pennsylvania
KEYSTONE STARS
OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING

Keystone STARS Program Manual
June 2017

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SECTION ONE: Keystone STARS

I. About 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.

Defining Quality Early Care and Education

Quality early care and education is made up of two components, structural quality and process quality. **Structural Quality** often defines the foundational or regulated components of a quality early care and education program. Structural quality components include aspects such as group size, children-to-teacher ratio, and teachers' qualifications. **Process Quality** focuses on the dynamic and human aspects of early care and education that support the daily experiences of children. Process quality encompasses the social, emotional, physical, and instructional aspects of children's activities and interactions with teachers, peers, and materials.

Keystone STARS Revision Process

In 2017, The Keystone STARS Think Tank Team, in partnership with thousands of stakeholders, developed principles to guide the STARS revision process. The guiding principles below are the core values of the STARS system.

> *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.*

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

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

Keystone STARS policies and standards were designed to be accessible to each and every provider in Pennsylvania. This commitment to an accessible STARS program means that providers have flexibility to create continuous quality improvement plans that are meaningful to them, are able to choose to work on indicators that align with their goals, and that quality coaches will work in partnership with providers to highlight strengths and create achievable plans to improve quality.

The Keystone STARS Program Manual and Program Standards were written to capture the broad vision for quality early care and education. Policies and Standards should be interpreted in a way that aligns with the type of program a provider owns, operates or works to support. If you have questions related to how a standard can be applied to your program, please contact your Regional PA Key and ask to speak to a Quality Coach.

II. About the Office of Child Development and **Early Learning**

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

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

Goals:

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

OCDEL is Composed of Four Bureaus:

Bureau of Certification Services

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

Bureau of Early Intervention Services

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

Bureau of Early Learning Services

The Bureau of Early Learning Services develops and implements standards, financial supports and CQI Assistance for early care and education programs and professionals to improve quality. These efforts are supported through local and state-wide partners like the Regional Keys and the PA Key. The Keystone STARS program is administered through the Bureau of Early Learning Services.

Bureau of Subsidized Child Care Services

The Bureau of Subsidized Child Care Services provides families with information about early learning opportunities in their communities. The Bureau is also responsible for administering Pennsylvania's subsidized child care program called Child Care Works. Child Care Works is managed through a statewide network of local agencies that provide families a central location for information on early care and education opportunities as well as eligibility determination, case maintenance and provider management.

III. Navigating the Process of Keystone STARS

Step 1: Making the Commitment to Quality

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, maintain a foundation for a safe and healthy environment for children. These early care and education providers are awarded a STAR 1 and may increase STAR level by meeting performance standards.

The first step on a program's continuous quality improvement (CQI) journey is connecting with a Quality Coach at the local Regional Key. Quality Coaches are available to help identify a program's strengths and opportunities for growth. All programs hoping to advance through STAR levels should begin with making a connection with your most supportive resource – your Quality Coach.

Step 2: Complete the Keystone STARS CQI Program Profile

All early care and education programs are invited to complete the Keystone STARS CQI Program Profile (Appendix A). Keystone STARS communication, materials and evidence submission will be accessed and completed online or through your Quality Coach.

Step 3: Supporting Structural Quality — Getting Ready for STAR 2

All early care and education programs must have certain pieces in place to ensure children have a healthy, safe, challenging and supportive environment. All early care and education teachers need to have certain supports in place to ensure they have what they need to foster responsive and meaningful child-adult interactions. The goal of the Keystone STARS standards is to build an environment where responsive and meaningful child-adult interactions can be supported.

Keystone STARS Orientation

Administrators and teachers from Keystone STARS programs must complete Keystone STARS Orientation Part 1 and 2. Orientations can be taken online or in person at your Regional Key location. Content for the orientation includes:

Part 1 – Overview of STARS System and CQI Principles

Part 2 – Elements of Assessing and Building Quality
- The Pennsylvania Core Knowledge Competencies (CKC)
- Pennsylvania Big Ideas Framework
- Continuous Quality Improvement (CQI)
- PA Early Learning Standards
- Using Caring for our Children Basics (CFOCB) to Support Practice
- Assessment instruments that support program quality
- Supporting interactions with children and families

Quality Coach's Role

During CQI visits your Quality Coach will:
- Support your program through the STAR 2 evidence-gathering process;
- Support your program in conducting a self-assessment using an evidence-based observation instrument that best meets your program's needs and goals;
- Provide guidance in the creation of a CQI Plan with goals and action items to support program improvement; and
- Review evidence of meeting STAR 2 program standards prior to submission on the online portal.

Independent Submission of STAR 2 Evidence

Programs may choose to complete all requirements for STAR 2 and submit their evidence on their own without a Quality Coach.

Step 4: Designation STAR 2

A program's STAR 2 designation is determined by fully meeting all of the STAR 2 standards. Programs will be notified of their STAR 2 designation within 30 days of their evidence submission.

Step 5: Continuing to High Quality

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

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

- Support your program through the STAR 3 and 4 evidence-gathering process;
- Support the program in selecting and conducting a self-assessment using an evidence-based tool that best meets your program goals;
- Provide guidance in creating a CQI Plan (Appendix B) with goals and activities to support program improvement;

- Review evidence of meeting STAR 3 and 4 program standards; and
- Schedule a program observation from an OCDEL-approved assessor and assist in building program observation results into your program's CQI Plan.

Step 6: Achieving a STAR 3 or 4 Designation

The final step of the Keystone STARS process for STAR 3 and 4 is the designation. The program's designation is determined by the number of points earned across the four program standards, meeting CQI goals, and receiving a minimum threshold score on the chosen program observation instrument (refer to STARS Performance Standards Designation and Scoring Rubric). Programs will be notified of their STAR 3 or 4 designation within 30 days of observation.

STARS Renewal and Appeals Process

<u>Annual Review</u>

All programs that receive a STAR 2 or higher designation must complete an Annual Review Report (Appendix C) to maintain their designation. The annual review is due 30 days prior to their designation anniversary. Programs are required to update their CQI plan reflecting progress on new indicators being met. Programs that do not submit their annual report by their renewal date will result in a loss of their current designation.

Keystone STAR designations are awarded for a 3-year period with the exception of:

- Programs ready to achieve a higher STAR designation;
- Significant program growth (additional age groups added);
- Revocation, suspension or issuance to provisional Certification status; and
- 50 percent turnover of teaching staff since last Annual review.

If any circumstances above apply, a program will need to repeat the full designation process.

<u>STARS Appeal Process</u>

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

IV. Eligibility to Participate

All participating early care and education programs can receive technical assistance to support continuous quality improvement. Certified and compliant programs are welcomed to Keystone STARS by receiving STAR 1 designation. Programs such as Early Head Start and Head Start programs and Pennsylvania Department of Education Private Academic Preschools are not required to be certified by the Department of Human Services, but are eligible to participate in Keystone STARS.

