OPTIONAL RESOURCES AND TOOLS FOR KEYSTONE STARS

Contents

Tools for Finding Accredited Programs:

ACSI (Association of Christian Schools International)

https://www.acsi.org/member-search/index

Phone Number: 800-367-5391

Email Address: earlyeducation@acsi.org

American Montessori Society

http://amshq.org/School-Resources/Find-a-School

Phone Number: 212-358-1250

Email Address: ams@amshg.org

AMI (Association Montessori Internationale)

https://amiusa.org/school-locator-2/

Phone Number: (703) 746-9919

Email Address: montessori@amiusa.org

COA (Council on Accreditation) After School Program

http://coanet.org/accreditation/who-is-accredited/who-is-accredited-search/

Phone Number: 212-797-3000

Head Start and Early Head Start

https://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices

Phone Number: 866-763-6481

Email Address: HeadStart@eclkc.info

NAEYC Accredited PA Programs (National Association for Education of Young Children)

http://families.naeyc.org/search_program/results/0/PA/0/10/0/0/0/us/0

Phone Number: 800-424-8777

Email Address: webmaster@naeyc.org

NAFCC Accredited PA Programs (National Association for Family Child Care)

https://www.nafcc.org/Accredited-Provider-Search-Function

Phone Number: 801-886-2322

NECPA (National Early Childhood Program Accreditation)

http://necpa.net/

Phone Number: 1-855-706-3272 Extension 106

Email Address: NECPA@necpa.net

21st Century Community Learning Centers

- http://www.education.pa.gov/Documents/K-12/21st%20Century%20Community%20Learning%20Centers/C7%20Awardees%20Year%202.pdf

- http://www.education.pa.gov/Documents/K-12/21st%20Century%20Community%20Learning%20Centers/Cohort%208/C8%20Awardees.pdf

Phone Number: 717-783-6788

<u>Tool For Finding Private Academic Programs Licensed By PDE:</u>

Preschool Programs licensed by the Pennsylvania Department of Education and in good standing with the Department of Education will enter STARS as a STAR 1.

Private Academic programs licensed by PA Department of Education

http://www.edna.ed.state.pa.us/Screens/wfHome.aspx

Phone Number: 717-783-6788

National, State and Local Resources

This guide provides brief context about various resources for support for early learning programs. Regional Keys should add information specific to their locality to this list to include CCIS offices, Regional Key information, etc.

21st Century Community Learning Centers

A program of the US Department of Education's Office of Elementary and Secondary Education, *21st Century Community Learning Centers* supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Website: https://www2.ed.gov/programs/21stcclc/index.html

Association of Christian Schools International (ACSI)

ACSI provides a highly regarded accreditation program for secondary, elementary, and standalone, and attached early education programs. ACSI has partnerships with all of the U.S. regional accreditation agencies. ACSI member schools seek accreditation to validate their quality and verify that they are striving for excellence based on a solid Christian philosophy of education foundation.

Website: https://www.acsi.org

After School Quality (ASQ)

Developed by the National Institute on Out-of-School Time (NIOST), *After-School Quality* supports program improvement in the context of self-assessment, state quality rating systems and accreditation. In each case, *After-School Quality* is a flexible, effective tool for ensuring that the process of improving program quality comes from a team of people who are invested in and care about the program.

Website: https://www.niost.org/asqtraining

American Montessori International (AMI/USA)

AMI/USA represents the Association Montessori International in the United States, bringing the principles of Dr. Montessori to the education of children. AMI/USA was formed in 1929 by Dr. Maria Montessori to insure that her philosophy and approach to education would be carried on as she intended.

Website: https://amiusa.org/

American Montessori Society (AMS)

The American Montessori Society (AMS) is an advocate for quality Montessori education, an innovative, child-centered approach to learning. AMS sets the high professional standards that inform Montessori education as practiced in AMS-accredited schools and taught in AMS-affiliated teacher education programs.

Website: https://amshq.org/

Child Care Information Services (CCIS)

Child Care Information Services (CCIS) agencies are the hub of child care information in your local area. CCIS agencies provide you and your family with information on quality child care and personalized child care referrals to child care providers based on your specific needs or preferences. CCIS agencies also administer the Child Care Works subsidized child care program.

