



**pennsylvania**

KEYSTONE STARS

OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING



# Keystone STARS Program Performance Standards

June 2017

## Keystone STARS Core Principles

*Keystone STARS is a responsive system to improve, support, and recognize the continuous quality improvement efforts of early learning programs in Pennsylvania. Our system is guided by three core principles:*

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

*We believe inclusion, diversity, equity, and respect are foundational values embedded in these principles.*



## Welcome to Keystone STARS

Keystone STARS is a program of Pennsylvania's Office of Child Development and Early Learning (OCDEL). Keystone STARS has four primary goals:

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

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

The revised Keystone STARS Performance Standards are intended to support your program in developing a meaningful, individualized Continuous Quality Improvement Plan (CQI Plan). They were written to be respectful of the broad diversity of early care and education providers in Pennsylvania. The Performance Standards are grouped into four levels: STAR 1 (Certification Compliance), STAR 2 (Programs at this level must address a group of required quality standards), STAR 3, and STAR 4 (Programs at these levels earn points by choosing from a set of recommended quality standards). The standards address staff qualifications and professional development, the early care and education program, partnerships with families and communities, and leadership and management. DHS-certified child care providers with a full certificate of compliance, Early Head Start and Head Start programs in substantial compliance with no deficiencies, and Preschool programs licensed by the Pennsylvania Department of Education in good standing will be awarded a STAR 1 to indicate foundational achievement in meeting health and safety standards. Programs may choose to participate in ongoing quality improvement activities to obtain a STAR 2, 3 or 4.

Using the Performance Standards and the results of your program observation will help you identify your program's strengths and opportunities for growth. All improvement takes time, effort, and patience and quality coaches and supports are available throughout your process. Your program's pathway and plan for quality improvement should reflect your program's uniqueness and should include:

- Your program's present level of quality based on the results of your program's baseline assessment;
- Program goals and supports needed to be successful in meeting goals;
- A description of how your program will measure and report progress annually; and
- A timeline for improvement.

OCDEL's Keystone STARS Program reflects a commitment to create a responsive quality improvement system that celebrates the values of our diverse early care and education system. We encourage programs to view the performance standards in a context that is meaningful for your program and the families you serve and to focus on how your program can continue to grow as you achieve your quality goals.

*Note: From July 1, 2017 to June 30, 2018 OCDEL will study the revised Keystone Program process, analyze the rating system and points allocation, and listen to provider and stakeholder feedback. OCDEL will work with providers and compile and study data regarding the program, especially the percentages of programs achieving each STAR level. Programs participating in year 1 may choose to accept a Higher STAR level, but may also choose to maintain their current level if their new rating is lower.*

## STAR 1: Certification and Compliance

Criteria #	Performance Standard	Evidence / Documentation	Meets Standards
CC.1	<p><b>Certification and Compliance</b></p> <p>Early care and education program holds a Full Certificate of Compliance from Pennsylvania’s Department of Human Services</p> <p>Early Head Start and Head Start programs are in substantial compliance with no deficiencies</p> <p>Preschool programs licensed by the Pennsylvania Department of Education are in good standing with the Department of Education</p>	<p>- License or Certificate in good standing or program meets Licensing or Certification Standards appropriate to the program type (for non-licensable and license exempt programs)</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>