Eligibility Requirements

- The child care program holds a current, full Certificate of Compliance from the Department of Human Services;
- The program holds a current private academic certificate from Pennsylvania's Department of Education; and
- The program is in good standing with the Commonwealth of Pennsylvania's Department of Revenue.

Support is available to help providers become compliant with Certification regulation. If you have questions about compliance, contact your Certification Representative at your local Regional Office. If you have questions regarding eligibility for Keystone STARS, contact your Regional Key.

V. Benefits of Keystone STARS

Quality early care and education benefits everyone and serves as an economic development strategy for Pennsylvania.

Benefits for Children and Families

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

Benefits for Providers

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

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SECTION TWO: Keystone STARS Supports

VI. Keystone STARS Incentives

Child Care Subsidy Daily Add-On for Keystone STARS Programs

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

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

Grants and Awards

Qualifying child care programs may receive STARS grants and awards. Providing financial awards to facilities serving children who are vulnerable and at risk is one strategy implemented by OCDEL to CQI. Grants and awards may not be available to all programs and will be prioritized to programs serving greater numbers of CCW participants in times of limited funding.

Tuition Assistance

The Keystone STARS Tuition Assistance is intended to support early childhood practitioners by supporting enrollment in higher education courses and degree programs. The Tuition Assistance Program will support eligible applicants enrolling in CDA or other college-credit bearing courses.

For more information about T.E.A.C.H.:
http://www.pacca.org/teach.html

For more information about Rising STARS:
https://www.pakeys.org/pages/get.aspx?page=Rising_Stars

VII. Program Observation Instruments

Program Observation Instruments (POI) are evidence-based, reliable tools used to measure early and school-age care program quality. POI can be used to inform decision-making on all or part of a program's services and support program evaluation efforts.

Program evaluation is a process of clearly articulating the goals and outcomes of a program. Information tied to the program's goals serves to document the quality and effectiveness of the program over time. Program evaluation can include many methods of data collection, such as child assessment, observations of practice, measures of the environment, and surveys or interviews of teachers or familes. The following are samples of program observation instruments that programs could use to support their quality improvement plan.

Please note that for designation purposes, programs must choose to utilize the CLASS or ERS for their primary POI. To support other areas of program improvement, Quality Coaches can help programs utilize other observation instruments to support their CQI plan.

The following table provides information about the POI utilized to designate STAR 3 and 4 programs.

Center-Based/Group (Birth to 5 years)				
Assessment Tool	Age Level / Setting	Purpose	Target Area	Resources
Early Childhood Environment Rating Scale – Revised Edition (ECERS-R)	Preschool Classrooms	☑☐Improvement ☑☐Monitoring / Accreditation ☑☐Research / Evaluation	■☐Space and furnishings ■☐Personal care routines ■☐Language-reasoning activities ■☐Interaction ■☐Program structure ■☐Families and staff	http://ers.fpg.unc.edu https://www.ersi.info
Early Childhood Environment Rating Scale – Third Edition (ECERS-3)	Preschool Classrooms	☑☐Improvement ☑☐Monitoring / Accreditation ☑☐Research/Evaluation		
Infant/Toddler Environment Rating Scale – Revised Edition (ITERS-R)	Infant and Toddler Classrooms	☑☐Improvement ☑☐Research / Evaluation		
Classroom Assessment Scoring System (CLASS)	Preschool and School-age	☑☐Improvement ☑☐Research / Evaluation	■☐Emotional support ■☐Classroom organization ■☐Instructional support	http://teachstone.com/classroom-assessment-scoring-system/class-domains-dimensions/
Classroom Assessment Scoring System: Toddler Version (CLASS Toddler)	Children between 15 and 36 mos.	☑☐Improvement ☑☐Research / Evaluation		

Family/Group Child Care Homes				
Assessment Tool	Age Level / Setting	Purpose	Target Area	Resources
Family Child Care Environment Rating Scale – Revised Edition (FCCERS-R)	Birth to School-age	☑☐Monitoring / Accreditation ☑☐Research/Evaluation	■☐Space and furnishings ■☐Personal care routines ■☐Listening and talking ■☐Activities ■☐Interaction ■☐Program structure ■☐Families and providers	http://ers.fpg.unc.edu
School-Age Child Care (Center-Based and/or SACC Only)				
Assessment Tool	Age Level / Setting	Purpose	Target Area	Resources
School-Age Care Environment Rating Scale (SACERS -U)	School-age (ages 5 to 12 years)	☑☐Improvement ☑☐Monitoring/Accreditation ☑☐Research/Evaluation	■☐Space and furnishings ■☐Health and safety ■☐Activities ■☐Interactions ■☐Program structure ■☐Staff development ■☐Special needs	https://www.ersi.info
After School Quality (ASQ) Team Approach CQI Process	School age (ages 5 to 12 years)	☑☐Improvement	Five-step self-assessment process, supported by TA consultant, that helps programs examine program quality and strategies to make changes that will lead to better practices and more positive youth outcomes.	http://niost.org/pdf/ASQ/ASQ_Guide_Sample.pdf

The Build Initiative & Child Trends (2016). A Catalog and Comparison of Quality Designation and Improvement Systems (QRIS) [Data System]. Retrieved from http://qriscompendium.org/ on 4.19.2017.

The following table provides information about POI for different age levels and different settings that can be utilized to support a program's CQI Plan.

Center, Group, or Family Child Care Setings (Birth to 5 years)				
Assessment Tool	Age Level / Setting	Purpose	Target Area	Resources

| Program for Infant/Toddler Care Program Assessment (PITC PARS) | Infants and toddlers (birth to age 3) | ☑☐Improvement
☑☐Research / Evaluation | ■☐☐Quality of caregivers' interaction with infants
■☐☐Family partnerships, cultural responsiveness, and inclusion of children with disabilities and other special needs
■☐☐Relationship-based care
■☐☐Physical environment
■☐☐Routines and record | http://www.pitc pars.org/conten t/en/instrument |

Family/Group Child Care Homes

Assessment Tool	Age Level / Setting	Purpose	Target Area	Resources
Parenting Interactions with Children: Checklist of Observations linked to Outcomes (Piccolo)	10 -47 Months	☑☐Improvement	29 observable developmentally supportive behaviors	http://www.broo kespublishing.c om/resource-center/screenin g-and-assessment/pic colo/

Program Administration

Assessment Tool	Age Level / Setting	Purpose	Target Area	Resources
Business Administration Scale for Family Child Care (BAS)	Family child care homes that serve various ages	☑☐Improvement ☑☐Monitoring / Accreditation ☑☐Research / Evaluation	■☐Qualifications and professional development ■☐Income and benefits ■☐Work environment ■☐Fiscal management ■☐Recordkeeping ■☐Risk management ■☐Provider-family communication ■☐Community resources ■☐Marketing and public relations ■☐Provider as employer	http://mccormic kcenter.nl.edu/ program-evaluation/busi ness-administration-scale-bas/
Program Administration Scale (PAS)	Center-based or prekindergart en programs in elementary schools	☑☐Improvement ☑☐Monitoring / Accreditation ☑☐Research / Evaluation	■☐Human resources development ■☐Personnel cost and allocation ■☐Center operations ■☐Child assessment ■☐Fiscal management ■☐Family partnerships ■☐Program planning and evaluation ■☐Marketing and public relations ■☐Technology ■☐Staff qualifications	http://mccormic kcenter.nl.edu/ program-evaluation/prog ram-administration-scale-pas/

The Build Initiative & Child Trends (2016). A Catalog and Comparison of Quality Designation and Improvement Systems (QRIS) [Data System]. Retrieved from http://qriscompendium.org/ on 4.19.2017.