Child Care Works Helpline: 1-877-4-PA-KIDS

Website: http://www.dhs.pa.gov/learnaboutdhs/helpfultelephonenumbers/childcareinformationservices/

Child Care Health Consultation

Early Childhood Education Linkage System (ECELS) provides consultation, training, and technical assistance on health and safety in child care. In addition, we share resources with colleagues in other states and countries. We link quality improvement efforts of government, early childhood educators, health professionals, and other organizations. For more information, contact your Regional Key.

Website: https://www.pakeys.org/pages/get.aspx?page=wellness_health

Child Development Associate (CDA) Assessment Fee Voucher Program

The CDA Assessment Fee Voucher Program supplies payment for the CDA Assessment Fee that is required to complete the CDA Assessment process. The full CDA Assessment Fee of $425 is paid directly to the Council for Professional Recognition. This program does not reimburse individuals. The Voucher Program for the CDA Assessment Fee is a two-step process. The first step is to apply for a voucher. Applications are then reviewed and are either approved or denied. Individuals whose applications are approved receive a voucher in the mail, which they must send to the Council for Professional Recognition in Washington, DC, along with the CDA Application. The Council is then paid directly by the PA Key.

Website: http://www.pakeys.org/pages/get.aspx?page=Career_Financial

The Council on Accreditation (COA) is an international, independent, nonprofit, human service accrediting organization. COA accredits the full continuum of child welfare, behavioral health, and community-based social services. COA currently accredits more than 2,200 organizations and programs serving more than 7 million individuals and families.

 Website: http://coanet.org/home/

Department of Human Services (DHS) Child Care Certification

All facilities who wish to operate a child care must obtain a DHS Certificate of Compliance. DHS Child Care Certification certifies three types of child cares in Pennsylvania- Family Child Care Home (FCCH), Group Child Care Home (GCCH) and Child Care Centers. The PA Code regulations for each type of facility can be found on the website listed below.

Regional OCDEL Certification Offices Contact Information:
http://www.dhs.pa.gov/cs/groups/webcontent/documents/document/c_183843.pdf

Website: http://www.dhs.pa.gov/provider/earlylearning/childcareregulations/

Department of Education (PDE) Private Academic School License

PDE Licensed Private Academic Schools are licensed and regulated by the State Board of Private Academic Schools, whose rules, regulations, and standards are concerned with quality education, teacher certification, attendance and courses of study, which closely parallel public school requirements. Private Academic Schools follow PA Code Chapter 53.

Locate a Private Academic School: http://www.edna.ed.state.pa.us/Screens/wfSearchEntity.aspx

Website: http://www.education.pa.gov/K-12/Private%20Schools/Pages/default.aspx#tab-1

Early Childhood Mental Health

The ECMH Consultation Program is a child-specific consultative model which addresses the social-emotional development of young children within their early care and education (ECE) program. Services are provided at the request of the director or teacher and with the permission of the child's parent or guardian. The program includes an array of customized services that are based on the Pyramid Model for Promoting the Social Emotional Competence of Young Children (Center on the Social-Emotional Foundations for Early Learning).

Website: http://www.pakeys.org/pages/get.aspx?page=Programs_ECMH

Infant- Toddler Consultation

Infant- Toddler Consultation builds a support system designed to meet the unique needs of infants, toddlers and their caregivers through targeted professional development and technical assistance. Infant-Toddler Specialists provide targeted Technical Assistance and coordination of regional supports to programs enrolled in Keystone STARS.

Website: http://www.pakeys.org/pages/get.aspx?page=InfantToddler

Keystone STARS Grants and Awards

As part of OCDEL's commitment to continuous quality improvement in early learning, child care programs participating in Keystone STARS at the STAR 2 level or above are eligible for various grants and awards.

- Child Care Works Subsidy Add-On
- Center/ Group Merit Award for STAR 2
- Education and Retention Awards
- Family Child Care Home Merit Award
- Rising STARS Support Grants

For specific qualifications for each grant or award type and how to apply, contact your Early Learning Resouce Center or visit the website below.

Website: https://www.pakeys.org/pages/get.aspx?page=Programs_STARS_Grants

National Association for the Education of Young Children (NAEYC)

The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. The association comprises nearly 60,000 individual members of the early childhood community and more than 300 regional Affiliate chapters, all committed to delivering on the promise of high-quality early learning.

Pennsylvania has 13 local affiliates and 2 chapters. They provide a wide range of services, such as networking and social events, conferences, websites, newsletters, student groups, and accreditation support.