## STAR 2: Required Performance Standards

Criteria #	Performance Standard	Suggested Measurement / Evidence / Documentation	Meets Standards
<b>Staff Qualifications and Professional Development</b>			
SQ.2.1	<p>Program Leadership and Staff complete NEW Keystone STARS Orientation Part 1 and 2 (within 90 days of hire)</p> <p>Part 1 – Overview of STARS System and CQI Principles</p> <p>Part 2 – Elements of Assessing and Building Quality</p> <ul style="list-style-type: none"> <li>• The Pennsylvania Core Knowledge Competencies (CKC)</li> <li>• Pennsylvania Big Ideas Framework</li> <li>• Continuous Quality Improvement (CQI)</li> <li>• PA Early Learning Standards</li> <li>• Using Caring for our Children Basics (CFOCB) to Support Practice</li> <li>• Assessment tools that support program quality</li> <li>• Supporting interactions with children and families</li> </ul>	<ul style="list-style-type: none"> <li>- Certification of Completion</li> <li>- Facility profile and staff list</li> <li>- Links to Learning (SACC Only Programs)</li> <li>- Program provides information on how they define Program Leadership</li> <li>- PD and Staff Qualification Grid</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
SQ.2.2	<p>Program Leadership and Staff are registered in the Professional Development Registry (within 60 days of hire).</p>	<ul style="list-style-type: none"> <li>- PD Registry transcript report</li> <li>- PD and Staff Qualification Grid</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
SQ.2.3	<p>Individualized annual professional development plans are developed for Program Leadership and Staff to support educational achievement and professional growth. Annual written professional development plans are based on needs identified in the Big Ideas and Individual Professional Development Plan (IPDP). Plan includes goals to support further education.</p>	<ul style="list-style-type: none"> <li>- PD registry -IPDP compliance report</li> <li>- PD and Staff Qualification Grid</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Early Care and Education Program</b>			
EC.2.1	<p>Program conducts self-assessments using evidence-based tools and creates a CQI Plan with goals and action items to support improvement.</p>	<ul style="list-style-type: none"> <li>- Copy of self-assessment and CQI Plan</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
EC.2.2	<p>Pennsylvania’s Early Learning Standards are used as a resource for staff to support planning and documentation of children's learning. Lessons plans reflect a balance of activities that support developmentally appropriate learning through play.</p>	<ul style="list-style-type: none"> <li>- Copy of lesson plans that show references to PA ELS, a balance of activities and notes on children’s progress</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
EC.2.3	<p>A research-based developmental screening tool is used within 45 days of enrollment to identify children who may need additional evaluation and/or intervention strategies.</p>	<ul style="list-style-type: none"> <li>- List of Screening tools and associated policies Examples: ASQ, ASQ-SE and/or Brigance Screening</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
EC.2.4	<p>Program adopts Pennsylvania’s Office of Child Development and Early Learning state policies, practices and supports regarding inclusion. The Program develops a process to address the local steps in the OCDEL Inclusion Announcement. Programs may choose to collaborate with the local Early Intervention Program to support this activity.</p>	<ul style="list-style-type: none"> <li>- Copy of process and associated policies regarding evidence of practice</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
EC.2.5	<p>Program adopts Pennsylvania’s Office of Child Development and Early Learning state policies, practices and supports regarding suspension and expulsion and has policies and practices in place to support the social and emotional development of children served. Programs may choose to collaborate with the local Early Intervention Program to support this activity.</p>	<ul style="list-style-type: none"> <li>- Copy of process and associated policies regarding evidence of practice</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No

Criteria #	Performance Standard	Suggested Measurement/ Evidence / Documentation	Meets Standards
<b>Partnerships with Families &amp; Communities</b>			
FC.2.1	IEP or IFSP written plans, and/or special needs assessments are utilized as appropriate to inform practice. Participants at IEP/IFSP meetings include family members, the child’s teacher, specialists and director or administrator.	- Copy of process and associated policies regarding evidence of practice	<input type="checkbox"/> Yes <input type="checkbox"/> No
FC.2.2	Program has a written policy to support a child’s transition from one classroom/group or program to the next and from preschool to kindergarten. The policy includes a plan for the program to share information with families regarding transitioning plans. Includes a plan to support school age children in transitioning to self-care.	- Copy of policy - Copies of information given to families (letter, meeting invitation) - Examples of transition plans for each age group	<input type="checkbox"/> Yes <input type="checkbox"/> No
FC.2.3	Programs have a policy and/or practice in place to support and encourage family engagement and a minimum of one family conference is offered per year to discuss children’s progress and behavioral, social, and physical needs.	- Copy of conference invitation template, schedule of conferences, records of completed conferences, family handbook - Copy of policy	<input type="checkbox"/> Yes <input type="checkbox"/> No
FC.2.4	A Family Handbook is distributed to outline program policies and practices beyond those required by Certification. (See Appendix D Keystone STARS Policy Manual)	- Copy of handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Leadership and Management</b>			
LM.2.1	A financial record keeping system for revenue and expenses is in place.	- Evidence of a financial record keeping system	<input type="checkbox"/> Yes <input type="checkbox"/> No
LM.2.2	A policy manual is provided to staff to support their understanding of program policies, procedures, roles and responsibilities.	- Copy of manual and evidence that it is shared with staff	<input type="checkbox"/> Yes <input type="checkbox"/> No
LM.2.3	Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences.	- Copy of tracking document - In progress and current action plans– not sample. - Description of process implementation	<input type="checkbox"/> Yes <input type="checkbox"/> No
LM.2.4	A system of site safety review is in place including strategies for supervising children.	- Guidance and checklist for site review and schedule	<input type="checkbox"/> Yes <input type="checkbox"/> No
LM.2.5	Program uses Caring for our Children to establish policies and practices regarding care plans for children with special needs, asthma, medical needs, food allergies, and medication administration.	- Copy of policies showing evidence of practice	<input type="checkbox"/> Yes <input type="checkbox"/> No



