

Attachment A: Accreditation Crosswalk with Keystone STARS Standards – CENTER

Crosswalk of Keystone STARS Standards and Applying Accreditation Standards

Nationally accrediting organizations will provide a crosswalk of their respective accreditation standards with applicable Keystone STARS Standards **on the template provided**. Refer to Family or Center (includes school-age) standards. The completed crosswalk will demonstrate how the accreditation standards address the categories defined in Keystone STARS. Additionally, the crosswalk may be used to illustrate how the accreditation standards might address additional areas of high quality early care and education. The most recent copies of the standards with footnotes and clarifications, as well as the worksheets which contain additional clarifications can be found at: <http://www.pakeys.org/pages/starsDocs.aspx>

A: Complete the columns for each standard as specified below:

The attached template includes 4 columns:

1. **STARS Performance Standard** Column – identifies the Keystone STARS Center Performance Standards. The STARS Performance Standards build upon one another as programs move up in the STAR Levels; therefore, the template provided is summative of the Keystone STARS standards (there are STAR 1 standards included in the STAR 2 standards and so forth). These standards are italicized with the STAR level in parentheses;
2. **Required Verification in Keystone STARS** Column- identifies materials used to document successful compliance in the Keystone STARS Program;
3. **Correlative Standard** Column – Applying Accrediting Body should use this column to document whether there is a correlative accrediting body standard. Please paste the standard in its entirety in the text box; and
4. **Verification Methodology** Column- Applying Accrediting Body should use this column to document what materials and methodologies are used to document achievement and/or compliance of the provider.

Standards are identified by the following:

- Standards **bolded and underlined**:
 - Bolded and underlined standards are standards that accredited programs **must** demonstrate meeting. Accreditation programs should list correlative standards, but the accredited program will still need to produce sources of evidence to demonstrate compliance.
- Standards **shaded in gray**:
 - Standards that are specific to the Keystone STARS Quality program work in Pennsylvania. Entries or correlative standard are not required, but applicants are strongly encouraged to identify if there is a standard or process that matches up with the intent of the standard. For example a number of the professional development requirements are meant as mechanisms to prepare programs for participation and understanding the Keystone STARS system, elements or requirements. Note: If a standard is bold, underlined AND shaded, treat the standard as a bolded and underlined standard as specified in the bullet above.
- Standards not bolded, underlined or shaded:
 - Entries or correlative standard are not required, but applicants are strongly encouraged to identify if there is a standard or process that matches up with the intent of the standard. For example a number of the professional development requirements are meant as mechanisms to prepare programs for participation and understanding the Keystone STARS system, elements or requirements.

B: Highlight in yellow:

1. Rows where the accreditation standard **does not meet** the Keystone STARS standard (*there are disparate or substantially different standards and the Keystone STARS standard is higher*).
2. Rows where the accreditation program **does not have** a similar standard (*there is no correlative accreditation standard*).
3. At the bottom of the template, list areas covered in the accreditation which do not have a correlative Keystone STARS standard.

Note about Environment Rating Scales – the ERS scales are used to assess classrooms within the Keystone STARS program. Accreditation programs should demonstrate in that section how unique classrooms within the program are assessed. Nationally accredited programs in Keystone STARS are assessed annually with the ERS in accordance with program policy.

Please refer to the Accreditation Protocol Policy for additional requirements regarding submission of application for recognition of national accrediting institutions.

STARS Performance Standard	Verification Required in Keystone STARS	Correlative Standard: enter the correlative standard in this column. If there is not one, please leave the box blank and highlight the row in YELLOW .	Verification Methodology in Accrediting Program
Director Qualifications			
1. Director completes the STARS Orientation within 90 days of Enrollment of STARS (STAR 1)	<input type="checkbox"/> STARS Orientation Complete OR <input type="checkbox"/> N/A	Correlative Standard:	Verification Methodology:
2. Complete professional development on the Pennsylvania Core Knowledge Competencies for Early Childhood and School Age Professionals (CKC)/ Pennsylvania Big Ideas Framework (Big Ideas) and Individual Professional Development Plan for Early Childhood and School-Age Professionals (IPDP) and Foundations of the Environment Rating Scale (ERS). (STAR 1)	Director's Initials: <input type="checkbox"/> CKC/Big Ideas/IPDP Complete <input type="checkbox"/> Foundations of ERS Complete OR <input type="checkbox"/> N/A	Correlative Standard:	Verification Methodology:
3. Complete professional development on Continuous Quality Improvement (CQI) and the Learning Standards. (STAR 2)	Director's Initials: <input type="checkbox"/> CQI Complete <input type="checkbox"/> L2L Complete <input type="checkbox"/> Learning Standards Complete	Correlative Standard:	Verification Methodology:

STARS Performance Standard	Verification Required in Keystone STARS	Correlative Standard: enter the correlative standard in this column. If there is not one, please leave the box blank and highlight the row in YELLOW .	Verification Methodology in Accrediting Program
<u>4. Complete professional development in the ERS scales appropriate to age groups in the facility. (STAR 2)</u>	Director's Initials: <input type="checkbox"/> ITERS Complete <input type="checkbox"/> N/A <input type="checkbox"/> ECERS Complete <input type="checkbox"/> N/A <input type="checkbox"/> SACERS Complete <input type="checkbox"/> N/A	Correlative Standard:	Verification Methodology:
<u>5. Attend child abuse mandated reporter professional development that reflects the most current laws in Pennsylvania. (STAR 2)</u>	<input type="checkbox"/> Completed <input type="checkbox"/> (If prior to June, 2007) Signed copy of the updates to the Child Protective Services law	Correlative Standard:	Verification Methodology:
6. Complete STARS Orientation Part 2. (STAR 3)	<input type="checkbox"/> Completed or <input type="checkbox"/> N/A	Correlative Standard:	Verification Methodology:
7. Level V or above on the Career Lattice. (STAR 3)	<input type="checkbox"/> Certificates, transcripts, diplomas, course descriptions are sufficient to determine Career Lattice levels meeting the current standard	Correlative Standard:	Verification Methodology:

STARS Performance Standard	Verification Required in Keystone STARS	Correlative Standard: enter the correlative standard in this column. If there is not one, please leave the box blank and highlight the row in YELLOW .	Verification Methodology in Accrediting Program
8. Level VI or above on the Career Lattice. (STAR 4) <i>(The Career Lattice can be found in the Keystone STAR 4 Standards document.)</i>	<input type="checkbox"/> Certificates, transcripts, diplomas, course descriptions are sufficient to determine Career Lattice levels meeting the current standard OR (for Renewals only) <input type="checkbox"/> Action plan for new director	Correlative Standard:	Verification Methodology:

STARS Performance Standard	Verification Required in Keystone STARS	Correlative Standard: enter the correlative standard in this column. If there is not one, please leave the box blank and highlight the row in YELLOW .	Verification Methodology in Accrediting Program
Director Development			
1. Annual professional development plan is developed based on needs identified in the Big Ideas and Individual Professional Development Plan (IPDP). (STAR 2)	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Professional Development Plan <input type="checkbox"/> Annual Professional Development Plan	Correlative Standard:	Verification Methodology:
2. Annually participate in 1 professional growth and development activity. (STAR 2)	<input type="checkbox"/> Evidence of one approved professional development activities within the last year Activity:	Correlative Standard:	Verification Methodology:

3. 15 annual clock hours of professional development based on the Big Ideas and IPDP including the Director's section. (STAR 2)	<input type="checkbox"/> STARS approved professional development certificates that include the date, course title, hours, and instructor signature <input type="checkbox"/> Professional development is partially based on the Big Ideas and IPDP	Correlative Standard:	Verification Methodology:
4. Annually participate in 2 professional growth and development activities. (STAR 3)	<input type="checkbox"/> Evidence of two approved professional development activities within the last year Activities:	Correlative Standard:	Verification Methodology:
5. 21 annual clock hours of professional development based on the Big Ideas and IPDP, including the Director's section. (STAR 3)	<input type="checkbox"/> STARS approved professional development certificates that include the date, course title, hours, and instructor signature <input type="checkbox"/> Professional development is partially based on the Big Ideas and IPDP	Correlative Standard:	Verification Methodology:
6. Complete the PA Director's Credential. (STAR 3)	Current PA Director's Credential: Yes <input type="checkbox"/> No <input type="checkbox"/> <p style="text-align: center;">-OR-</p> Meets <i>Alternative Pathways</i> <input type="checkbox"/>	Correlative Standard:	Verification Methodology:

<p><u>7. Annually participate in 3 professional growth and development activities. (STAR 4)</u></p>	<p><input type="checkbox"/> Evidence of three approved professional development activities within the last year</p> <p>Activities:</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p><u>8. 27 annual clock hours of professional development based on the Big Ideas and IPDP, including the Director's section. (STAR 4)</u></p>	<p><input type="checkbox"/> STARS approved professional development certificates that include the date, course title, hours, and instructor signature</p> <p><input type="checkbox"/> Professional development is partially based on the IPDP</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>Staff Qualifications</p>			
<p>1. New Staff Orientation completed by all aides and new staff within 90 days of start of employment. (STAR 2)</p>	<p><input type="checkbox"/> There is evidence that the module was completed within the appropriate time period</p> <p><input type="checkbox"/> There is evidence that the module was completed for the appropriate age group</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>2. 50% of Teachers/Group Supervisors (GS) at Level V or above on Career Lattice; 50% of Assistant Teachers/ Assistant Group Supervisors (AGS) at Level II or above on Career Lattice; and 100% of Aides at Level I or above on Career Lattice. (STAR 2)</p>	<p><input type="checkbox"/> Certificates, transcripts, diplomas, course descriptions are sufficient to determine Career Lattice levels meeting current standards</p> <p>OR</p> <p><input type="checkbox"/> There is an approved waiver with action plan in place</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p>3. 100% of Teachers/Group Supervisors (GS) at Level V or above on Career Lattice; 75% of Assistant Teachers/ Assistant Group Supervisors (AGS) at Level III or above and 25% of Assistant Teachers/Assistant Group Supervisors (AGS) at Level IV or above on Career Lattice; and 25% of Aides at Level II or above on Career Lattice. (STAR 3)</p>	<p><input type="checkbox"/> Certificates, transcripts, diplomas, course descriptions are sufficient to determine Career Lattice levels meeting current standards</p> <p>OR</p> <p><input type="checkbox"/> There is an approved waiver with action plan in place</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>4. 100% of Teachers/Group Supervisors (GS) at Level V or above and 50% of Teachers/Group Supervisors (GS) at Level VI or above on Career Lattice; 50% of Assistant Teachers/Assistant Group Supervisors (AGS) at Level IV or above and 25% of Assistant Teachers/ Assistant Group Supervisors (AGS) at Level V or above on Career Lattice; and 50% of Aides at Level II or above on Career Lattice. (STAR 4)</p>	<p><input type="checkbox"/> Certificates, transcripts, diplomas, course descriptions are sufficient to determine Career Lattice levels meeting current standards</p> <p>OR</p> <p><input type="checkbox"/> There is an approved waiver with action plan in place</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>Staff Development</p>			
<p>1. Annual professional development plan is developed for each staff member based on needs identified in the Big Ideas and Individual Professional Development Plan (IPDP) and documented on the Big Ideas and IPDP. (STAR 2)</p>	<p>All staff have an IPDP that includes a complete:</p> <p><input type="checkbox"/> Self-assessment</p> <p><input type="checkbox"/> Professional Development History</p> <p><input type="checkbox"/> Annual Professional Development Plan</p> <p><input type="checkbox"/> Current, dated plan with signature</p> <p><input type="checkbox"/> K7 Event</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p>2. One staff member from each classroom must have current pediatric first aid certification. (STAR 2)</p>	<p><input type="checkbox"/> First Aid cards or professional development certificates indicate current certification in STARS approved pediatric first aid (universal first aid is acceptable until it expires for existing staff members)</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>3. 12 annual clock hours of professional development, based on Big Ideas and IPDP, taken by each staff member. (STAR 2)</p>	<p><input type="checkbox"/> STARS approved professional development certificates that include the date, course title, hours, and instructor signature <input type="checkbox"/> Professional development is partially based on the Big Ideas and IPDP</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>4. All staff must have two hours of health and safety professional development annually. (STAR 2)</p>	<p><input type="checkbox"/> STARS approved professional development certificates that include the date, course title, hours (at least two), and instructor signature demonstrating professional development in health and safety for all staff who have been employed for more than one year</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>5. All staff must attend at least two hours of professional development annually on child observation, inclusive practices, and/or ERS. (STAR 2)</p>	<p><input type="checkbox"/> STARS approved professional development certificates that include the date, course title, hours (at least two), and instructor signature demonstrating professional development in one of the topic areas for all staff that have been employed for more than one year</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p>6. All staff must have current pediatric first aid certification. (STAR 3)</p>	<p><input type="checkbox"/> First Aid cards or professional development certificates indicate current certification in STARS approved pediatric first aid (universal first aid is acceptable until it expires for existing staff members)</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>7. For each Teacher/ Assistant Teacher, 18 annual clock hours of professional development based on Big Ideas and IPDP; each Aide 12 total hours based on IPDP. (STAR 3)</p>	<p><input type="checkbox"/> STARS approved professional development certificates totaling 18 hours for each Teacher/Assistant that include the date, course title, hours, and instructor signature for all staff who have been employed for more than one year</p> <p><input type="checkbox"/> STARS approved professional development certificates totaling 12 hours for each Aide that include the date, course title, hours, and instructor signature for all staff who have been employed for more than one year</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>8. Teachers/Assistant Teachers must attend at least