Find local AEYC Affiliates and Chapters: http://www.pennaeyc.com/Pages/Affiliate.aspx

Website: http://www.naeyc.org/

National Association for Family Child Care (NAFCC)

The National Association for Family Child Care (NAFCC) is a professional association dedicated specifically to promoting high-quality early childhood experiences in the unique environment of family

child care programs. NAFCC sponsors the nationally recognized accreditation system designed specifically for family child care providers. Accreditation is awarded to family child care providers who meet the eligibility requirements and the Quality Standards for NAFCC Accreditation. Family child care providers achieve this high level of quality through a process that examines all aspects of the family child care program, i.e. relationships, the environment, developmental learning activities, safety, health, and professional and business practices.

Website: https://www.nafcc.org/

National Early Childhood Program Accreditation (NECPA)

The National Early Childhood Program Accreditation was established in 1991 to encourage quality and recognize excellence in early childhood programs throughout the United States and other countries.

Website: http://necpa.net

Peer Mentoring

Peer Mentoring is a professional relationship in which an experienced person (a STAR 3 or 4 Program Director: the Mentor) assists another (STAR 1 or STAR 2 program director: the mentee) in developing specific skills and knowledge that will enhance their program's quality and encourage professional growth. Mentors have worked in developing quality childcare programs and can show mentees how to achieve quality. They can provide wisdom about workplaces issues and career challenges and help mentees look at the STAR standards from a new perspective.

- **Start Up Technical Assistance Peer Mentoring:** is a free relationship based process between the mentee (potential/new child care provider) and a mentor (STAR 2, 3 or 4 child care director). Start Up Technical Assistance is designed to guide mentees to enroll and designate at least a STAR 2 in Keystone STARS.
- **Rising STARS Peer Mentoring:** is a free relationship based process working with individuals interested in reaching higher levels of quality in their early learning environments. This program provides continuous quality support for programs wishing to move from a STAR 2 to STAR 3 or 4. In addition to the support of their Quality Coach those enrolling in Rising STARS Mentoring also receive the support of the STARS Manager for their area as well as a Mentor assigned to them for a more one on one peer based support.

Pennsylvania Association of the Education of Young Children (PennAEYC)

PennAEYC, is the Pennsylvania state affiliate of the National Association for the Education of Young Children (NAEYC). PennAEYC represents more than 5,300 individual members and 13 local affiliate chapters across the state. PennAEYC promotes and practices advocacy for funding high quality children's programs and services. PennAEYC provides technical assistance, leadership support and networking for the local affiliate AEYC chapters.

Pennsylvania has 13 local affiliates and 2 chapters. They provide a wide range of services, such as networking and social events, conferences, websites, newsletters, student groups, and accreditation support.

Find local AEYC Affiliates and Chapters: http://www.pennaeyc.com/Pages/Affiliate.aspx

Website: http://www.pennaeyc.com/Pages/default.aspx

Pennsylvania Key (PA Key)

The role of the Pennsylvania Key is to work with the Office of Child Development & Early Learning (OCDEL) to provide statewide leadership in the development of an integrated and coordinated system of program quality improvements and professional development supports for early childhood education.

The Pennsylvania Key manages statewide professional development initiatives, such as Better Kid Care, ECELS, and Regional School-Age Initiatives. The PA Key also:

- coordinates the Early Childhood Mental Health (ECMH) Project,

- coordinates work with the higher education community,

- implements special quality improvement initiatives,

- develops the career lattice,

- coordinates and provides resources to support community engagement work around early learning

- coordinates regional planning efforts with the Regional Keys,

- manages Environment Rating Scale assessments,

- administers the Head Start State Collaboration Office, and

- administers PA Pre-K Counts.

Website: www.pakeys.org

Pennsylvania Child Care Association (PACCA)

The **Pennsylvania Child Care Association** is a statewide non-profit organization. PACCA is an advocate for high-quality early care and education programs, and to give leadership and support to those organizations that assist the Early Childhood Education community, families, and children in the Commonwealth of Pennsylvania. PACCA is responsible for the administration of the T.E.A.C.H Early Childhood® PENNSYLVANIA Scholarship Program.

- **T.E.A.C.H Early Childhood® PENNSYLVANIA Scholarship Program:**
  T.E.A.C.H Early Childhood® PENNSYLVANIA Scholarship Program works with providers, colleges, and child care staff to offer scholarship programs and support systems that improve the education and compensation of child care workers. T.E.A.C.H obtains its funding through grants from businesses, foundations, and government. By helping increase professionalism, raise wages, and reduce staff turnover of child care staff, this public-private partnership brings higher quality care to Pennsylvania's children.