VIII. Professional Development (Coaching, Technical Assistance, Education)

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

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

Professional Development Goals

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

Eligibility for STARS Professional Development

All programs participating in Keystone STARS may access STARS PD.

Professional Development Guiding Principles

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

IX. Resources for Support

Regional Key Quality Coaches:

Northeast Region - 800-528-7222
Northwest Region - 800-860-2281
Mid-State Region - 800-864-4925
Southeast Region - 267-773-4400
Southwest Region - 877-349-4850

Pennsylvania Association of Colleges and Universities
http://www.pacu.org/campuses/alfalist.html
An alphabetical list of all two and four year colleges and universities in Pennsylvania

Pennsylvania Community Colleges
https://www.pakeys.org
Locate a community college in Pennsylvania that offers early childhood or school-age specific programming

Pennsylvania State System of Higher Education (PASSHE)
http://www.passhe.edu/answers/Pages/what.aspx
Locate a state supported four year college or university that offers early childhood or school-age specific programming

Association of Independent Colleges & Universities of Pennsylvania (AICUP)
http://www.aicup.org/
For a list of all of the private colleges or universities in Pennsylvania and to access the college/university websites to find types of degrees offered

Independent Colleges & Universities of Pennsylvania (AICUP) Certification
http://www.education.pa.gov
Locate a Pennsylvania Department of Education (PDE) approved teacher certification program in Pennsylvania

Non-Certification Degree Programs/ECE Equivalent Degrees
http://www.pakeys.org
For a list of approved institutions of higher education with degrees with ECE core content and equivalent to an ECE degree

Accredited Postsecondary Institutions and Programs
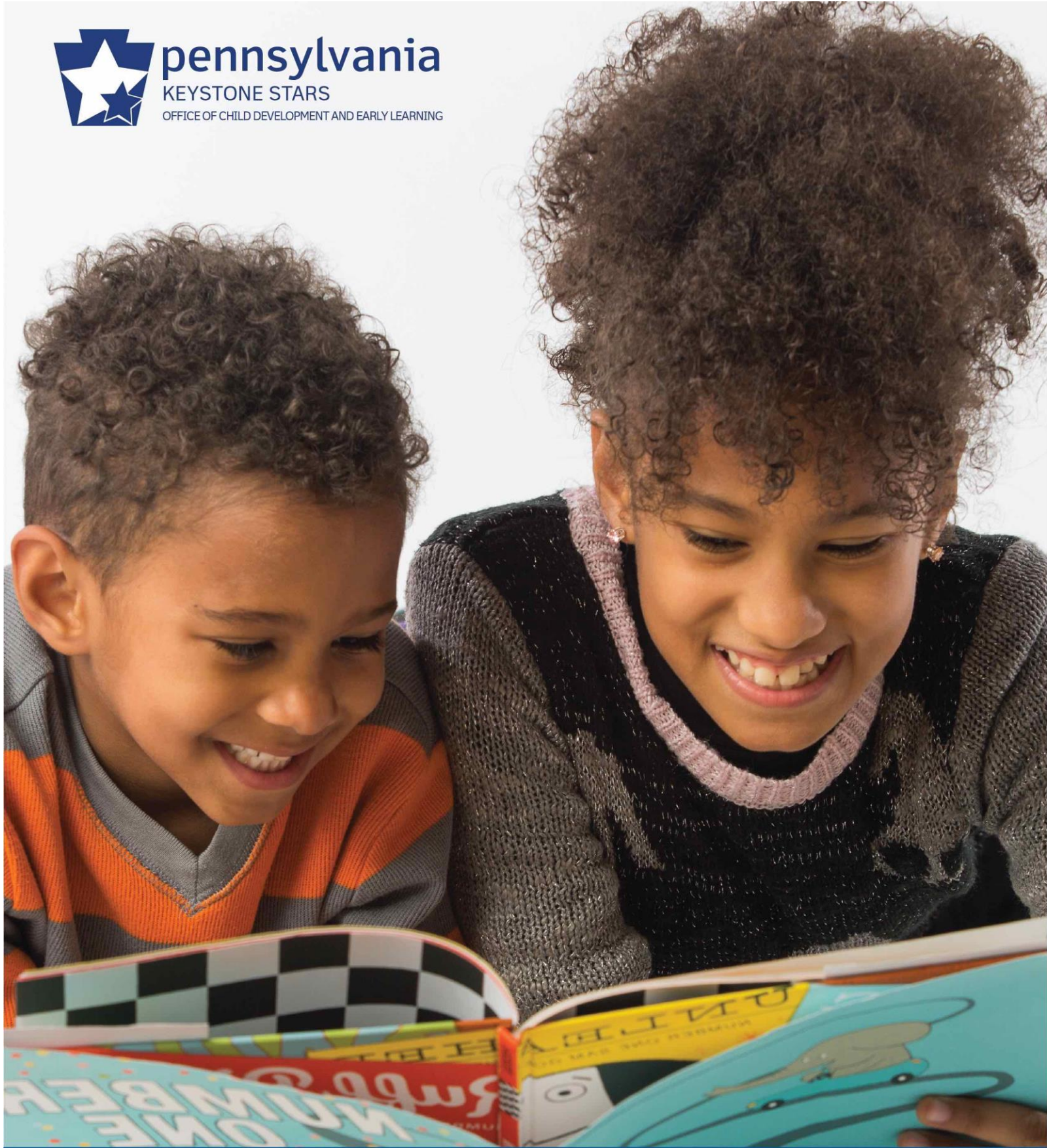http://ope.ed.gov/accreditation/
U.S. Department of Education listing for additional Pennsylvania business, technical and trade colleges

