, both direct and indirect, are provided

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: Program participates in school/community programs as available. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Attends School District events advertised (Director or Owner) Attends local events pertinent to children and families (Director or Owner) <p>OR</p> <ul style="list-style-type: none"> Program documents unsuccessful attempts to identify such events 	<ul style="list-style-type: none"> Plan an event Some staff attend transitional activities Post kindergarten registration information in the facility Attends School District events advertised (Director/Owner plus 1 staff member) Attends local events pertinent to children and families (Director/Owner plus 1 staff member) 	<ul style="list-style-type: none"> Provider initiated when there is none available in the area applicable to the child Teacher attends transitioning activities Provider designates school liaison Provider brings individual in to speak on self-care School District and SACC program advertise events to encourage parent participation
Source(s) of Evidence	<ul style="list-style-type: none"> Flyers Staff interviews Attendance sheets Newsletters 		
Supports Needed/Recommended	<ul style="list-style-type: none"> Connect with CEG 		
Special Considerations	<ul style="list-style-type: none"> SACC-Transitioning from home school to public school PKC- Agency implements a transition plan for children who are entering and exiting the Pre-K Counts program; plan includes those activities indicated in the agency's e-grant application and there is evidence of implementation Group-Not required until STAR 4 		

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: Program creates, with input from parents, a list of community/school stakeholders regarding child transition. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Creates a list of stakeholders with parents 	<ul style="list-style-type: none"> Comprehensive list with individual contact identified Review and update list on a yearly basis 	<ul style="list-style-type: none"> Review recommendations of stakeholders with parents at time of enrollment
Source(s) of Evidence	<ul style="list-style-type: none"> Newsletters, memos and/or letters requesting information for community stakeholders Lists of school districts, businesses, etc. 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Collaborates with CEG, Local Interagency Coordinating Council For children with IFSP/IEP, collaborate with either Infant/Toddler EI programs or Preschool EI programs 		
Special Considerations	<ul style="list-style-type: none"> SACC – See notes on SACC worksheet HS- are required to have MOU for transition with all School Districts they don't do a stakeholder list. PKC- Agency implements a transition plan for children who are entering and exiting the PKC program; plan includes those activities indicated in the agency's e-grant application and there is evidence of implementation Group- Not applicable until STAR 3 		<ul style="list-style-type: none"> SACC – Children participate in identifying stakeholders

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: Parents are offered a group meeting to provide information regarding a child's transition to another classroom or higher education setting and to encourage parents and their children to connect to the school setting by visiting. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • A group meeting is offered regarding transition • Classroom-Child is given opportunity to visit next classroom • Parents are given expectations in writing/hand-outs for next room • Look at ERS scales for Transition Items to consider 	<ul style="list-style-type: none"> • Classroom lead teacher attends meeting to share information with parents • Kindergarten-Conversation with parents to understand when they plan for their child to go to kindergarten (When child is 2 years or so) • Schoolage-Transition to self-care is addressed with Older school-age children 	<ul style="list-style-type: none"> • School representative attends parent meeting to discuss information • School readiness checklist
Source(s) of Evidence	<ul style="list-style-type: none"> • List of activities • Copy of meeting notes 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> • School District Collaboration • CEG Support • Early Intervention Program Collaboration and Support 		
Special Considerations	<ul style="list-style-type: none"> • SACC –Field trip to middle school which might include classrooms, teachers, counselors, principal, librarian 		