**STAR 3 & 4: Maintain STAR 2 Performance Standards AND Points Earned in Each Standard Category**

Criteria #	Performance Standard	Suggested Measurement/ Evidence / Documentation	Meets Standards	# of Points
<b>Staff Qualifications and Professional Development – All Staff</b>				
SQ.3.4.1	<p><b>Required Indicator</b> Annual individualized professional development (PD) plans for each staff member are included in the program’s CQI Plan. PD Plans include a system to support the staff’s education and career development and are developed based on needs identified in the Big Ideas and Individual Professional Development Plan (IPDP). PD Plans:</p> <ul style="list-style-type: none"> <li>align with the Career Pathway;</li> <li>show a progression in meeting professional development goals;</li> <li>support educational advancement; and</li> <li>identify credit bearing education opportunities that address the needs and goals identified.</li> </ul>	<ul style="list-style-type: none"> <li>- Copy of IDPD plans with progress in meeting goals identified</li> <li>- PD and Staff Qualification Grid</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	N/A
SQ.3.4.2	<p>25% or more of all staff members are enrolled in or have completed an academic program to support achievement of their next education level and a member of the program’s on-site leadership team is enrolled in or holds a current PA Director’s Credential OR</p> <p>50% or more of all staff members are enrolled in or have completed an academic program to support achievement of their next education level and a member of the program’s on-site leadership team is enrolled in or holds a current PA Director’s Credential OR</p> <p>75% or more of all staff members are enrolled in or have completed an academic programs to support achievement of their next education level and a member of the program’s on-site leadership team is enrolled in or holds a current PA Director’s Credential OR</p> <p>75% of all teaching staff hold a minimum of an Associates Degree in child development, early care and education or related field (with coursework in child development) and 75% of all administrative staff hold a minimum of an Bachelor’s degree in child development, early care and education, business or related field.</p>	<ul style="list-style-type: none"> <li>- List of staff indicating enrollment in academic programs. Examples of documentation to submit with list include: acceptance letter from institution; proof of registration; updated Professional Development Registry document with degree noted.</li> <li>- Copy of Degree/Diploma, certifications, transcripts</li> <li>- PD and Staff Qualification Grid</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	3, 5, or 7, 9
SQ. 3.4.3	<p>All teaching staff and program leadership complete professional development related to planning and implementing activities that support language development and academic achievement of children who are culturally and linguistically diverse within the past 3 years. As needed, staff complete refresher or advanced modules.</p>	<ul style="list-style-type: none"> <li>- Professional development indicated in Registry.</li> <li>- Transcript/certificate demonstrating credit issued for course completion</li> <li>- PD and Staff Qualification Grid</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	3