Website: https://www.pacca.org/

Rising STARS Tuition Assistance

The Rising STARS Tuition Assistance program pays 95% of tuition costs for eligible college coursework taken by early learning professionals, with a maximum benefit of $6,000 per individual each fiscal year (July 1 through June 30). The program covers tuition costs only, and does not include books, materials, or fees. Tuition costs net of other funding sources such as scholarships, stipends, discounts or grants (except Pell Grants) are used to determine the amount of assistance.

Website: http://www.pakeys.org/pages/get.aspx?page=Career_Financial

Shared Source Pennsylvania

Shared Source PA is a website available to all AEYC members as a member benefit. Shared Source PA is filled with best practice resources and products to save time and money. Members who are using resources available at SharedSourcePA.org are saving an average of 10 to 20% on the cost of food, educational materials, office supplies, and liability insurance. Need performance appraisal forms, family handbooks, or classroom tips? These resources and more are available at SharedSourcePA.org.

Website: https://www.sharedsourcepa.org/index.aspx

STARS Technical Assistance

STARS Technical Assistance is an intensive, one-on-one service provided to early learning and school-age facilities to help the facility achieve specific Keystone STARS quality performance standards and movement in STAR levels. It is administered through five Regional Keys in partnership with consultants who have the knowledge, skills, and experience necessary to guide programs in the Keystone STARS content areas of Staff Qualifications and Professional Development, Leadership and Management, Early Learning (and School-Age) Program, and Partnerships with Family and Community.

Website: http://www.pakeys.org/pages/get.aspx?page=Programs_Tech

STARS INVENTORY OF FORMS

The following table is meant to inform programs about the necessary forms required for STARS entry, re-entry, renewal and request for designation.

EVENT TRIGGER

NAME OF FORM	PROGRAMS ENTERING STARS FOR THE FIRST TIME	PROGRAMS ENTERING VIA ALTERNATE PATHWAY	PROGRAMS REQUESTING HIGHER STAR LEVEL BETWEEN RENEWALS	PROGRAMS RENEWING STAR LEVEL ANNUALLY
REQUEST FOR STAR DESIGNATION (WHICH INCLUDES ATTESTATION)	✓	✓	✓	✓
KEYSTONE STARS CONTINUOUS QUALITY IMPROVEMENT (CQI) PROGRAM PROFILE (*Will be combined with Annual Review Form)	✓			✓
ANNUAL REVIEW FORM (*Will be combined with CQI Program Profile)	✓			✓
ENROLLMENT CALCULATION TOOL	✓	✓	✓	✓
COPY OF CQI PLAN	✓		✓	✓
PROFESSIONAL DEVELOPMENT AND STAFF QUALIFICATION GRID	✓	✓	✓	✓

SCENARIOS and RECOMMENDATIONS REGARDING NEW STARS STANDARDS

Scenario	Recommendation
An accredited program is currently a STAR 2 and attempted movement to STAR 4 in FY 16/17, but did not meet ERS scores for movement.	For FY 17/18, would meet Alternate Pathway for STAR 4. Staff turnover since last accreditation will not be taken into account for transition year.
Programs currently designated in STARS extending current STAR level 12 months during FY 17/18.	During 1st quarter, programs currently designated in STARS will extend current designation for 12 months by submission of current attestation. After 10/1/2017, programs will use the Request for Designation form which includes updated attestation.
Programs designating at STAR 3 or STAR 4 in new system.	Quality Coach provides support for readiness for a designation. A verification visit from a Designator will occur based on sources of evidence submitted or to support submission.
Programs applying for Rising STARS Supports Grants.	Points have been added in scoring rubric if program agrees to participate in designation process at higher STAR level in next FY.
Programs preparing submission of sources of evidence for designation.	Coming to consensus on documentation that must be viewed in person due to confidentiality (ex. evidence of Developmental Screenings, Financial Reports, Child Assessments/Observations, etc.)

Regional Key staff determining percentages around career pathway points in designation process	Consensus and clarity on defining attainment of next or highest level of education. A tool is being formulated which may help RK's in the designation process surrounding SQ 3.4.2.