Resources to Support Achievement of Quality Standards

Criteria #	Resources
SQ.2.1	Link to Orientation Courses TBD PA Core Knowledge Competencies: https://www.pakeys.org/uploadedContent/Docs/CKC%20and%20Big%20Ideas%20Framework/CKC_blackwhite.pdf PA Big Ideas Framework: https://www.pakeys.org/pages/get.aspx?page=Career_CBK PA Early Learning Standards: https://www.pakeys.org/pages/get.aspx?page=career_standards See Shared Source PA: http://www.sharedsourcepa.org/index.aspx Quality Interactions Instrument
SQ.2.2	Link to PDR https://www.pakeysregistry.org/ets/welcome.aspx
SQ.2.3	Professional Development Plan Big Ideas Framework https://www.pakeys.org/uploadedContent/Docs/CKC%20and%20Big%20Ideas%20Framework/FINAL%20BIG%20IDEAS-_writeable.pdf
EC.2.1	CQI Plan Sample Program Manual Appendix B
EC.2.2	Early Learning Standards – Infants and Toddlers http://www.education.pa.gov/Documents/Early%20Learning/Early%20Learning%20Standards/Early%20Learning%20Standards%20-%20Infants%20and%20Toddlers%202014.pdf Early Learning Standards – Pre-Kindergarten http://www.education.pa.gov/Documents/Early%20Learning/Early%20Learning%20Standards/Early%20Learning%20Standards%20-%20Prekindergarten%202014.pdf PA State Academic Standards-Grade 3 and Above (also includes links for Infants-2nd Grade) http://www.stateboard.education.pa.gov/Regulations/AcademicStandards/Pages/default.aspx
EC.2.3	The Ages & Stages Questionnaires®, Third Edition (ASQ-3™) pinpoints developmental progress in children between the ages of one month to 5 ½ years. http://agesandstages.com/products-services/asqse-2/ https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Screening/Pages/Screening-Tools.aspx Brigance Screening tools http://www.curriculumassociates.com/products/detail.aspx?title=brigec-screens
EC.2.4 EC.2.5	OCDEL Inclusion and Suspension/Expulsion Policy Statements http://www.pakeys.org/pages/get.aspx?page=expulsion https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf
FC.2.2	http://www.pakeys.org/pages/get.aspx?page=TransitionToolkit Plan to support school age children in transitioning to self-care: On My Own and OK (English & Spanish) http://extension.psu.edu/4-h/members/projects-resources/consumerscience/on-my-own-and-o.k
FC.2.3	http://www.pakeys.org/pages/get.aspx?page=family_engagement The Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress. It is a research-based approach to program change designed to help Head Start and OTHER child care programs achieve outcomes that lead to positive and enduring change for children and families. https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/OHSApproach-to-School-Readiness_PFCE-Framework.pdf
FC.2.4	Family Handbook Topic Areas Program Manual Appendix D http://www.ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies/item/download/332_de718b5d0a40682caf26b57e9307bc91
LM.2.3	Appendix E: Establishing an Injury/Illness-Contagious Condition Monitoring/Tracking System
LM2.4 and LM.2.5	*Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education. Caring for our Children Basics* represents the minimum health and safety standards experts believe should be in place where children are cared for outside of their homes. https://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf http://cfoc.nrckids.org/WebFiles/CFOC3_updated_final.pdf

SQ.3.4.1	Big Ideas Framework https://www.pakeys.org/uploadedContent/Docs/CKC%20and%20Big%20Ideas%20Framework/FINAL%20BIG%20IDEAS-_writeable.pdf
SQ.3.4.2-3.4.10	Staff Qualifications and PD Tracking Form Program Manual Appendix H
EC.3.4.1	Publisher Curricular Alignments to the 2014 Pennsylvania Learning Standards for Early Childhood (in alphabetical order): http://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx#tab-1 PA Early Learning Standards https://www.pakeys.org/pages/get.aspx?page=career_standards http://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/Infant-Toddler-Pre-K-Learning-Standards.aspx#tab-1

EC.3.4.2	Child Assessment Tools
	Infant-Toddler (0-3 years)
	  • Assessment Technology Incorporated: Galileo®*
	  • Curriculum Associates: BRIGANCE® Early Childhood Developmental Inventory (ECDI)
	  • Curriculum Associates: BRIGANCE® Head Start Developmental Inventory (HSDI)
	  • Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Head Start*
	  • Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Kindergarten Readiness*
	  • HighScope: COR Advantage*
	  • Pearson: THE OUNCE SCALE
	  • Teaching Strategies LLC: Teaching Strategies GOLD®
	Pre-Kindergarten (3-5 years)
	  • Assessment Technology Incorporated: Galileo®*
	  • Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Head Start*
	  • Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Kindergarten Readiness*
	  • HighScope: COR Advantage*
	  • National Institute for Early Education Research (NIEER)/ Lakeshore: Early Learning Scale (ELS)
	  • Pearson: THE WORK SAMPLING SYSTEM®
	  • Pearson: THE WORK SAMPLING SYSTEM® for Head Start
	  • Teaching Strategies LLC: Teaching Strategies GOLD®
	Resources to Help Programs Select an Assessment Tool:
	http://www.pakeys.org/pages/get.aspx?page=ELOR#vendors
	http://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx#.VZ_Uz_k3z1E

EC.3.4.4	Suggestions for effective practices in supporting and instructing young DLLs https://www.wida.us/get.aspx?id=831 https://www.wida.us/get.aspx?id=2072 How Can Teachers and Parents Help Young Children Become (and Stay) Bilingual? Head Start https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/language_development/HowTeachersand.htm
EC.3.4.7	See section VIII. Program Observation Instruments
FC.3.4.7	Strengthening Families Protective Factor Framework http://www.cssp.org/reform/strengthening-families/basic-one-pagers/Strengthening-Families-Protective-Factors.pdf
LM.3.4.2	Appendix F: Risk Management Plan Guide
LM3.4.7	Family Child Care Business Development and Financial Forms http://tomcopelandblog.com/handouts http://www.firstchildrensfinance.org/businessresourcecenter/family-2/ Child Care Aware http://childcareaware.org/providers/planning-for-success/preparing-a-budget/
LM.3.4.14	Health Care Consultants http://www.ecels-healthychildcarepa.org

X. Appendix

Appendix A: Keystone STARS Continuous Quality Improvement (CQI) Program Profile

MPI#: _____

Facility Information

This facility holds a Pennsylvania Department of Human Services Certificate of Compliance:

☐ Yes ☐ No

This facility holds a Pennsylvania Department of Education Private Academic School License:

☐ Yes ☐ No

This facility holds a current accreditation from a recognized accrediting body: ☐ Yes ☐ No
If yes, please indicate the type of accreditation: _____

Name of Facility: _____

Address: _____

City: _____ Zip Code: _____ County: _____

Facility Phone Number: _____

Contact Person: _____ Title: _____

Email: _____

Facility Type (if applicable, check one below):

