Keystone STARS: Supply Building (Access to Quality) (sidebar)

Priorities	Inputs	Outputs — Activities	Outputs — Participation	Outcomes — Short Term 1-2 years	Outcomes — Medium Term 3-4 years	Outcomes — Long Term 5-6 years
Build the supply of quality diverse early care and education programs	Keystone STARS system that is individualized, responsive and respectful of diverse ECE settings. Indicators that are evidence-based or best practice. Technical assistance, professional development and referral staff that are knowledgeable and supportive of diverse ECE settings. Rewards and incentives that support quality improvement.	Develop Keystone STARS policies and practices that overtly recognize and support a diverse range of ECE providers/settings. Create multiple pathways for programs to demonstrate quality. Create equitable funding strategies and distribution of resources. Recruit diverse participants into Keystone STARS. Use authentic assessment tools for TA and CQI; NOT high stakes ratings. Develop a communications strategy promoting the flexibility of STARS and supports for diverse ECE settings.	Diverse program providers and families STARS, TA, PD and referral staff	Increased interest in participation in STARS. Programs knowledgeable about STARS benefits. STARS marketing campaign - Define benefits of Keystone STARS for all ECE programs.	Robust tiered reimbursement to support family participation in Keystone STARS rated programs. Federal funding limited to programs that participate in Keystone STARS.	Increase in the number and types of high-quality early childhood education programs participating in Keystone STARS. Increase in diversity of programs participating in Keystone STARS. Increase in the number of STARS programs earning higher STARS ratings. Families have access to more high-quality programs. Providers have targeted resources that help meet the indicators in Keystone STARS. **All public subsidy funds must be used in programs that participate in Keystone STARS.**
Increase family access to quality programs	Increase subsidy funding / tiered reimbursement based on STARS ratings. Target subsidy funds to high-needs families. Target subsidy funds for use in higher quality programs.	Marketing and education to families and community about quality ECE and Keystone STARS.	Families Referral and support staff	Marketing strategy developed. Families are knowledgeable about Keystone STARS, the importance of quality ECE, and about child care benefits.	Parents know about and look for Keystone STARS programs.	Families have needed resources to access highest-rated Keystone STARS programs.

Logic Model
Keystone STARS: Workforce
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Keystone STARS: Workforce

Priorities	Inputs	Outputs Activities	Outputs Participation	Outcomes Short Term 1-2 years	Outcomes Medium Term 3-4 years	Outcomes Long Term 5-6 years
Build and maintain a qualified workforce	Progressive credit-bearing pathway that leads towards degrees and credentials. Rigorous, not rigid, PD standards for Keystone STARS. Sustainable workforce retention strategies. T.E.A.C.H. Scholarships / Rising STARS Tuition Assistance.	Develop PD pathways and support in partnership with higher education partners. Create a state level PD plan that includes overt attention to the whole child - health and wellness, cognitive and language, social and emotional. Increase TA workforce to include knowledgeable and responsive subject matter experts/ coaches. Develop professional development content that includes relationship-building skills across, race, ethnicity, culture, etc. with families, providers, TA and training staff, the public, policymakers, etc.	Program Administrators (Centers and Home-based) Teachers (Center and Home-based) TA and coaching professionals Higher education partners Professional development system administrators	Increased variety (topic and level) of PD available that leads to formal education and credentials.	Increased PD opportunities for Quality Coaches (subject matter experts).	TA consultants available for ECE programs to address child care health, social emotional, infant and toddler, etc. Increase in diversity of TA, coaching and training staff. All PD is progressive.
Empower Program Leadership	Professional development, TA and coaching includes content related to business practices for program leadership. Keystone STARS policies empower program leaders to make key decisions regarding staff.	Develop STARS policies, practices and incentives that empower and support program leaders. Create professional development content and practice to support the growth of leadership skills in program directors and administrators.	Program administrators Higher education partners TA and coaching professionals Professional development system administrators	Director has tools and supports needed to be successful in Keystone STARS.	Director retention and recruitment increased due to greater job satisfaction. Access to more types of progressive PD opportunities.	Directors recognized as strong leaders and major contributors to Keystone STARS system. Directors are leaders in promoting Keystone STARS to staff, families and the public.

Keystone STARS: Infrastructure

Priorities	Inputs	Outputs Activities	Outputs Participation	Outcomes Short Term 1-2 years	Outcomes Medium Term 3-4 years	Outcomes Long Term 5-6 years
Integrate data and management systems	Integrated data systems, e.g., Certification, STARS, Child Care Works, Pre-K Counts, Head Start, Early Head Start, CACFP, etc. One point of entry for all ECE programs to access all quality and support services. One point of entry for families to access information on quality ECE programs and subsidies for child care.	Map key data systems. Create data system workgroup/task force. Identify opportunities for greater communication / coordination between data systems.	Data system developers Key program staff representative of data areas (Head Start, STARS, PD, Pre-K etc.) Program providers Families	Set data infrastructure goals and timeline.	Improve program integrity and redundancy. Provider and family ease of access and usability.	Less money spent on building infrastructure for data and more money for teacher salaries. Data system that allows multiple agencies and organizations to contribute data and use data for decision making. Increase in quality of data.
Create a responsive, strengths-based and individualized TA / coaching system	Professional Development (PD) for Keystone STARS. Coaches and Early Intervention and Technical Assistance (EITA).	Recruit TA / Quality Coaches. Training of coaches. Develop communication and feedback loop with providers and TA/coaching staff.	Quality Coaches TA / Coaching Staff ECE programs	Increased number of programs entering into Keystone STARS, receiving a Continuous Quality Improvement (CQI) plan and achieving first rating.	Increased number of programs earning higher STARS ratings.	Increased number of programs earning higher STARS ratings.
Create a Keystone STARS administrative system that is consistent in quality and responsive to providers and the TA/coaching system	Data systems. Keystone STARS indicators.	Create policies and procedures that are aligned with the revised Keystone STARS. Create a communication system that informs providers, TA / coaching staff, and other stakeholders and captures feedback to use for adjustments to process. Create a rating process that is consistent and reliable.	Keystone STARS Administrators Providers TA / Coaching staff Other stakeholders	Revised Keystone STARS policies and procedures that are easily understood. Revised rating process that minimizes burden to providers and is reliable and valid.	Adjusted STARS rating process based on input from stakeholders. Cost efficiencies realized in rating process.	Evolving rating process that produces reliable data to be used in making adjustments for greater effectiveness and efficiencies.