two hours of professional development annually on curriculum, program or child assessment, the age-appropriate Learning Standards and/or ERS. (STAR 3)</p>	<p><input type="checkbox"/> STARS approved professional development certificates that include the date, course title, hours (at least two), and instructor signature demonstrating professional development in one of the topic areas for all staff that have been employed for more than one year</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>9. Annually, all staff involved in 1 professional growth and development activity. (STAR 3)</p>	<p><input type="checkbox"/> Evidence of approved professional development activities within the last year for each staff member employed for more than one year</p> <p><input type="checkbox"/> Staff are aware of group memberships</p> <p>Other (please explain):</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p><u>10. For each Teacher/ Assistant Teacher, 24 annual clock hours of professional development based on IPDP; each Aide 15 clock hours based on IPDP. (STAR 4)</u></p>	<p><input type="checkbox"/> STARS approved professional development certificates totaling 24 hours for each Teacher/Assistant that include the date, course title, hours, and instructor signature for all staff who have been employed for more than one year</p> <p><input type="checkbox"/> STARS approved professional development certificates totaling 15 hours for each Aide that include the date, course title, hours, and instructor signature for all staff who have been employed for more than one year</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p><u>11. Annually, all staff involved in 2 professional growth and development activities. (STAR 4)</u></p>	<p><input type="checkbox"/> Evidence of approved professional development activities within the last year for each staff member employed for more than one year</p> <p><input type="checkbox"/> Staff are aware of group memberships</p> <p>Other (please explain):</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p><i>Child Observation / Curriculum / Assessment</i></p>			
<p>1. Site obtains and maintains copies of the appropriate Learning Standards for all age groups in the program. (STAR 1)</p>	<p><input type="checkbox"/> Standards are on site</p> <p><input type="checkbox"/> Standards onsite reflect all age groups that are served by the program</p> <p><input type="checkbox"/> There is evidence that standards are accessible for staff to review</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>2. Learning Standards are used as a resource for staff in classroom planning and documentation of children's learning. (STAR 2)</p>	<p><input type="checkbox"/> Lesson plans reflect broad learning areas</p> <p><input type="checkbox"/> Learning Standards are included on lesson plans</p> <p><input type="checkbox"/> Verified during staff interview</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p>3. Provider selects an OCDEL approved assessment tool. (STAR 2)</p>	<p><input type="checkbox"/> OCDEL approved assessment tool</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>4. A developmentally appropriate screening of the child is completed and shared with family within 45 days of program entry. (STAR 2)</p>	<p><input type="checkbox"/> There is evidence that demonstrates that screening was completed within 45 days of program entry (90 days for school-age)</p> <p><input type="checkbox"/> There is evidence that demonstrates that screening was completed within 45 days of classroom change for children who transition to another classroom within the program (90 days for school-age)</p> <p><input type="checkbox"/> Documentation of attempt to share screening with parent</p> <p><input type="checkbox"/> There is evidence that screenings are completed according to the timeline specified in the standard</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p><u>5. All demographic information, including child, program and staff information, is recorded timely and accuracy is maintained in the Early Learning Network (ELN) (STAR 2)</u></p>	<p><input type="checkbox"/> All demographic information is recorded in the ELS</p> <p>OR</p> <p><input type="checkbox"/> Recorded on paper until the program is able to enter the information online</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p>6. Implement a learning curriculum that incorporates the Learning Standards, including a written curriculum statement. (STAR 3)</p>	<input type="checkbox"/> Curriculum statement contained in Policy and Procedure Manual <input type="checkbox"/> Lesson plans identify Early learning Standards <input type="checkbox"/> Facility has written, identifiable curriculum	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>7. Based on ongoing child observations, developmentally appropriate authentic assessments of the child are completed and reported electronically into an OCDEL approved assessment tool following the tool's specified timeframes. (STAR 3)</p>	<input type="checkbox"/> Assessments are completed <input type="checkbox"/> Reported electronically into an OCDEL approved assessment tool <input type="checkbox"/> Within timeframes	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>8. Results from authentic assessments are used for curriculum, individual child planning, and referral to community resources. (STAR 3)</p>	<input type="checkbox"/> Lesson plans reflect broad learning areas <input type="checkbox"/> Learning Standards are included on lesson plans <input type="checkbox"/> Documentation connects assessment to lesson plan with child (i.e. individual planning forms, initials or coded plans to designate individual) <input type="checkbox"/> At least one activity per week addresses a child's need from an assessment <input type="checkbox"/> Facility has protocol in place to refer child to community resources <input type="checkbox"/> Verified during staff interview	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p>9. Program utilizes a curriculum that has been aligned to the Learning Standards for Early Childhood. If the program's curriculum has not been aligned, the provider must crosswalk the curriculum to the Learning Standards. (STAR 4)</p>	<p><input type="checkbox"/> Program's curriculum has been aligned to the Learning Standards for Early Childhood</p> <p>OR</p> <p><input type="checkbox"/> If not aligned, the provider must crosswalk the curriculum to the Learning Standards for Early Childhood</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
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Environment Rating