Criteria #	Performance Standard	Suggested Measurement/ Evidence / Documentation	Meets Standards	# of Points
SQ. 3.4.4	All teaching staff and program leadership complete professional development regarding the support of social and emotional development of children. Possible topics include: Pyramid Model; Social and Emotional Development; and Infant Early Childhood Mental Health within 1 year of hire. Annually, as needed, staff complete refresher or advanced modules.	- Professional development indicated in Registry - College Transcript - PD and Staff Qualification Grid	<input type="checkbox"/> Yes <input type="checkbox"/> No	3
SQ.3.4.5	All teaching staff and program leadership complete professional development that promotes positive interactions with children and families within 6 months of hire. Annually, as needed, staff complete refresher or advanced modules.	- Professional development indicated in Registry - College Transcript - PD and Staff Qualification Grid	<input type="checkbox"/> Yes <input type="checkbox"/> No	3
SQ.3.4.6	All teaching staff and program leadership have received professional development in the curriculum selected by the program within 6 months of hire. Annually, as needed, staff complete refresher or advanced modules.	- Professional development indicated in Registry - PD Certificate - PD and Staff Qualification Grid	<input type="checkbox"/> Yes <input type="checkbox"/> No	3
SQ.3.4.7	All teaching staff and program leadership have received professional development in the administration of the adopted developmental screening within 1 year of hire. Annually, as needed, staff complete refresher or advanced modules.	- Professional development indicated in Registry - PD Certificate - PD and Staff Qualification Grid	<input type="checkbox"/> Yes <input type="checkbox"/> No	3
SQ.3.4.8	All teaching staff and program leadership have received professional development in the administration of observation-based assessment of children’s development within 1 year of hire. Annually, as needed, staff complete refresher or advanced modules.	- Professional development indicated in Registry - PD Certificate - PD and Staff Qualification Grid	<input type="checkbox"/> Yes <input type="checkbox"/> No	3
SQ.3.4.9	All teaching staff and program leadership have professional development that prepares them to work with young children who have special needs. Topics should include: strategies for supporting inclusion; special needs; supporting teacher-child interactions; supporting English language learners (ELL); cultural competence; transition; and the Strengthening Families’ Protective Factors within 1 year of hire. Annually, as needed, staff complete refresher or advanced training.	- Professional development indicated in Registry - College Transcript - PD and Staff Qualification Grid	<input type="checkbox"/> Yes <input type="checkbox"/> No	3
SQ.3.4.10	Non-instructional staff receive information and professional development on: developmentally appropriate practices; diversity; age-appropriate standards; and appropriate child-adult interactions. Note: Non-instructional staff include: lunch assistants, bus drivers, maintenance staff and volunteers	- Samples of information distributed - Sign in sheets for professional development - College Transcript - PD Certificate - PD and Staff Qualification Grid	<input type="checkbox"/> Yes <input type="checkbox"/> No	2



Criteria #	Performance Standard	Suggested Measurement/ Evidence / Documentation	Meets Standards	# of Points
<b>Early Care and Education Program</b>				
EC.3.4.1	Program implements an emerging developmentally and culturally appropriate learning curriculum that is responsive to the emerging and changing interests of young children, aligns with the PA ELS, play based, and represents a balance of active and passive learning opportunities.	<ul style="list-style-type: none"> <li>- Curriculum aligned with PA ELS or follow process for documenting alignment</li> <li>- Demonstrate implementation through lesson plans</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	4
EC.3.4.2	Program utilizes valid and reliable observation-based assessments of children's development, maintains internal data regarding child outcomes, and is prepared to share this data with Pennsylvania state partners for research and evaluation.	<ul style="list-style-type: none"> <li>- Assessment instrument</li> <li>- Documentation of data collected</li> <li>- Modification of practices based on data</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	4
EC.3.4.3	Results from developmentally appropriate observation-based assessments of children's development are used for curriculum planning, individual child planning, and referral to community resources. Teachers modify practices based on child assessment data. Accommodations are based on individual strengths /needs.	<ul style="list-style-type: none"> <li>- Assessments used and documentation of results utilized to plan and/or modify practices</li> <li>- Performance-Based Assessment (e.g., The Ounce Scale, Working Sampling Systems, High Scope's Child Observation Record Advantage, Teaching Strategies GOLD)</li> <li>- Lesson/Activity plans</li> <li>- Materials for different abilities and interests</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	5
EC.3.4.4	Program policies and practices are in place to support the language development and academic achievement of children who are culturally and linguistically diverse.	<ul style="list-style-type: none"> <li>- Copy of policies and practices</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	2
EC.3.4.5	Children whose first language isn't English are encouraged to use home language, gestures, communication devices, sign language, and pictures to communicate when needed.	<ul style="list-style-type: none"> <li>- Home language policy</li> <li>- Labeling in home language</li> <li>- Materials, books, etc. in home language</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	2
EC.3.4.6	Observation-based assessment results are shared with families.	<ul style="list-style-type: none"> <li>- Screening and assessment policy</li> <li>- Family reports</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	3
EC.3.4.7	<b>REQUIRED INDICATOR</b> A reliable observation instrument (ERS, CLASS, Other) that includes indicators for staff child interactions and responsive teaching practices is used to assess the learning environment and to inform the program's CQI Plan and technical assistance goals. Staff have opportunities to work together and in small teams to support CQI goals. ERS, CLASS, or other applicable observation-based assessment demonstrate that the program has met or exceeded technical assistance goals set in CQI. Minimum score thresholds are based on the instrument utilized.	<ul style="list-style-type: none"> <li>- Assessment by OCDEL approved Quality Coach / Assessor</li> <li>- Copy of CQI Plan</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	N/A