PARTNERSHIP WITH FAMILY AND COMMUNITY

Standard: Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from childcare to school setting. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Send a dated letter of introduction to all stakeholders inviting partnership around child transition between programs 	<ul style="list-style-type: none"> Program follows up on initial contact Program is aware of and involved in local CEG efforts surrounding transition (as available) 	<ul style="list-style-type: none"> Planning session with stakeholders
Source(s) of Evidence	<ul style="list-style-type: none"> Copy of plan List of stakeholders Dated copy of letter Follow-up letter or phone call Meeting minutes from session with stakeholder 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Collaborate with CEG to find school contact 		
Special Considerations	<ul style="list-style-type: none"> SACC- Transition to self-care letter SACC – Coordinates transition practices and policies regarding transitioning from school day to afterschool (e.g. sharing attendance information, coordination of transportation, coordination of curricula information, coordinating expectation re use of space, expectation re behavior of children, etc.) PKC Agency implements a transition plan for children who are entering and exiting the Pre-K Counts program; plan includes those activities indicated in the agency's e-grant application and there is evidence of implementation Group- Not applicable until STAR 4 	<ul style="list-style-type: none"> SACC-Meeting with parents and children on self care considerations: Elementary-Middle School, Childcare –Kindergarten or Childcare-Self care 	<ul style="list-style-type: none"> SACC-Include strategies in the curriculum about self care, personal safety, and community activities SACC – Letter to individual teachers of each child detailing such things as bus assignment, where child is to go if school has emergency closing, (coordination about how SACC is included in Emergency Preparedness and Risk Management Plan) offer to help child with school work SACC – Letters to stakeholders should include letter from children

LEADERSHIP AND MANAGEMENT

Standard: Program develops and distributes a Parent Handbook. (STAR 1)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • General information about the program • “Getting to Know You” policy is included 	<ul style="list-style-type: none"> • Information on transition • Transfer of record information • Request for IEP/IFSP • Transition activities • Observations • Parent Conferences 	<ul style="list-style-type: none"> • Topics from optional tool • Mission statements • Vision statements • Curriculum statement • Program evaluation • Reviewed annually and updated
Source(s) of Evidence	<ul style="list-style-type: none"> • Handbook • Parent sign-off form indicating receipt of handbook • Child records • Dated documentation of review 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> • TA –samples • Cross-reference with optional tool to help determine items needed at each level 		
Special Considerations	<ul style="list-style-type: none"> • PKC- Parent handbook/information is distributed to parents at the time of enrollment that details information about illness, absence, collection of child outcomes, etc. 	<ul style="list-style-type: none"> • SACC-SACC Specific section of the parent handbook 	<ul style="list-style-type: none"> • Translation into another language • SACC-Rights and Responsibilities sign-off for the schoolage child • SACC – A Kids Handbook is distributed to children when they are signed up and used in the program. Included should be philosophy, behavior guidelines, and responsibilities, and other program materials

LEADERSHIP AND MANAGEMENT

Standard: Program creates a projected one-year operating budget, including a statement of income and expenditures. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Notebook Handwritten form that has projection for year 	<ul style="list-style-type: none"> Program uses a computer (i.e. online banking or self developed spreadsheets) Some sort of analysis of site's financial situation is completed regularly throughout the year 	<ul style="list-style-type: none"> More detailed documentation Use of accounting program Program uses an accountant and reviews projections regularly with actual income and expenditures Site director is aware of budget and income expenditures Individual budgets for multi-site legal entities
Source(s) of Evidence	<ul style="list-style-type: none"> A budget to review – visual (paper, computer spreadsheet, etc.) Accountant or Auditor Reports 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> TA/PD for Specialists & TA Red Leaf Press – Monthly calendar tracking tool 		
Special Considerations			

LEADERSHIP AND MANAGEMENT

Standard: Organizational structure and job descriptions are included in a personnel policy manual that is shared with staff. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • "Staff" as defined • General job description written and given to each staff person upon hire • Who staff reports to provided to staff upon hire • Educational requirements • Bonus policy 	<ul style="list-style-type: none"> • Individual job descriptions with clear lines of responsibility and given to each staff person upon hire • Written organizational chart provided to staff upon hire • [COA] Job descriptions and selection criteria: state the qualifications, expectations, essential functions, and responsibilities for each position or group of like positions; and are reviewed annually, and updated if necessary 	<ul style="list-style-type: none"> • Each staff member has a copy of the organizational chart and job descriptions of each position and job qualifications • Salary scale in place • Annual review information
Source(s) of Evidence	<ul style="list-style-type: none"> • Policy manual • Staff sign-off upon receipt • Documentation of updates and reviews 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> • TA –samples • Workgroups (Specialists facilitate) 		
Special Considerations	<ul style="list-style-type: none"> • CC/SACC- Using optional tool to determine good, better, best practice for number of components • PKC: Grantees/partners follow personnel policies for provider type (i.e. bargaining unit contract) 		