<p>1. Complete the Learning Environment Checklist. (STAR 1)</p>	<p><input type="checkbox"/> Learning Environment Checklist Complete</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>2. 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)</p>	<p><input type="checkbox"/> Score sheet of completed ERS self-assessment for each classroom</p> <p><input type="checkbox"/> Score sheet is filled out completely and scored</p> <p><input type="checkbox"/> There is evidence that the assessment was completed by a staff person with the appropriate Environment Rating Scale professional development</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p>3. A written Improvement Plan is developed to address any ERS subscale score below a 3.0. (STAR 2)</p>	<p>There is a written improvement plan including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improvements <input type="checkbox"/> Subscale Indicator <input type="checkbox"/> Person responsible <input type="checkbox"/> Target dates 	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>4. The average facility score of all sampled classrooms/age groups assessed by a STARS ERS assessor must be 4.25. (STAR 3)</p>	<p><input type="checkbox"/> Summary report from Keystone STARS ERS Assessor indicates an average facility score for all sampled classrooms is at least a 4.25</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>5. Each individual sampled classroom/age group must have an ERS score no less than 3.50. (STAR 3)</p>	<p><input type="checkbox"/> Summary report from Keystone STARS ERS Assessor indicates ERS score for all sampled classrooms is at least a 3.50.</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>6. A written Improvement Plan is developed to address any ERS subscale score below a 3.50. (STAR 3)</p>	<p>There is a written improvement plan including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improvements <input type="checkbox"/> Subscale Indicator <input type="checkbox"/> Person responsible <input type="checkbox"/> Target dates 	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p><u>7. The average facility score of all sampled classrooms/age groups assessed by a STARS ERS assessor must be a 5.25. (STAR 4)</u></p>	<p><input type="checkbox"/> Summary report from Keystone STARS ERS Assessor indicates an average facility score for all sampled classrooms is at least a 5.25</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p><u>8. Each individual sampled classroom/age group must have an ERS score no less than 4.25. (STAR 4)</u></p>	<p><input type="checkbox"/> Summary report from Keystone STARS ERS Assessor indicates ERS score for all sampled classrooms is at least a 4.25.</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p><u>9. A written Improvement Plan is developed to address any ERS subscale score below a 4.25. (STAR 4)</u></p>	<p>There is a written improvement plan including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improvements <input type="checkbox"/> Subscale Indicator <input type="checkbox"/> Person responsible <input type="checkbox"/> Target dates 	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p><i>Community Resources / Family Involvement</i></p>			
<p>1. At enrollment, families are provided with information regarding public, social, and community services. (STAR 1)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> At least three resources <input type="checkbox"/> Includes contact information <input type="checkbox"/> Includes a description of services offered <input type="checkbox"/> Evidence includes a “sample packet” that they would present to a family 	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>2. The program collects child-centered information at enrollment to facilitate responsive care that is mindful of the needs of individual children and families. A family meeting is offered within 45 days of enrollment to encourage program-family partnerships and share initial observations and goals for the child. (STAR 1)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meeting notice, statement within enrollment packet and/or in the parent handbook offering a meeting within 45 days of enrollment <input type="checkbox"/> There is evidence that child-centered questions are asked at enrollment (in addition to certification requirements) 	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>3. At a minimum of 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 families and staff. (STAR 2)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Explanation given to families describing the purpose for sharing the information <input type="checkbox"/> Samples of information distributed at least once per year <input type="checkbox"/> Evidence that staff are informed about the topic being distributed 	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p>4. If applicable to the child, provider requests from families copies of child's IEP or IFSP, written plans, and/or special needs assessments completed by professionals to inform classroom practice. (STAR 2)</p>	<p><input type="checkbox"/> Asked of all parents as part of the enrollment process and/ or</p> <p><input type="checkbox"/> Page in the parent handbook requests plans</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>5. Individual child information is shared in written form with families on a daily basis for infants & toddlers, and there is a format and procedure for use on an as needed basis for other age groups. (STAR 2)</p>	<p><input type="checkbox"/> Sample of forms used</p> <p><input type="checkbox"/> A consistent, written format is Used</p> <p><input type="checkbox"/> Individual form covers infant/ toddlers daily routines and activities (naps, feeding, diaper changes, etc.)</p> <p><input type="checkbox"/> Forms and/ or written procedures for sharing individual information for children who are of pre-school and/ or school-age</p> <p><input type="checkbox"/> Confidentiality is observed</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>6. Specific group or classroom information is shared with families daily using a visual communication format. (STAR 2)</p>	<p><input type="checkbox"/> Wipe-off, bulletin board or written notice with daily classroom information is visible</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>7. A minimum of one family conference is offered per year to discuss the child's progress and behavioral, social and physical needs. (STAR 2)</p>	<p><input type="checkbox"/> Dated copy of parent conference notice dated within the last 12 months is part of the child's records</p> <p><input type="checkbox"/> There is evidence that a written report is given to families whether or not they attend a conference</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>8. A plan is written and implemented describing procedures to refer families to appropriate social, mental health, educational, wellness, and medical services. (STAR 3)</p>	<p><input type="checkbox"/> There is a written plan describing procedure to refer parents in the staff's handbook</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p>9. Coordinate a minimum of one annual group activity to involve families in meeting program learning goals. (STAR 3)</p>	<p><input type="checkbox"/> The program offers a minimum of one annual group activity</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p><u>10. A minimum of two family conferences are offered per year to discuss the child's progress and behavioral, social and physical needs. Authentic assessments of the child are shared with the family a minimum of two times per year. (STAR 3)</u></p>	<p><input type="checkbox"/> Dated copy of parent conference notice dated within the last 12 months is part of the child's records</p> <p><input type="checkbox"/> There is evidence that a written report is given to families whether or not they attend a conference</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>11. If applicable to the child, provider, in conjunction with families 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)</p>	<p><input type="checkbox"/> IEP/ IFSP is on file</p> <p><input type="checkbox"/> There is evidence that some goals are used in planning</p> <p><input type="checkbox"/> There is a policy regarding implementing goals shared in the plan</p> <p><input type="checkbox"/> There is evidence of ongoing communication regarding the plan during conference (at least semi-annually)</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