☐ Center ☐ Family Child Care Home ☐ Group Child Care Home ☐ School Age Only Site

Legal Entity Information

Legal Entity Name: _____

Address: _____

City: _____ Zip Code: _____ County: _____

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

How many years has site been in operation? _____

Ages of Children Accepted at this Site: _____ to _____

Number of Classrooms: _____   Hours of Operation: _____ to _____

Days of Operation: _____

Classroom Name	Classroom Age Range	Capacity of Room	# of Children Enrolled	# of Teachers FT/PT First Initial and Last Name

Is the Director on-site a minimum of 30 hours per week?   ☐ Yes   ☐ No
Does the Director have regular teaching duties?   ☐ Yes   ☐ No
Is there internet access on site?   ☐ Yes   ☐ No
Is there access to a scanner/fax on site?   ☐ Yes   ☐ No
Do you currently use coaches or mentors?   ☐ Yes   ☐ No
Is your program involved in any quality improvement projects?   ☐ Yes   ☐ No
If your program is involved in quality improvement projects, please list below:
_____

The following information is based on current enrollment.   Today's Date: _____

Based on current enrollment, how many children:

Receive Child Care Works? _____
Have documented special needs (e.g. IFSP, IEP, etc.)? _____
Are English Language Learners (ELL)? _____

Check all that describe this site:

☐ Faith-Based	☐ Not for Profit	☐ Multi-Site (Chain or Franchise)
☐ Head Start	☐ For-Profit	☐ USDA Food Program
☐ Early Head Start	☐ Montessori ☐ Montessori Accreditation	☐ NAEYC Accredited
☐ Pre-K Counts	☐ Reggio Inspired	☐ NAFCC Accredited
☐ School Age Only Site ☐ Use of After School Quality (ASQ) Instrument	☐ Private Academic Preschool	☐ Other: _____

What are you hoping your program will achieve by participating in Keystone STARS?

What are you hoping your program will receive from your Quality Coach and how can Keystone STARS best meet your needs?

Describe one or two program areas you would like to focus on to improve the quality of your program.

How will you ensure that you and your staff will be able to participate in Keystone STARS (i.e. have time for weekly meetings with the coaches or consultants, have the ability to make changes in your program, etc.)?

Do you anticipate any barriers to participating in any of the above-mentioned activities?

Does the staff understand that participating in Keystone STARS means:

- They may have assessors/observers in their room? ☐ Yes ☐ No
- They may have a classroom observation? ☐ Yes ☐ No
- They may be asked to participate in coaching meetings and/or further pursue training and education? ☐ Yes ☐ No

Does your staff receive feedback regarding job performance on a regular basis? ☐ Yes ☐ No
If yes above, please describe the process and frequency of feedback.

Does staff have the opportunity to provide their supervisor and/administration with input regarding program policies and procedures? ☐ Yes ☐ No
If yes above, please describe how and when.

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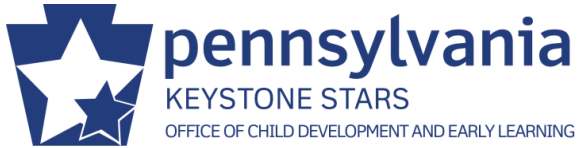
Appendix B: Sample CQI Plan Form

STARS PERFORMANCE INDICATORS

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

PROGRAM OBSERVATION INSTRUMENT
Choose One: ☐ CLASS   ☐ ERS   ☐ OTHER

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

PROGRAM OBSERVATION INSTRUMENT
Choose One: ☐ CLASS   ☐ ERS   ☐ OTHER

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

Note: Attach Individualized Professional Development Plans

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Appendix C: Annual Review Form

All programs that receive a STARS designation must complete an annual review to maintain their designation. The annual review is due during the anniversary month of the program's initial STARS designation. The program is required to update and submit their CQI plan reflecting met and new goals and is encouraged to report progress on new indicators being met. Programs that fail to submit their annual report 10 days prior to their anniversary date will result in a loss of their current designation. Programs must resubmit for a full STARS evaluation every three years OR when they seek to move up a STAR level.

Name of Provider: _____

MPI # _____

Contact Person: _____   Title: _____

Phone Number: _____   Email: _____

Provider Type (check one): ☐ DHS Certified   ☐ HS/EHS   ☐ Private Academic Preschool

DHS Certificate of Compliance Number: _____

		Comments
Are you interested in moving up a level?	☐ Yes ☐ No	
Have you been receiving coaching to support CQI Plan?	☐ Yes ☐ No	
Have you experienced 50% or more staff change?	☐ Yes ☐ No	
Have you had a change in Director?	☐ Yes ☐ No	
Has there been a significant fluctuation in enrolment /FTE compared to last FY?	☐ Yes ☐ No	
Has there been a change in funding for slots (Head START, Pre K Counts)?	☐ Yes ☐ No	

Note: Attach Copy of CQI Plan and/or Performance Standards Document with CQI notes

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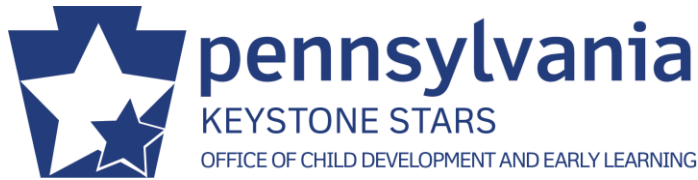
Appendix D: Family Handbook Topic Areas

Developing a family handbook is a process. Programs often begin with basic policies and information and add sections based on the program development and to address questions or the information needs of families. It can be challenging to keep the balance between covering all the important topics and keeping the length and complexity within reason.

The family handbook has many underlying purposes such as marketing; helping families see if the program is a good match for the child and family; information and policy sharing and will serve as a resource to families about your program. The family handbook should look professional and be reviewed and corrected prior to sharing with families. Often programs ask families to assist in the review process. It is recommended that the family handbook be dated so you remember to review and updated annually.

Many programs ask families to sign that they have received a copy of the family handbook as a way to document sharing policies and procedures. Make sure all staff read, are familiar with and have a copy of the family handbook as a reference.

The following are Sample Topic Areas that you may want to include in your family handbook. It is important that you tailor your family handbook to your own program and the needs of your families. Therefore, you may wish to add or remove topics to this sample.