LEADERSHIP AND MANAGEMENT

Standard: A policy and procedure manual is developed and available to staff at all times. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • Topics from CFOC and anything required by STARS • Written documentation that covers topic areas • Policies are written, available and easily found by all staff • All areas in MCCHP are covered 	Information is available in one area, indexed	<ul style="list-style-type: none"> • Topics from CFOC and STARS extensively covered • Written documentation that covers basic topic areas and areas in higher STAR levels in a positive manner • All policies are written, reviewed regularly and in one complete manual available to all staff • Policies and procedures are site specific and dated • Staff can articulate policy
Source(s) of Evidence	<ul style="list-style-type: none"> • Manual • Policies • Documentation of review and updates • Sign-off upon receipt by staff 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> • TA – samples • Health and safety tool kits • Workgroups (Specialists facilitate) 		
Special Considerations	<ul style="list-style-type: none"> • Model Child Care Health and Policies to use as CFOC components for good, better, best practice • Groups and Families – reference books to inform decisions • PKC- Grantees/partners follow requirement of provider type in creating a policy and procedure manual • Group- Not applicable until STAR 4 		<ul style="list-style-type: none"> • Translated in different languages, as applicable

LEADERSHIP AND MANAGEMENT

Standard: The program creates a mission statement. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • General statement • A mission statement is in the Policy and Procedure manual and the Parent Handbook relative to the population being served 	<ul style="list-style-type: none"> • A mission statement is posted and reviewed with staff throughout the year • In development of and updates to the mission statement, consider the Strengthening Families Protective Factors (www.strengtheningfamilies.net) 	<ul style="list-style-type: none"> • Aligns curriculum, values and purpose • Mission statement us reviewed annually and updated if necessary • Mission statement is included in all appropriate documents • Aligns with strategic plan
Source(s) of Evidence	<ul style="list-style-type: none"> • Manuals • Visual • Staff process of review • Samples of documents such as flyers. Stationary, etc. • Weekly curriculum planning 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> • TA – samples • List of definitions 		
Special Considerations	<ul style="list-style-type: none"> • Optional tool to help determine components to use • HS- Completes annual self-assessment and follow up plan, this is submitted to the Region III Office • PKC- Agency has a written Continuous Quality Improvement Plan with goals and shows progress towards meeting those goals. Agency can document ongoing evaluation of goals and progress; agency implements a system for program evaluation and review. 		<ul style="list-style-type: none"> • Translated in a different language

LEADERSHIP AND MANAGEMENT

Standard: Annual operational business plan to address organizational stability and to implement quarterly reconciliation. (STAR 4)

	Good	Better	Best
<p>Describe what is acceptable for each level.</p>	<ul style="list-style-type: none"> • Include a budget and marketing strategies • Written quarterly comparisons 	<ul style="list-style-type: none"> • Uses computer program (SWAT) • Plan needs to include a description of how the LE/Owner/Director intends to maintain fiscal stability with 3-5 year goal setting. The plan should have an annual review date 	<ul style="list-style-type: none"> • Hire a consultant • Contact sba.gov • Director has quarterly comparisons and uses it as a tool • Accountant prepares document <p>**Note that a director in a corporate or large entity facility may have a fiscal department that handles these areas. A quarterly meeting would be held between the director and the fiscal department to demonstrate fiscal competence</p> <p>[COA]- The program establishes an internal financial control system that includes mechanisms for review and approval by management and entities responsible for oversight; management or review by more than one person, when possible; assurance that management directives are carried out; <u>prevention of error, mismanagement, or fraud</u>; safeguarding and verification of assets; and segregation of duties to the extent possible</p>
<p>Source(s) of Evidence</p>	<ul style="list-style-type: none"> • Visual source of documentation (paper, computer spreadsheet, etc.) • Copy of plan • SWAT document 		

LEADERSHIP AND MANAGEMENT

	Good	Better	Best
<p>Supports Needed/ Recommended</p>	<ul style="list-style-type: none"> • Optional tool is needed • Training for directors, TA, Specialists • Define terminology • "Cost of Quality Out of School Programs-Cost Calculator (www.wallacefoundation.org) 		
<p>Special Considerations</p>			