Programs designating at higher STAR levels using both old and new standards.	All programs requesting move up to higher STAR 3 and 4 level will require a designation visit regardless of whether they are using old or revised standards. Programs moving to STAR 2 using new STAR Standards are not required, but encouraged, to have a visit if they uploaded evidence independently. These STAR 2 programs should still be reviewed by 2 RK staff; more than likely the Quality Coach who assesses evidence as being ready for designation and Designator who applies the rating.
Programs expiring while on Suspension in 17-18 FY	These programs would require a full designation visit as they expired under the old standards. A designation visit will be required using the new standards.
Programs needing designation visits during 17-18 FY	Regional Keys should be attempting to plan designation visits before March 31, 2018 in order to close out all grants, especially those surrounding PD.
A program is suspended due to a provisional license or tax lien and their STAR designation would have expired during suspension.	The program will drop to a STAR 1 once their full certificate of compliance is received. At that time, the program would need a designation to move back up to a STAR level and an ERS or CLASS program assessment for STAR 3 and STAR 4 if their assessment scores also expired during suspension. For programs in this circumstance that could meet Alternate Pathway designation, confirmation that they are meeting STAR 2 standards would need to occur in lieu of the full designation/assessment process. In all of these cases, the program would need to complete a Request for Designation which includes the signed Attestation.
A program is suspended due to a provisional license and they receive a full certificate of compliance prior to their current STAR level expiring.	The program will be reinstated. They can renew their current STAR level in the "hold harmless" year, but a designation visit will occur as well as an ERS or CLASS program assessment for STAR 3 and STAR 4 to provide the most beneficial CQI supports following the provisional license. For programs in this circumstance that could meet Alternate Pathway designation, confirmation that they are meeting STAR 2 standards would need to occur in lieu of the full designation/assessment process. In both cases, programs would need to submit Request for STAR Designation which includes the signed Attestation.

A program is suspended due to a tax lien and they receive a full certificate of compliance prior to their current STAR level expiring	They will be reinstated. They can renew their current STAR level in the "hold harmless" year, but a Quality Coach will visit the program following the reinstatement and review business practices/supports available.

RESOURCES TO SUPPORT ACHIEVEMENT OF KEYSTONE STARS QUALITY STANDARDS

Criteria #	Resources
SQ. 2.1	• Link to Orientation Courses • 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/uploadedContent/Docs/CKC%20and%20Big%20Ideas%20Framework/36124_Big_Ideas_.pdf • PA Early Learning Standards https://www.pakeys.org/pages/get.aspx?page=career_standards • Shared Source PA http://www.sharedsourcepa.org/index.aspx
SQ. 2.2	• Link to PDR https://www.pakeysregistry.org/ets/welcome.aspx
SQ. 2.3	• Sample 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, Keystone STARS Program Manual Appendices A & B • NAFCC Self Assessment Tool - Family Child Care Providers https://www.nafcc.org/file/65c0af79-7617-4671-898a-a66f2eab9e37 • NAECY Accreditation of Early Learning Programs – Guide to Self-Assessment http://www.naeyc.org/academy/files/academy/Guide%20to%20Self%20Assessment.pdf • After School Quality Self Assessment Tool – School Age http://niost.org/pdf/ASQ/ASQ_Guide_Sample.pdf • PA Key – After School Quality: The Process of Program Improvement (ASQ)

	http://www.pakeys.org/uploadedContent/Docs/Program%20Observation%20Instruments/ASQ%20one-page%20Sept%202017.pdf • PA Key – Program Observation Instruments (POI) Overview http://www.pakeys.org/uploadedContent/Docs/Program%20Observation%20Instruments/Understanding%20my%20Program%20Observation%20Instrument-Final.pdf
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-Kindergarten http://static.pdesas.org/content/documents/Pennsylvania_Early_Childhood_Education_Standards_for_Kindergarten.pdf • PA State Academic Standards – First Grade http://static.pdesas.org/content/documents/Pennsylvania_Early_Childhood_Education_Standards_for_First_Grade.pdf • PA State Academic Standards – Second Grade http://static.pdesas.org/content/documents/Pennsylvania_Early_Childhood_Education_Standards_for_2nd-Grade.pdf • PA State Academic Standards – Third Grade http://www.pdesas.org/Standard/Search# • National Center for Quality Afterschool http://www.sedl.org/afterschool/toolkits/ • Click 2 Science Online STEM Professional Development http://www.click2sciencepd.org
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/ • American Academy of Pediatrics 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/brigance-early-childhood.aspx