- Authorization to Pick up Child
- Forms, how to change and update
- Policies about custody situations
- Arrival and departure policies
- Birthdays
- Options for celebrations, food, parties, invitations for out of program time etc.
- Child Development
- Developmental milestones
- Challenging times such as biting, sharing, lying – and where to find additional information
- Clothing and Cubbies
- Label clothing, extra clothing to leave in cubby,
- Children should have comfortable, washable, weather appropriate clothing
- Footwear
- Gear for infants/toddlers (diapers, bottles, cream etc.)
- Communication
- Daily information shared with families…explain written and verbal methods
- Conference schedules and policies
- Who families should speak to about a concern, problem or question
- Partnerships with families for high quality early learning

- Importance of families and family feedback to help make the program best for families and children
- Community Resources
- Timeline/plan on sharing written information on topics including health and human services, wellness, nutrition, and fitness and/or child development with families
- Curriculum and Assessment
- Learning Standards and their use in the program
- If applicable, implements activities appropriate to meet IEP/IFSP goals and/or special needs plans and objectives
- Holiday celebrations – how handled
- Daily schedules (posted in classroom)
- Initial developmental screening
- Assessment -tools used, frequency and how shared with families
- School readiness
- Field trips
- Show and tell
- Daily outside time
- Use of TV, media, videos, computers in the program
- Enrollment and Attendance
- First few days in the program, calling to check, materials to read etc.
- Public, social, and community services information
- Information explaining the "Getting to Know You" meeting
- Intake Procedures -forms and permissions, updating contact information
- Confidentiality
- Non Discrimination Policies
- Financial Arrangements
- Tuition, registration fees, annual increases, vacation/holiday credit, required notice of withdrawal from program, overtime charges, late payment fee, etc.
- Health and Safety
- Health records, immunizations, health policies and procedures, communicable diseases
- Injury prevention and procedures
- Site sanitation, hand washing, daily facility cleaning
- Training of staff such as pediatric first aid, emergency preparedness
- Emergency Plan for program
- Mission Statement, Vision, Values, Philosophy, etc.
- Program Governance
- Diversity
- Nutrition, Meals
- If program provides meals – menu posting, times, components of meals
- If families provide lunch and/or snacks- nutrition information and suggestions
- Allergies and food preferences
- Quality
- Continuous Quality Improvement (CQI) plan of the program
- Keystone STARS
- Accreditation

- Family Engagement
- Volunteering, conferences to review child's progress, educational events/meetings for families
- Program supports to strengthen and connect families
- Importance of family involvement
- Program evaluation and family feedback
- Rest Time, Nap
- Security items
- Blankets and sleeping gear
- Staff
- Qualifications of the staff, professional development of staff, scheduling, security/clearances, etc.
- Toys
- Types of toys children may bring and when
- Transitioning
- Individual meeting offered to families to share specific information regarding the child's transition to another classroom or educational setting
- Sharing child's developmental progress
- Written plan for child transition with families and school, as well as a list of community/school stakeholders regarding child transition
- Procedure/release form for releasing child's file/information to another educational setting
- Program's schedule/plan for participating in community/school transition activities

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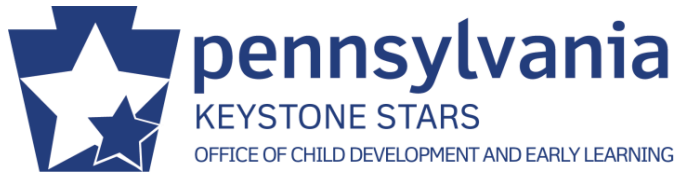
Appendix E: Establishing an Injury/Illness Monitoring/Tracking System

LM 2.16 Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences.

Developing injury/illness tracking logs is just the first step in creating a monitoring system. Regular review of the log that will enable you to identify health and safety concerns, patterns, program structural problems, staffing issues etc. that may be contributing to the injuries and illnesses that occur within your program. The tracking system will not only help you to identify problems that need to be corrected, but it will also provide you with information that can be used to engage in preventive action planning. The ultimate goal is to eliminate preventable injuries and illnesses before they occur!

Step 1: Develop, or select from existing samples, a tracking tool to record all injuries and illnesses that occur.

The tool should include essential information such as:
- The date and time injury/illness occurred;
- The specific location (outdoors, indoors, room, area of the room);
- Child/children involved;
- Teacher(s) present;
- Description of the injury/illness;
- Identification of possible contributing factors;
- Preventive action to be taken;
- Corrective action to be taken; and
- Preventive/corrective action plan completion dates.

Step 2: Determine who is responsible for recording injuries/illnesses-contagious condition on the tracking logs.

Areas to consider:
- Are there reasons why you would/would not want the same person who is responsible for completing an incident report to record the incident on the tracking log?
- Should incident reports be submitted by the direct care staff and then recorded on the tracking log by a supervisor or director?
- Will entries on the tracking log be based on written reports or verbal interviews with the person(s) involved?
- Some facilities develop a specific staff person to track and monitor and serve as the program expert on illness and injury. This person reports and facilitates problem solving at staff meetings or other times as needed and helps to make sure that everyone does their part to keep the program safe and help control the spread of illness.

Step 3: Determine who is responsible for reviewing the injury/illness-contagious condition tracking logs. The log should include a place to record review dates and signature of reviewer.

Step 4: Establish regular schedule to review the injury/illness-contagious condition tracking logs.

Areas to consider:
- How frequent do injuries and illnesses occur?
- If the frequency is high, you may want to review the tracking log more frequently; i.e. once a week until the number of incidents drops significantly and remains at a low or non-existent level.
- If the frequency of incidents is low, then a once a month review might be sufficient.

Step 5: Determine who is responsible for preventive and corrective action planning.

Area to consider:
- Does the direct care staff have the necessary skills/knowledge to independently develop action plans to address concerns? If not, it is recommended that a supervisor facilitate the action planning process with the direct service staff actively involved. Either way, the action plan should be submitted to a supervisor for final approval.

Action plans should include:
- Date of development;
- Details of the area in need of improvement;
- Details of action plan;
- Person(s) responsible;
- Target date; and
- Completion date.

Everyone is responsible for health and safety of the children. In many situations, immediate steps need to be taken and recorded.

Step 6: Determine who monitors implementation, progress and completion of action plans. Someone must be responsible for seeing that the action plans developed are not just carried out through completion, but are also maintained on a consistent basis.

Step 7: Meet with staff to introduce the injury/illness-contagious condition tracking system. Upon completion of steps 1 thru 6, Supervisor, Director or Administrator should meet with staff to discuss the injury/illness tracking system. The discussion should include rationale for the system (why is it important), introduction to the tools, review of roles and responsibilities and an opportunity for staff input, questions, etc.

Step 8: Establish written procedures for the injury/illness-contagious condition tracking system. Written procedure that identifies who is responsible for each step in the process should be established. (Note: You may identify persons responsible for each step by name, or you might simply identify them by title; i.e. The Lead Teacher in each classroom will be responsible for…)

Step 9: Distribute copy of written procedures to all staff. Written procedures should be given to all staff in some format, and information about the injury/illness tracking system should be added to your policy and procedure manual.

Step 10: Implement the injury/illness-contagious condition tracking system. Once implementation has begun, the system should be evaluated periodically and revised as warranted.

SAMPLE FORM: Injury/Illness-Contagious Condition Monitoring

Lead Teacher's Name:				Classroom:		
Date / Time	Type of Illness / Accident	Children Involved (initials)	Contributing Factors	Preventive / Correction Plan	Staff Initials	Director Initials

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Appendix F: Risk Management Plan Guide

What is Risk?