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LEADERSHIP AND MANAGEMENT

Standard: Risk management plan is written and developed that identifies potential operational risks and specific ways to reduce or eliminate risk. (STAR 4)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Updated and reviewed annually Written risk management plan Insurance Carrier identified Parents and staff have access to plan One PD event on topic listed below under Sources of Evidence attended by Director 	<ul style="list-style-type: none"> Plan is site specific This plan is more comprehensive of the potential risks to the business and their plan (along with persons responsible) to minimize the identified risks. Some examples of potential risks might be: child abuse committed by a staff person, another Early Learning program moving nearby, a large company that employs many of the program's parents is closing or laying off, a non-custodial parent enters the program, or natural disasters Reviewed and signed off yearly and emerging risks are identified Plan is in Parent Handbook Three PD events on Sources of Evidence below taken by Director and one by some staff 	<ul style="list-style-type: none"> Identify level of risk (critical, high) Reviewed and signed off quarterly and emerging risks identified Parents/Community part of review and have yearly sign-off Five PD events on topics listed under Sources of Evidence taken by Director and two by some staff [COA] The program documents and conducts a quarterly review of incidents, accidents, and <u>grievances</u> related to: illnesses and injuries; facility safety; administering or storing <u>medications</u>; situations where a person was determined to be a danger to himself/herself or others; and activities or other practices that involve risk
Source(s) of Evidence	<ul style="list-style-type: none"> Risk management plan that includes topic such as: Illness and Injury, Administration/Storage of Medication, Facility Safety, Situations Where Person Determined To Be A Danger To Self/Others, Activities and Practices That Involve Risk Documentation of plan review/dated 		
Supports Needed/Recommended	<ul style="list-style-type: none"> Optional tool needed PD/TA from COA model-Regional Key and Practitioners-PDII (On Five Items Above Under Sources Of Evidence) Workgroups (Specialists facilitate) Consultant hired Council On Accreditation-Risk and Management Review (coaafterschool.org) 		
Special Considerations			

LEADERSHIP AND MANAGEMENT

Standard: Provider develops a Continuous Quality Improvement Plan using multiple sources (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Written plan of improvement documents timelines and persons responsible for completing that portion of the plan 	<ul style="list-style-type: none"> Include the Strengthening Families Self-Assessment as a source of information for the annual evaluation/review Five Year Plan with short and long term goals 	<ul style="list-style-type: none"> Practitioner utilizes the Good/Better Best tool when completing their improvement plan The program works with key <u>stakeholders</u>, including <u>personnel</u>, children and youth, families, and the <u>community</u>, to collect and analyze data relevant to desired goals and outcomes
Source(s) of Evidence	<ul style="list-style-type: none"> CQI Tool (Optional Tool available) 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> coaafterschool.org 		
Special Considerations			

LEADERSHIP AND MANAGEMENT

Standard: Program uses documentation for tracking illness and injury, including plans of action to prevent further occurrences. (STAR 1)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • Program has some way to track injuries and illness • Has a plan to address (incident reports can be used as long as there is a system to track) • Parents are informed of illness in the center and ways to prevent the spread of disease 	<ul style="list-style-type: none"> • Uses tracking tool/chart 	<ul style="list-style-type: none"> • Procedure to address weakness identified • Uses tracking tool/chart and it is reviewed regularly • Addressed with staff at monthly meetings or after three occurrences
Source(s) of Evidence	<ul style="list-style-type: none"> • Form • Completed form with notes • Indication that it was a staff meeting agenda item • <i>Caring for Our Children</i> 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> • Professional Development on illness and injury tracking • TA • Health consultant 		
Special Considerations			

LEADERSHIP AND MANAGEMENT

Standard: Program establishes a written code for professional conduct of staff. (STAR 4)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> A written code of conduct exists 	<ul style="list-style-type: none"> NAEYC or other organizational code with sign-off from staff that they have read and understand it Code is published in the Policy and Procedure manual 	<ul style="list-style-type: none"> Using NAEYC or other organization's code as a guide to build their own code Reviewed bi-annually with all staff Ethics posted on site
Source(s) of Evidence	<ul style="list-style-type: none"> Code of conduct Sign-off Documentation of review 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Professional Development 		
Special Considerations	<ul style="list-style-type: none"> SACC – follow code of host site SACC – NAA code of conduct FCC- NAFCC code of conduct 		