Criteria #	Performance Standard	Suggested Measurement/ Evidence / Documentation	Meets Standards	# of Points
<b>Partnerships with Families &amp; Communities</b>				
FC.3.4.1	A plan is written and implemented describing procedures to refer families to appropriate social, mental health, educational, wellness, and medical services.	- Family handbook policy	<input type="checkbox"/> Yes <input type="checkbox"/> No	1
FC.3.4.2	A minimum of two family conferences are offered per year to discuss children’s strengths, progress and behavioral, social, and physical needs.	- Family handbook policy - Evidence of conference offerings	<input type="checkbox"/> Yes <input type="checkbox"/> No	1
FC.3.4.3	Transition activities (between classrooms) are developed to support long-term relationships with teachers (continuity of care).	- Family handbook policy - Documentation of implementation	<input type="checkbox"/> Yes <input type="checkbox"/> No	2
FC.3.4.4	A family group is established to engage families, support their participation in the education of their children, and includes activities to promote multicultural learning.	- Family handbook policy - Family group meeting agendas - Sign-in sheets	<input type="checkbox"/> Yes <input type="checkbox"/> No	3
FC.3.4.5	System in place to communicate and document child observations to families (daily for infants and toddlers and weekly for preschool).	- Communication policy - Documentation of communication with families	<input type="checkbox"/> Yes <input type="checkbox"/> No	3
FC.3.4.6	Education workshops for families are held on topics such as: early literacy; adult/family literacy; positive family-child interactions; cultural awareness; developmental issues; health and safety; and/or other topics that address the identified needs and interests of enrolled families. Translation/Interpreters are provided for families as needed. 1x yr =1 pt 2x per year 2 pts	- Communication regarding workshops - Agendas and sign-in sheets	<input type="checkbox"/> Yes <input type="checkbox"/> No	1 or 2
FC.3.4.7	The Strengthening Families Protective Factor Framework or similarly focused evidence-based tool is used to assess engagement of and interactions with families.	- Strengthening Families Self-Assessment Tool and CQI Plan that includes strengths and areas of growth and input from staff and families	<input type="checkbox"/> Yes <input type="checkbox"/> No	4
FC.3.4.8	A community resource handbook or materials are available to all families and includes community and school-based resources and/or information about direct services to promote child/family safety, health, and stability.	- Evidence of community resource handbook/materials	<input type="checkbox"/> Yes <input type="checkbox"/> No	1
FC.3.4.9	A variety of methods are used to communicate with families about curriculum objectives, early care and education goals, and effective strategies to support learning at home.	- Evidence of communication strategies, e.g., newsletters, letters, family workshops, flyers	<input type="checkbox"/> Yes <input type="checkbox"/> No	3