Risk is anything that threatens the ability of your business to accomplish its mission. In insurance terms, risk is the chance that your business will lose money because of injury, damage, destruction or theft, loss of net income, and/or anything that adversely affects the way you do business. Any single incident can cause multiple problems.

The risk management plan is much broader than the emergency preparedness plan required by the DHS regulations. The emergency plan only addresses how to respond in a variety of emergencies and should be included as part of the overall risk management plan.

Why Manage Risk?

To protect yourself and your business against unforeseen hazards as well as the routine risks your workers face every day. Good risk management addresses factors that you can control, such as employees, materials, operations, facilities, processes and vehicles. Good risk management does not have to be expensive or time-consuming.

Steps in the Process:
- Identify your risks
- Evaluate and prioritize the risks
- Select your strategies to manage the risk – develop and implement your plan.
- Monitor and update the risk management plan

What Should the Risk Management Plan Address?

The "Model Child Care Health Policies" cover the risk management policies and details that a program should follow:
- Care of Acutely Ill Children
- Medication policy
- Emergency plan
- Security and Evacuation plan
- Drills
- Closings
- Authorized Caregivers
- Safety surveillance
- Transportation
- Field trips
- Guidelines to reduce the risk of child abuse or neglect allegations
- Sanitation and hygiene

Since the leading causes of physical harm in early care and education programs are infectious disease and injury, these are topic priorities.

Additional topics to consider:
- Workplace safety
- Legal issues/liability
- Insurance coverage
- Volunteer risk
- Property/facility risks
- Income risks – tuition, grants, in-kind donations
- Financial risks – billing
- Employment practices – screening, hiring practices, background checks, salary
- Regulations: DHS, DOE

The Program's Risk Management Plan should include clear procedures to follow in the event of an emergency (examples: fire, severe storm, power outage, sewer backup, intruder, accident or illness).

The Risk Management Plan should be reviewed annually and all staff should be updated on the plan annually.

Documentation Suggestions:

Dated Risk Management Plan with dated memo describing review or update of the Risk Management Plan, minutes from a staff meeting where the Risk Management Plan was reviewed.

Other documentation should include:
- Record of emergency drills
- Annual training plan
- Child intake form asking about chronic medical conditions
- Children's allergies posted in classrooms
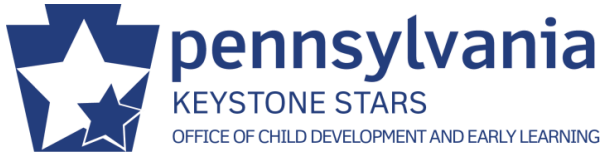
Appendix G: Request for Keystone STAR Designation

MPI#: _____

Instructions: By completing and signing this form, the facility representative is attesting that this facility is ready for a STAR Designation and that all evidence to meet Performance Standards have been submitted.

Facility Information

This facility holds a Pennsylvania Department of Human Services Certificate of Compliance:

☐ Yes   ☐ No

This facility holds a Pennsylvania Department of Education Private Academic School License:

☐ Yes   ☐ No

This facility holds a current accreditation from a recognized accrediting body: ☐ Yes   ☐ No
If yes, please indicate the type of accreditation: _____

Name of Facility: _____

Address: _____

City: _____   Zip Code: _____   County: _____

Facility Phone Number: _____

Contact Person: _____   Title: _____

Email: _____

Facility Type (if applicable, check one below):

☐ Center   ☐ Family Child Care Home   ☐ Group Child Care Home   ☐ School Age Only Site

Legal Entity Information

Legal Entity Name: _____

Address: _____

City: _____ Zip Code: _____ County: _____

Request for STAR Designation

This facility is requesting a STAR Designation. The facility representatives believe that this facility meets the criteria for the following STAR Designation and we have our documentation prepared to demonstrate fulfillment. Check the STAR that this facility is requesting.

☐ STAR 2   ☐ STAR 3 or 4   ☐ Alternative Pathway Designation

Attestation for Department Human Services Regulated Provider

Instructions: In order to receive your STAR Designation Certificate, please complete the following attestation. The person who signs this document is the individual legally authorized to represent the child care provider. By completing and signing this form, you attest that you agree with and understand the terms of the STAR Designation. **To confirm agreement, place initials next to each statement.** If you do not initial all statements, the Regional Key, agent of the Department of Human Services, cannot designate a STAR to your child care provider.

_____ I agree to abide by the Keystone STARS Performance Standards for the current STAR Designation and I understand the status of my Program's STAR Designation may be reviewed, reduced, suspended, or removed if I am not meeting the Keystone STARS Performance Standards and/or other conditions listed in the attached STAR Status Review, Reduction, Suspension and Removal Process.

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

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

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

_____ I agree that, if my Program's STAR Designation is suspended or removed, my Program may not advertise as a STARS child care provider, I will not receive grant/award funds, and my Program's STAR Designation will be removed from Child Care Information Services (CCIS), DHS's COMPASS website and the PA Keys' website. The STAR Designation may be reinstated upon my Program's correction of the noncompliance with DHS regulations or upon meeting the Keystone STARS Performance Standards.

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

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

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

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

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

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

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

_____   _____
Print Name   Title

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

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

Stars Status Review

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

STARS Status Review may also be used in response to complaints from families and/or other community stakeholders.

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

- The program is not meeting STARS Performance Standards, but **can** meet STARS Performance Standards within a 90-day timeframe.
- For DHS Regulated providers, the program has area(s) of noncompliance with DHS Regulations that **do not** lead to a Provisional Certificate of Compliance (i.e. areas of noncompliance on a Licensing Inspection Summary).
- A STAR 4 Program that met the alternative pathway via Accreditation loses its accreditation status, but **can** meet STARS Performance Standards within a 90-day timeframe.

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

If the program **does not** meet the requirements of the STARS action plan, the Regional Key proceeds with one of the following:

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

Star Reduction

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

- The program is not meeting STARS Performance Standards and the area(s) of noncompliance cannot be corrected within a 90-day timeframe.
- A STAR 4–Accredited program loses its accreditation status.

A program will receive a STAR Reduction to the appropriate STAR level in which the program meets all of the standards. If the GRANTEE/Sub Grantee refuses a STAR Reduction, the program will receive a STAR Suspension.

Star Suspension

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

For DHS regulated programs in Keystone STARS

- DHS Certification initiates an Injunction, Negative Sanction or issues a Provisional Certificate of Compliance for areas of regulatory noncompliance.
- The program consistently has multiple incidents of noncompliance with DHS Regulations.
- The program fails to implement, complete, and/or maintain a STARS action plan.
- The program is under investigation by Certification for egregious circumstances. Issues falling under this condition will be handled on a case-by-case basis with OCDEL's oversight.
- DHS Subsidy Bureau takes action related to the provider's subsidy agreements.