EC. 2.4 & EC. 2.5	• OCDEL Inclusion Policy Statement
	• OCDEL Expulsion and Suspension Policy Statement
	• PA Key http://www.pakeys.org/pages/get.aspx?page=expulsion
	• Policies for School Districts in which SACC sites feed into, particiulary if SACC program is housed in school building (different for each program)
	• U.S. Departments of Health and Human Services and Education Policy Statement https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf
	• OCDEL Inclusion and Suspension/Expulsion Guidelines: A Timeline http://www.pakeys.org/uploadedContent/Docs/Explusion%20Inclusion/OCDEL%20Inclusion%20and%20Suspension%20Expulsion%20Timeline.pdf
	• Getting Started: Implementing the OCDEL Inclusion Announcement http://www.pakeys.org/uploadedContent/Docs/Explusion%20Inclusion/Getting%20Started%20Implementing%20the%20OCDEL%20Inclusion%20Announcement.pdf
	• NAEYC: Early Childhood Inclusion https://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
	• Writing A Quality Inclusion Statement http://www.pakeys.org/uploadedContent/Docs/Writing%20a%20Quality%20Inclusion%20Policy%20article.pdf
	• Pennsylvania Early Intervention Technical Assistance Inclusion Self-Evaluation Tool http://www.eita-pa.org/inclusion/
	• PA Promise for Children: Benefits of Inclusion in Early Childhood Programs https://www.papromiseforchildren.org/
FC. 2.2	• PA Key Transtion Into Formal Schooling 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 http://extension.psu.edu/4-h/members/projects-resources/consumerscience/on-my-own-and-o.k.
	
	  • Better Kid Care: Kids In Control https://extension.psu.edu/programs/4-h/internal/youthprogram/enrichment/consumersciences/kidscontrol/view

	• Global Family Studies: Transition Toolkit https://globalfrp.org/Articles/Transition-Toolkit
FC. 2.3	• PA Key Family Engagement Resources 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 https://eclkc.ohs.acf.hhs.gov/family-engagement/article/parent-family-community-engagement-simulation-boosting-school-readiness • Shared Source PA Family Engagement Resources tab http://www.sharedsourcepa.org/family_engagement_public.aspx • PA Early Learning Standards: Partnerships for Learning https://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20Pennsylvania%20Learning%20Standards%20for%20Early%20Childhood%20PreKindergarten.pdf
FC.2.4	• Family Handbook Topic Areas Keystone STARS Program Manual, Appendix D • Early Childhood Linkage System Model Child Care Health Policies http://ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies?start=10

LM 2.1	• Family Child Care:
	  • Calendar Keeper
	  • Quick Books
	  • First Children's Finance
	    ▪ http://www.firstchildrensfinance.org/businessresourcecenter/family-2/
	
	• Center Based Child Care
	  • First Children's Finance
	    ▪ http://www.firstchildrensfinance.org/businessresourcecenter/centers-2/

LM 2.2	• Child Care Aware- Example of Staff Handbook
	  • https://childcareaware.org/wp-content/uploads/2016/05/staffhandbookcenters1_0.pdf
	
	• Shared Source: Policy and Procedure Checklist Resources List
	  • https://www.sharedsourcepa.org/policy_and_procedure_checklist.aspx

LM. 2.3	• Establishing an Injury/Illness Monitoring and Tracking System Keystone Stars Program Manual, Appendix E
LM. 2.4 & LM. 2.5	• <u>Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education.</u> 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 • National Health and Safety Performance Standards 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-SQ. 3.4.10	• Staff Qualifications and PD Tracking Form
EC. 3.4.1	• PA Early Learning Standards For Infants and Toddlers https://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20Pennsylvania%20Learning%20Standards%20for%20Early%20Childhood%20Infants%20Toddlers.pdf • PA Early Learning Standards for PreKindergarten https://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20Pennsylvania%20Learning%20Standards%20for%20Early%20Childhood%20PreKindergarten.pdf • PA Early Learning Standards for Kindergarten https://www.pakeys.org/uploadedContent/Docs/Career%20Development/Standards/KindergartenLearning%20Standards.pdf • PA Early Learning Standards for First Grade https://www.pakeys.org/uploadedContent/Docs/Career%20Development/Standards/Grade1LearningStandards.pdf • PA Early Learning Standards for Second Grade https://www.pakeys.org/uploadedContent/Docs/Career%20Development/Standards/Grade2%20Learning%20Standards%20.pdf • PA State Academic Standards – Third Grade http://www.pdesas.org/Standard/Search# • PA Key Linking Standards to Lesson Plans http://www.pakeys.org/uploadedContent/Docs/PD/Standards/Linking%20Standards.pdf • PA Key Aligning Curriculum with Kindergarten Standards

http://www.pakeys.org/docs/K%20Curricula%20Crosswalk%20Aid.pdf

- PA Key Aligning Infant/Toddler Curriculum with PA Early Learning Standards
  Curriculum Template
  http://www.pakeys.org/pages/get.aspx?page=Career_Standards