12. Program has policies that demonstrate engagement and partnership with families in program planning and decision-making. (STAR 4)

There is evidence that the program invites families to give input into program planning and decision-making

Correlative Standard:

Verification Methodology:

Transition			
<p>1. Program provides general information to families regarding transitioning children to another classroom or educational setting. (STAR 1)</p>	<p><input type="checkbox"/> Copy of information provided to parents regarding transitioning children to another classroom and/ or educational setting</p> <p><input type="checkbox"/> Evidence that information is provided prior to the move</p> <p><input type="checkbox"/> Information should at least identify the schedule, routines and expectations of the next setting</p> <p>School-age:</p> <p><input type="checkbox"/> As applicable, information for school-age children transitioning to self-care, other programs and between school and the program is included</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>2. Program transfers child records, at the request of the family, when the child transitions to another educational setting. (STAR 2)</p>	<p><input type="checkbox"/> Parent handbook states policy that children's records can be transferred</p> <p><input type="checkbox"/> Records are transferred at written request, which specifies which types of records may be transferred</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>3. Program includes age-appropriate activities for children to prepare for transition. (STAR 2)</p>	<p><input type="checkbox"/> Written sample, list of activities or lesson plans</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>4. Program creates, with input from families, a list of community/school stakeholders regarding child transition. (STAR 2)</p>	<p><input type="checkbox"/> There is evidence that the program offers families the opportunity to provide input into creating a list of community/school stakeholders regarding child transition.</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p>5. Families are offered a group meeting to provide information regarding a child's transition to another classroom or higher educational setting and to encourage families and their children to connect to the school setting by visiting. (STAR 3)</p>	<p><input type="checkbox"/> There is evidence that the program offers families a group meeting to provide information regarding a child's transition to another classroom or higher educational setting</p> <p><input type="checkbox"/> There is evidence that the program encourages families and their children to connect with the school setting by visiting</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>6. Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from childcare to school setting by visiting. (STAR 3)</p>	<p><input type="checkbox"/> There is evidence that a letter of introduction was sent to the appropriate community/school stakeholders</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>7. Program participates in community/school transition activities as available. (STAR 3)</p>	<p><input type="checkbox"/> Attends school district events (can be director or owner)</p> <p><input type="checkbox"/> Attends community events pertinent to children and families (can be director or owner)</p> <p>OR</p> <p><input type="checkbox"/> Documents unsuccessful attempts to identify such events</p> <p><input type="checkbox"/> Verified during staff interview</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>8. Program offers families an individual meeting to share specific information regarding the child's transition to another classroom or educational setting and to give families written information about the child's developmental progress. (STAR 4)</p>	<p><input type="checkbox"/> Meeting is offered</p> <p><input type="checkbox"/> Written information is provided</p> <p><input type="checkbox"/> Children are given the opportunity to visit the next classroom</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p>9. Program develops and shares a written plan for child transition with families and community/school stakeholders. (STAR 4)</p>	<input type="checkbox"/> List of stakeholders including the local CEG <input type="checkbox"/> Evidence or description of how parents were involved <input type="checkbox"/> Dated letter of introduction to all stakeholders inviting partnership around child transition between programs <input type="checkbox"/> Copy of the plan	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>Business Practices</p>			
<p>1. Program develops and distributes a Family Handbook. (STAR 1)</p>	<input type="checkbox"/> Parent Handbook provides general information about the program <input type="checkbox"/> Information on the Getting to Know You Meeting is included	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>2. Program creates a projected one-year operating budget, including a statement of income and expenditures. (STAR 2)</p>	<input type="checkbox"/> Program budget (can be hand-written) <input type="checkbox"/> Budget addresses the period of the designation visit	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>3. A financial record keeping system for revenue and expenses is in place. (STAR 2)</p>	<input type="checkbox"/> Financial record keeping system for revenue and expenses	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>4. Organizational structure and job descriptions are included in a personnel policy manual that is shared with staff. (STAR 2)</p>	<input type="checkbox"/> Written organizational charts <input type="checkbox"/> Written job descriptions for all staff employed in the program that includes educational requirements <input type="checkbox"/> Job descriptions and who staff report to are documented and given to staff upon hire <input type="checkbox"/> Verified during staff interview	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