LEADERSHIP AND MANAGEMENT

Standard: Each staff person must participate in a staff meeting at least once per month. (STAR 2)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Monthly meeting with Lead/Head Teachers Only Lead/Head teachers OR the director have individual classroom meetings with assistant teachers and aides in their respective classrooms 	<ul style="list-style-type: none"> All staff meeting held for anyone who works directly with children Minutes shared with staff Meetings are held when staff do not have responsibility for supervision of children (i.e. not during nap time) 	<ul style="list-style-type: none"> Two separate monthly meetings-one with Lead/Head Teachers and one with all staff employed by the facility Minutes and next steps with responsibilities assigned shared with staff with timelines Meetings are held before or after the program day (when facility is closed)
Source(s) of Evidence	<ul style="list-style-type: none"> Staff Meeting Attendance Sheet/Minutes 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Models/formats that other programs utilize (coaching/mentoring by other directors) 		
Special Considerations	<ul style="list-style-type: none"> SACC- With multiple off site locations, a conference call be considered to meet this standard 		

LEADERSHIP AND MANAGEMENT

Standard: Staff members are offered a minimum of 15 minutes with no program responsibilities for each 4 hours worked. (STAR 4)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • A break is given after four hours • Abide by Labor and Industry laws 	<ul style="list-style-type: none"> • 15 minute breaks are offered and utilized in morning 	<ul style="list-style-type: none"> • 15 minutes breaks are offered and utilized in morning and afternoon for FT staff • Schedule reflects breaks with classroom coverage
Source(s) of Evidence	<ul style="list-style-type: none"> • Schedule reflects breaks daily • Staff interviews 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> • Use grant money as needed • TA for scheduling 		
Special Considerations		<ul style="list-style-type: none"> • SACC – On no school days, or emergency closing days, procedures are in place to offer breaks to staff 	

LEADERSHIP AND MANAGEMENT

Standard: Teacher and Assistant teachers are provided paid weekly curriculum and lesson planning/preparation time away from children. (STAR 4)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> • Paid time allotted weekly for planning/preparation 	<ul style="list-style-type: none"> • 30 minutes minimum given to teachers and assistant teachers individually 	<ul style="list-style-type: none"> • Both teachers and assistant teachers are given time away from children together for a minimum of 1 hour
Source(s) of Evidence	<ul style="list-style-type: none"> • Staff schedules • Staff interviews • Statement in handbook reflecting that time is offered for lesson planning 		
Supports Needed/Recommended	<ul style="list-style-type: none"> • Grant dollars • TA – Scheduling 		
Special Considerations	<ul style="list-style-type: none"> • Financial awards not available to all sites 		

LEADERSHIP AND MANAGEMENT

Standard: Annually, at least two classroom observations are conducted and feedback regarding job performance is provided to the staff member. (STAR 3)

	Good	Better	Best
Describe what is acceptable for each level.	<ul style="list-style-type: none"> Minimum of two observations with documentation One has to be conducted by direct supervisor Copy of written evaluation given to staff 	<ul style="list-style-type: none"> More than two observations completed Written criteria with feedback Hold one meeting annually to discuss evaluations and written feedback 	<ul style="list-style-type: none"> Comparing previous evaluations Quarterly reviews and updates Action plan of individual goals for each staff person Meeting held to discuss evaluations and review and update action plan on an ongoing basis Balance of observation tools used- not just one format (i.e. anecdotal used)
Source(s) of Evidence	<ul style="list-style-type: none"> Written forms dated and initialed Documentation of meetings Documentation of review and action plan Work Sampling, Ounce, Portfolio Assessment/School Age 		
Supports Needed/ Recommended	<ul style="list-style-type: none"> Professional Development on observation and evaluation of staff Ongoing PDIs for WSS, Ounce, SACC Portfolios as necessary TA [COA] http://www.coaafterschool.org/tools/Worksheet%20-%20After%20School%20Program%20Observation.doc After School Program Standards: COA Program Observation Worksheet 		
Special Considerations	<ul style="list-style-type: none"> SACC-Roberta Newman Portfolio PD "Bringing Out the Best in School-Age Children – Using Portfolios to Support Development and Enhance Program Quality" 		<ul style="list-style-type: none"> FDCH – mentor to observe and provide feedback