- PA Key Aligning Pre-Kindergarten Curriculum with PA Early Learning Standards
  Curriculum Template
  http://www.pakeys.org/pages/get.aspx?page=Career_Standards

- PA Department of Education: Linking Curriculum to Early Learning Standards
  http://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx#.VZ_Uz_k3z1E

- Family Child Care: Gee Whiz Digital Curriculum
  https://www.geewhizeducation.com/

EC.3.4.2	CHILD ASSESSMENT TOOLS

Infant-Toddler (0-3 years)
• Assessment Technology Incorporated: Galileo®*
http://www.pakeys.org/uploadedContent/Docs/ELOR/ATI%20One%20pager%2016-17.pdf

• Curriculum Associates: BRIGANCE® Early Childhood Developmental Inventory
(ECDI)
http://www.curriculumassociates.com/products/brigance-early-childhood.aspx

• Curriculum Associates: BRIGANCE® Head Start Developmental Inventory (HSDI)
 http://www.curriculumassociates.com/products/detail.aspx?title=BrigHS-Screens3

• Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Head
Start*
• Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL)
Kindergarten Readiness*
http://www.hmhco.com/hmh-assessments/earlychildhood/real#sthash.KHsBsPaV.dpbs

• HighScope: COR Advantage*
http://coradvantage.org/

• Pearson: THE OUNCE SCALE*
http://www.pearsonclinical.com/childhood/products/100000403/ounce-scale-the.html

• Teaching Strategies LLC: Teaching Strategies GOLD®
https://teachingstrategies.com/

Pre-Kindergarten (3-5 years)
• Assessment Technology Incorporated: Galileo®*

http://www.pakeys.org/uploadedContent/Docs/ELOR/ATI One pager 16-17.pdf

• Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Head Start*
• Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Kindergarten Readiness*
http://www.hmhco.com/hmh-assessments/earlychildhood/real#sthash.KHsBsPaV.dpbs

• HighScope: COR Advantage*
http://coradvantage.org/

• National Institute for Early Education Research (NIEER)/ Lakeshore: Early Learning Scale (ELS)
http://www.lakeshorelearning.com/media/images/pdfs/ELS_S7079.pdf?utm=offline

• Pearson: THE WORK SAMPLING SYSTEM®
http://www.pakeys.org/uploadedContent/Docs/ELOR/Vendor%20One%20Pagers/Pearson%20One%20Pager%20WSS%2016-17.pdf

• Pearson: THE WORK SAMPLING SYSTEM® for Head Start
http://www.pakeys.org/uploadedContent/Docs/ELOR/Vendor%20One%20Pagers/Pearson%20One%20Pager%20WSS%20Head%20Start%2016-17.pdf

• Teaching Strategies LLC: Teaching Strategies GOLD®
http://www.pakeys.org/uploadedContent/Docs/ELOR/Vendor%20One%20Pagers/TSI%20One%20pager%2016-17.pdf

- **School Age**
  - Pearson: THE WORK SAMPLING SYSTEM® Pre-K – 3rd Grade
    http://www.pearsonclinical.com/childhood/products/100000755/the-work-sampling-system-5th-edition.html

  - Teaching Strategies LLC: Teaching Strategies GOLD®
    https://tsiweb9.teachingstrategies.com/page/76597-objectives-development-learning.cfm#product_overview

  - Desired Results Developmental Profile School Age
    http://www.cde.ca.gov/sp/cd/ci/documents/drdpschoolage2010simp.pdf

- PA Key Resources to Help Programs Select an Assessment Tool:
  http://www.pakeys.org/uploadedContent/Docs/ELOR/2014FAQ/ELOR%20FAQ%20Selecting%20an%20approved%20assessment%20tool2.pdf

| EC. 3.4.4 | • WIDA Suggestions for effective practices in supporting and instructing young DLLs. https://www.wida.us/standards/EarlyYears.aspx |