5. A policy and procedure manual is developed and available to the staff at all times. (STAR 3)	<input type="checkbox"/> Policy and Procedure Manual that includes all topics from the <i>Model Child Care Health Policies</i> and those required by STARS standards <input type="checkbox"/> Availability of a policy and procedure manual verified during staff interview	Correlative Standard:	Verification Methodology:
6. A financial system with quarterly comparisons of expenses to revenue is implemented. (STAR 3)	<input type="checkbox"/> Documentation of financial system includes comparison of expenses and revenue <input type="checkbox"/> System is operational during the current period of the designation visit	Correlative Standard:	Verification Methodology:
7. The program creates a mission statement.(STAR 3)	<input type="checkbox"/> Documentation of mission statement <input type="checkbox"/> There is evidence that it is available to staff <input type="checkbox"/> There is evidence that it is available to parents	Correlative Standard:	Verification Methodology:
8. Annual operational business plan to address organizational stability and to implement quarterly reconciliation. (STAR 4)	Business plan that is: <input type="checkbox"/> Updated annually <input type="checkbox"/> Addresses quarterly reconciliation <input type="checkbox"/> Includes a budget <input type="checkbox"/> Includes marketing strategies	Correlative Standard:	Verification Methodology:
9. Program establishes a written code for professional conduct of staff. (STAR 4)	<input type="checkbox"/> Written code <input type="checkbox"/> Verified during staff interview	Correlative Standard:	Verification Methodology:

10. Annual independent financial review by a CPA is conducted. (STAR 4)	<input type="checkbox"/> Documentation of an independent financial review by a Certified Public Accountant (CPA)	Correlative Standard:	Verification Methodology:
11. Risk management plan is written and developed that identifies potential operational risks and specifies ways to reduce or eliminate risks. (STAR 4)	<input type="checkbox"/> Written risk management plan <input type="checkbox"/> Dates of review	Correlative Standard:	Verification Methodology:
Continuous Quality Improvement			
1. Annual site-based professional development plan completed. (STAR 1)	<input type="checkbox"/> Documentation of an Annual site-based professional development plan <input type="checkbox"/> Updated Annually	Correlative Standard:	Verification Methodology:
2. Program uses documents for tracking illnesses and injuries, including plans of action to prevent further occurrences. (STAR 1)	<input type="checkbox"/> Documents for injury and illness tracking of children <input type="checkbox"/> Plans of action to address weaknesses <input type="checkbox"/> Families are informed about illness in the center and ways to prevent the spread of disease	Correlative Standard:	Verification Methodology:
3. Complete and provide an annual Individual Professional Development Plan (IPDP) (STAR 2)	<input type="checkbox"/> IPDP completed and submitted to the Regional Key	Correlative Standard:	Verification Methodology:

<p>4. System of site safety review including strategies for supervising children and corresponding plan of action are instituted. (STAR 2)</p>	<input type="checkbox"/> Documentation of system of site safety review <input type="checkbox"/> Site safety review is conducted as often as recommended in the tool utilized <input type="checkbox"/> Plan of action to address issues	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p><u>5. Provider develops and implements a Continuous Quality Improvement Plan using multiple sources.</u> (STAR 3)</p>	<input type="checkbox"/> Includes timelines <input type="checkbox"/> Includes person(s) responsible for completion Source: Source: Source:	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p><u>6. A Strategic Plan is aligned with the program's mission statement and put into place.</u> (STAR 4)</p>	<input type="checkbox"/> Strategic plan is developed and implemented	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
Staff Communication and Support			
<p>1. Program provides documentation of a staff meeting held within the last six months. (STAR 1)</p>	<input type="checkbox"/> Agenda <input type="checkbox"/> Minutes <input type="checkbox"/> Sign-in sheets	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>2. Director develops and annually implements a plan for sharing information about Keystone STARS, continuous quality improvement, strategies for supervising children and professional development with staff members. (STAR 1)</p>	Plan for sharing information regarding <input type="checkbox"/> Keystone STARS <input type="checkbox"/> Continuous quality improvement <input type="checkbox"/> Professional development OR <input type="checkbox"/> Staff meeting minutes demonstrating sharing of above information	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