Criteria #	Performance Standard	Suggested Measurement/ Evidence / Documentation	Meets Standards	# of Points
<b>Leadership and Management</b>				
LM.3.4.1	Program utilizes an operations and/or staff policy manual to support practices.	- Policy manual	<input type="checkbox"/> Yes <input type="checkbox"/> No	1
LM.3.4.2	Risk management and emergency preparedness policies and procedures are included in program policy manual to support the identification of potential operational risks. Policies specify ways to reduce or eliminate risks. Implementation is demonstrated.	- Documentation of monitoring of supervision, playgrounds, child and staff health	<input type="checkbox"/> Yes <input type="checkbox"/> No	3
LM.3.4.3	Teaching Staff are provided paid curriculum and lesson planning/preparation time away from children. Daily – 3pt Weekly – 2pt Monthly 1pt	- Documentation of schedule for planning and preparation time - Policy shared with staff	<input type="checkbox"/> Yes <input type="checkbox"/> No	1, 2 or 3
LM.3.4.4	Annually, at least two classroom observations (per classroom) are conducted and feedback is provided to teachers regarding job performance based on the observations. (Each teacher with their assigned group is observed twice per year)	- Copies of observations - Policy in staff handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No	3
LM.3.4.5	Annual performance evaluations based on job descriptions are provided in writing to all staff.	- Description of the annual performance evaluation process and copy of evaluation - Policy shared with staff	<input type="checkbox"/> Yes <input type="checkbox"/> No	2
LM.3.4.6	Employee benefits are available to staff and explained in the program's Policy and Procedure Manual. 1 benefit = 1 pt; 2 benefits = 2 pts; 3 or more benefits = 3 pts i.e. Health insurance, Paid time off, Child Care, Education compensation	- Copy of benefits offered (in staff handbook)	<input type="checkbox"/> Yes <input type="checkbox"/> No	1, 2 or 3
LM.3.4.7	Program creates an annual operating budget, including a statement of income and expenditures. Program has an annual operations business plan to address organizational stability.	- Description of financial operations procedures - One year operating budget - Copy of business plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	2
LM. 3.4.8	Staff meetings are held at least once per month. Agendas are focused on professional development activities and include discussions of quality and its impact on the program.	- Evidence of meetings	<input type="checkbox"/> Yes <input type="checkbox"/> No	1
LM.3.4.9	A salary scale based on level of education/training and years of ECE experience is utilized.	- Copy of salary scale	<input type="checkbox"/> Yes <input type="checkbox"/> No	2
LM.3.4.10	All staff members are offered regular personal breaks and meal breaks.	- Copy of schedule - Policy statement	<input type="checkbox"/> Yes <input type="checkbox"/> No	2
LM.3.4.11	Appropriate business and administrative practices are demonstrated.	- Program Administration Scale (min. self-assessed score of 3)	<input type="checkbox"/> Yes <input type="checkbox"/> No	2
LM.3.4.12	Program has a marketing/recruitment plan to maximize full enrollment.	- Marketing plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	1
LM.3.4.13	Program participates in shared services opportunities which support cost savings, greater efficiencies related to operations, and /or program quality enhancements.	- Examples of program enhancements related to shared service participation	<input type="checkbox"/> Yes <input type="checkbox"/> No	2
LM.3.4.14	Program utilizes a health care consultant to establish and maintain health policies above those required by certification.	- Copy of work agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No	3

## Point Allocation for STAR 3 and 4 Performance Standards

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

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

Performance Standard	Total Points Available	Percentage Total Points Available	STAR 3 Minimum Pts Earned (70%)	STAR 4 Minimum Pts Earned (85%)
Staff Qualifications and Professional Development	32	31%	22	27
Early Care and Education Program	20	20%	14	17
Partnerships with Families and Communities	20	20%	14	17
Leadership and Management	30	29%	21	25
<b>TOTAL</b>	<b>102</b>	<b>100%</b>	<b>71</b>	<b>86</b>
<b>Bonus Points - 2 pts each (applicable to any category as needed)</b>				
Program participates in an organized effort to promote environmental health improvements in their early learning program, making their facility and program healthier and less likely to negatively affect the health of children and early learning program staff. (example: PA Healthy and Green Child Care)			<input type="checkbox"/> Yes <input type="checkbox"/> No	Pts _____
Program participates in an organized effort to promote nutritional health for children. (example: farm to early learning, obesity prevention activities, food security initiatives)			<input type="checkbox"/> Yes <input type="checkbox"/> No	Pts _____
Program participates in the implementation of PBIS and has been recognized for fidelity Implementation by the PA PBS Network			<input type="checkbox"/> Yes <input type="checkbox"/> No	Pts _____

### Required Indicators Met

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

EC .3.4. 8     Yes     No    if no, Designation = STAR 2



## Point Allocation for STAR 3 and 4 Program Observation for Designation Completed by an OCDEL Approved Assessor

Observational Rating Meets or Exceeds CQI Goal  Yes  No

Observational Rating Meets or Exceeds threshold set for STAR 3  Yes  No      STAR 4  Yes  No