For all programs including DHS Regulated Providers in Keystone STARS

- The GRANTEE/Sub Grantee cannot be determined a Responsible Contractor as outlined in the commonwealth's Management Directive 215.9 which could include but not limited to the following:

  ➢ Suspension or debarment by the Commonwealth within the past 5 years.
  ➢ Suspension or debarment by the federal government or any other state or governmental entity within the past 5 years.
  ➢ Liabilities owed to the Commonwealth and/or federal government, including tax liabilities.
  ➢ Notifying the Regional Key of liens/liabilities is a requirement of receiving Keystone STARS funds. If GRANTEE/Sub Grantee does not inform the Regional Key of such liens/liabilities, OCDEL will extend the suspension, past the date a clearance certificate is received by the Regional Key from the GRANTEE/Sub Grantee, for the period of time the program did not notify the Regional Key of the liability The extension will affect the quality add on/tiered reimbursement given to DHS regulated providers. Dependent upon the availability of grant/award funds, the GRANTEE/Sub Grantee could be eligible for grants/awards upon reinstatement back into STARS.
  ➢ Unsatisfactory or deficient performance in past or current Commonwealth contracts as determined by the Commonwealth in its sole discretion.
  ➢ Capacity and ability to perform within the established time schedule and in accordance with the plans and specifications of the contract.
  ➢ False, misleading, or incomplete information submitted to the Commonwealth.

> ➢ Default on a Commonwealth contract as determined by the Commonwealth in its sole discretion.
> ➢ The commission of any state or federal offense or criminal charges.
> ➢ Investigation pending by a federal or state agency or under investigation by a federal or state agency within the past 5 years.
> ➢ Facility health and safety related issues.
> ➢ General business integrity.
> ➢ The GRANTEE/Sub Grantee is under investigation for egregious circumstances by the program's specific governing body/authority. Issues falling under this condition will be handled on a case-by-case basis with OCDEL's oversight.
> ➢ The GRANTEE/Sub Grantee fails to submit to the Regional Key, OCDEL or other requesting state/federal agency an approvable final expense report and/or corresponding original receipts/documentations validating compliance with state and federal requirements for the use of state and federal funds. Failure to account for or appropriately use all funds received through Keystone STARS financial grants and awards may also result in a referral to the commonwealth's Office of Inspector General.

During this phase, the program must work with the Regional Key on the development, implementation and completion of a STARS Suspension Action Plan.

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

- STAR Reinstatement - If the program meets the requirements of the STAR Suspension action plan, the Regional Key reinstates the program's STAR by issuing a STAR Certificate with the original expiration date, if applicable. If the original expiration date expired while the program was suspended, the Regional Key will move the program to active, No STAR Level and re- designate the program to the appropriate STAR Level.
- STAR Removal - If the program fails to implement, complete, and/or maintain a STAR Suspension action plan, the Regional Key will remove the program from Keystone STARS based on the STAR Removal procedures.

STAR Removal

STAR Removal will occur if any of the following conditions:
- The program closes.
- For DHS regulated providers, Certification initiates an Emergency Removal or action to Refuse to Renew or Revoke the provider's Certificate of Compliance.
- The program fails to submit a "Request for Designation Renewal" to renew its current STAR designation.
- The program does not meet the requirements of the STAR Suspension action plan.

Notifications and Appeals

The program will be informed by the Regional Key in writing of any action taken to the program's STAR level designation. If the program disputes the action outlined in the notification letter, it has 10 days from the mailing date of the letter to respond with a letter of disagreement to the Regional Key.

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

The program may appeal the Regional Key's final decision to OCDEL by submitting in writing a letter to:

Office of Child Development and Early Learning
Pennsylvania Departments of Education and Welfare
333 Market Street, 6th Floor
Harrisburg, PA 17126

Attention: Bureau of Early Learning Services

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

Resources and Restrictions

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

Resources/Restrictions	Under Review	Suspension	Removal
For Programs eligible for STARS Financial Awards	Eligibility resumes upon satisfactory completion of STARS Status Review		
Program posts STAR Certificate and advertises as a STARS program	✓		
For DHS Regulated programs eligible for tiered subsidy reimbursement (STAR 1 – STAR 4)	✓		
Program's STAR listed with CCIS and/or COMPASS	✓		
Program access to STARS Representative for help with Performance Standards	✓	✓	
Program access to STARS Technical Assistance	✓	✓	
Program's Staff Prioritized for Vouchers/tuition assistance	✓	✓	
Program access to other special opportunities such as Mind in the Making, Early Childhood Mental Health Consultation, etc.	✓	✓	
Program eligible to attend professional development opportunities	✓	✓	✓

Appendix H: Professional Development and Staff Qualifications Grid

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

STAR 2 Staff Qualification Standards SQ.2.1, SQ.2.2, SQ.2.3, SQ3.4.1, SQ.3.4.2

Employee Name	Date of Hire	Position Title*	Part or Full Time	Current Education Level Enrolled In (E) or Attained (A) Date SQ.3.4.2			Leadership Enrolled in (E) Or Attained (A) Director Credential Date SQ.3.4.2	PDR Within 60 Days of hire SQ.2.2 Yes or No	Annual Prof Development Plan Expiration SQ.2.3 SQ.3.4.1	Orientation Within 90 days of Hire SQ.2.1	
				CDA/CCP	AA	BA/BS				Part 1 Completion Date	Part 2 Completion Date
Example: Jane Doe	*1/1/04*	*T*	*FT*	*A 2002*	*E 2003*		n/a	yes	1/1/2017	2/1/04	3/1/04
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

* Position Titles: D = Director/FCC Provider; T = Teacher/Group Supervisor; AT = Assistant Teacher/Assistant Group Supervisor; A = Aide.

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

STAR 3 and 4 Professional Development SQ.3.4.3 – SQ.3.4.9

Instructions: Place the same employee in line #1 as you placed on the first page of this form. Where the staff has completed an item on the grid, please indicate the item is complete by filling in the date in the box. Make copies of this form for additional staff. If not applicable, indicate with a N/A.

Employee Name	SQ.3.4.3 Language Dev	SQ.3.4.4 Social and Emotional Development	SQ.3.4.5 Positive Interactions	SQ.3.4.6 Curriculum	SQ.3.4.7 Developmental Screening	SQ.3.4.8 Assessment	SQ.3.4.9 Inclusion
Example: Jane Doe	*2/15/12*	*6/25/12*	*3/1/12*	*2/5/12*	*4/25/12*	*5/15/12*	*5/15/12*
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

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

STAR 3 and 4 Professional Development Non Instructional Staff SQ.3.4.10

Employee Name	List Date of completed Professional Development							
	DAP	Diversity	Age Appropriate Standards	Adult Child Interactions				
Example: Jane Doe	*2/15/12*	*6/25/12*	*3/1/12*	*2/5/12*				
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								