<p>3. Each staff person must participate in a staff meeting at least once per month. Staff meeting must include discussions of quality and its impact on the Learning Program. (STAR 2)</p>	<input type="checkbox"/> Agenda <input type="checkbox"/> Minutes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Conducted at least once per month <input type="checkbox"/> Documentation of discussions of quality and the learning program <input type="checkbox"/> Verified during staff interview	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>4. Director meets with each staff member using the plan developed in STAR 1. For new staff, this meeting is held within 90 days of start of employment. (STAR 2)</p>	<input type="checkbox"/> Written documentation of information shared with new staff <input type="checkbox"/> Evidence that the meeting took place within 90 days of start of employment <input type="checkbox"/> Verified during staff interview	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>5. Teachers and Assistant Teachers are provided at least two hours per month of paid curriculum and lesson planning/preparation time away from children. (STAR 3)</p>	<input type="checkbox"/> Policy on curriculum and lesson planning/preparation time assures that weekly time is available away from the responsibility of caring for children <input type="checkbox"/> Schedules reflect paid prep time <input type="checkbox"/> Verified during staff interview	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>6. Annually, at least two classroom observations are conducted and feedback regarding job performance is provided to the staff member. (STAR 3)</p>	<input type="checkbox"/> Documentation of at least 2 classroom observations per staff member <input type="checkbox"/> Documentation of at least 1 observation completed by the staff member's direct supervisor <input type="checkbox"/> Verified that staff received feedback regarding job performance during staff interview	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>7. Annual performance evaluation provided in written format to employee. (STAR 3)</p>	<input type="checkbox"/> Documentation of annual performance evaluations included in staff record <input type="checkbox"/> Documentation of classroom observations by direct supervisor <input type="checkbox"/> Documentation of the criteria established for performance evaluation (for example a job description) <input type="checkbox"/> Documentation of employee self-assessment	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>

8. Teachers and Assistant Teachers are provided at least four hours per month of paid curriculum and lesson planning/preparation time away from children. (STAR 4)	<input type="checkbox"/> Policy on curriculum and lesson planning/preparation time assures that weekly time is available away from the responsibility of caring for children <input type="checkbox"/> Schedules reflect paid prep time <input type="checkbox"/> Verified during staff interview	Correlative Standard:	Verification Methodology:
9. Staff members are offered a minimum of 15 minutes with no program responsibilities for each 4 hours worked. (STAR 4)	<input type="checkbox"/> Policy on staff schedules and breaks assures staff are offered at least 15 minutes without any program responsibilities for every 4 hours worked. <input type="checkbox"/> Verified during staff interview.	Correlative Standard:	Verification Methodology:
Employee Compensation			
1. List of all staff by positions, salary, and tenure. (STAR 2)	<input type="checkbox"/> Staff records grid completed <input type="checkbox"/> Salary range is included in personnel policies or given to staff (listed as minimum to maximum for each position)	Correlative Standard:	Verification Methodology:
2. At least 2 employee benefits given to staff. (STAR 2)	<input type="checkbox"/> Policies or information regarding benefits that is given to staff <input type="checkbox"/> Verified during staff interview	Correlative Standard:	Verification Methodology:

<p>3. A salary scale based on level of education/ training, and years of ECE experience is documented. (STAR 3)</p>	<p>Site-based salary scale based on:</p> <p><input type="checkbox"/> level of education, training/professional development</p> <p>And</p> <p><input type="checkbox"/> years of experience documented in personnel policies</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>4. At least 3 employee benefits given to staff and explained in the Policy and Procedure Manual. (STAR 3)</p>	<p><input type="checkbox"/> Policies or information regarding benefits that is given to staff</p> <p><input type="checkbox"/> Verified during staff interview</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>
<p>5. At least 4 employee benefits given to staff and explained in the Policy and Procedure Manual. (STAR 4)</p>	<p><input type="checkbox"/> Policies or information regarding benefits that is given to staff</p> <p><input type="checkbox"/> Verified during staff interview</p>	<p>Correlative Standard:</p>	<p>Verification Methodology:</p>