STAR	CLASS – 75% of all classrooms in each age group observed	ERS – 75% of all classrooms in each age group observed
3	Minimum score of 5.0 in Emotional Support  Minimum score of 4.0 in Classroom Organization  Minimum Score of 3.0 in Instructional Support  With an average score of 4 on all three domains (No classrooms rated below 3)	Minimum score of 3.5 in all classroom with a program average of 4.00
4	Minimum score of 6.0 in Emotional Support  Minimum score of 5.0 in Classroom Organization  Minimum Score of 4.0 in Instructional Support  With an average score of 5 on all three domains (No classrooms rated below 4)	Minimum score of 4.25 in all classrooms with a program average of 5.00
Scoring Levels Defined by Instrument	Scores of 1-2 mean the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or that lack interaction between teachers and children would receive low scores.  Scores of 3-5, the mid-range, are given when classrooms show a mix of effective interactions with periods when interactions are not effective or are absent.  Scores of 6-7 mean that effective teacher-child interactions are consistently observed throughout the observation period.	1 Inadequate – Describes a lack of care which can actually compromise children's development and/or health and safety  3 Minimal – Describes basic custodial care (minimal level of care generally required by state licensing)  5 Good – Describes the basic dimensions of developmental appropriate care  7 Excellent – Describes high quality personalized care, expands children's experiences, extends their learning, and provides warm and caring support

## Scoring Rubric

Performance Standard	Total Points Available	Total Points Earned	Percentage Total Points Available	Percentage Total Points Earned	STAR 3 Minimum Pts Earned	Met/ Not Met	STAR 4 Minimum Pts Earned	Met / Not Met
Staff Qualifications and Professional Development	32		31%		22		27	
Early Care and Education Program	20		20%		14		17	
Partnerships with Families and Communities	20		20%		14		17	
Leadership and Management	30		29%		21		25	
<b>TOTAL</b>	<b>102</b>		<b>100%</b>		<b>71</b>		<b>86</b>	
Bonus Points - 2 pts each (applicable to any category as needed)								
Program participates in an organized effort to promote environmental health improvements in their early learning program, making their facility and program healthier and less likely to negatively affect the health of children and early learning program staff. (example: PA Eco Healthy Child Care)								
Program participates in an organized effort to promote nutritional health for children. (example: farm to preschool, obesity prevention activities, food security initiatives)								
Program participates in the implementation of PBIS and has been recognized for fidelity Implementation by the PA PBS Network								

### Required Indicators Met

SQ.3.4.1  Yes  No if no, Designation = STAR 2  
 EC.3.4.7  Yes  No if no, Designation = STAR 2

Observational Rating Meets or Exceeds CQI Goal:  Yes  No  
 Observational Rating Meets or Exceeds threshold set for: STAR 3  Yes  No STAR 4  Yes  No  
 Performance Standards Points Meet or Exceed threshold set for: STAR 3  Yes  No STAR 4  Yes  No

Min Points Meet Threshold for STAR Level	Observation Meets Threshold for STAR Level	Designation
4	4	4
3	3	3
4	3	3
3	4	4

**DESIGNATION** \_\_\_\_\_ **Date** \_\_\_\_\_

## Alternate Pathways to STARS Designation

Alternative pathway options apply to individual program locations

Performance Standard	Evidence / Documentation	Meets Standards	STAR Level
<p><b>NAEYC Accreditation</b> plus Certification compliance                      Note: Accredited Programs that have experienced 15% or more teacher turnover or Director/Owner turnover after receiving their Accreditation will be required to demonstrate full compliance with all Level 2 requirements in order to receive 4 STARS</p>	Certificate and, as applicable, Annual Report	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	STAR 4
<p><b>NAFCC Accreditation</b> plus Certification compliance</p>	Certificate and Annual Report	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	STAR 4
<p><b>Montessori Accreditation</b> by: Association Montessori Internationale (AMI/USA) or American Montessori Society (AMS) plus Certification compliance. Note: Certified Montessori Programs that have experienced 15% or more teacher turnover or Director/Owner turnover after receiving their Accreditation will be required to demonstrate full compliance with all Level 2 requirements in order to receive 4 STARS</p>	Certificate and Annual Report	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	STAR 4
<p><b>Head Start / Early Head Start Program</b> in substantial compliance with no deficiencies.</p>	Letter and Annual Report	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	STAR 4
<p><b>Out of School Time (OST) Only Providers</b>                      Certification Compliance (as appropriate) plus School Age Child Care Accreditation by Council on Accreditation (COA) = STAR 4                      OR                      Compliant 21st Century Community Learning Centers = STAR 4                      OR                      Use of After School Quality (ASQ) to complete a CQI Plan = STAR 2                      65% ASQ indicators met = STAR 3                      85% ASQ indicators met = STAR 4</p>	Certificate and, as applicable, Annual Report  CQI Plan based on use of ASQ  65% ASQ met indicators – STAR 3  85% ASQ met indicators – STAR 4	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	STAR 2, 3, 4