	• How Can Teachers and Parents Help Young Children Become (and Stay) Bilingual? Head Start https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-policy-statement-final.pdf
EC. 3.4.7	• See Resources Listed for EC 3.4.2
FC. 3.4.7	• Strengthening Families Protective Factor Framework http://www.cssp.org/reform/strengthening-families/basic-one-pagers/Strengthening-Families-Protective-Factors.pdf • PA Early Learning Standards: Partnerships for Learning https://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20Pennsylvania%20Learning%20Standards%20for%20Early%20Childhood%20PreKindergarten.pdf • Head Start: Brighter Beginnings http://www.brighter-beginnings.org/what-we-do/early-childhood-development/early-head-start • Head Start: Parent, Family and Community Engagement Framework http://www.brighter-beginnings.org/what-we-do/early-childhood-development/early-head-start • Family Child Care: Strengthening Families Self Assesment Tool for Family Child Care Programs https://www.cssp.org/reform/strtheningfamilies/2014/FAMILY-CHILD-CARE-PROGRAM-SELF-ASSESSMENT.pdf
LM. 3.4.2	• PA Keystone STARS Program Manual Appendix F Risk Management Plan Guide • Office of Administration for Children and Families: Resource Guide https://childcareta.acf.hhs.gov/sites/default/files/public/rg5eemergencyprepandresponse508.pdf
LM. 3.4.7	• Family Child Care Business Development and Financial Forms http://tomcopelandblog.com/handouts http://www.redleafpress.org/Assets/ClientDocs/sample_chapters/BlankStartUpPlan.pdf • Child Care Aware http://childcareaware.org/providers/ • First Children's Finance Resources for Family Child Care http://www.firstchildrensfinance.org/businessresourcecenter/family-2/

LM 3.4.11	• Family Child Care : Business Administration Scale http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/ • Center and School Age Care: Program Administration Scale http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/

LM 3.4.13	• Family Child Care:
	   • Host a training and share cost of instructor
	   • Join a Warehouse such ad BJ's, Costco and share supplies among other Family Child Care programs
	   • Use local library for Story Time and Activities
	
	• Opportunities Exchange
	http://opportunities-exchange.org/get-started/

LM 3.4.14	• Health Care Consultants http://www.ecels-healthychildcarepa.org • ECELS Child Care Health Consultant Description and Brochure http://ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies/item/download/154_8aa5fa3406effe3591ff2c2b122cc215 • Caring For Our Children National Resource Center For Health and Safety in Child Care and Early Education http://nrckids.org/

SUGGESTED MEASUREMENTS, EVIDENCE AND/OR DOCUMENTATION

Criteria #	Performance Standard	Suggested Measurement / Evidence / Documentation
SQ.2.1	**Program Leadership and Staff** Complete NEW Keystone STARS Orientation Part 1 and 2 (within 90 days of hire) 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 tools that support program quality • Supporting interactions with children and families	• Certification of completion • Facility profile and staff list insuring that all required staff are accounted for on staffing PD grid • Program provides information as to how they define program leadership and administration team • Links to Learning (SACC Only Programs) series completed by SACC only programs • PD registry transcript • Certificate of attendance from a Regional Key New STARS Orientation Event • Caring for our Children Basics to include learning community events, CCHC Consultation and PD events
SQ.2.2	**Program Leadership and Staff**	• PD Registry transcript report

	Registered in the Professional Development Registry (within 60 days of hire).	• PD and staff qualification grid to record hire date to ensure registry is being implemented within 60 days
SQ.2.3	**Program Leadership and Staff** Individualized annual professional development plans are developed for each person 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.	• PD Registry • Individualized Professional Development Plan compliance grid • PD and staff qualification grid • Copy of IPDP's with reference to Big Ideas and goals for further education
EC. 2.1	Program conducts self-assessments using evidence-based tools and creates a CQI Plan with goals and action items to support improvement.	• Copy of self-assessment and CQI Plan • Copy of Certificate or PD Registry to verify staff who completed self-assessment have taken the PD on the corresponding self-assessment tool and process • Action items include a time frame for completion and persons responsible for follow up on action items
EC. 2.2	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.	• Copies of lesson plans from all classrooms that show references to PA ELS, a balance of activities and notes on children's progress • Copies of Early Learning Standards displayed on site • Individual planning sheets for children, created weekly or monthly • Child records showing observations, lessons planned and progress rather than lesson plans with child initials. Initials on plans often do not include any reflection on progress, rather just a notation

		• Curriculum that is aligned with PA Learning Standards:
EC. 2.3	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.	• List of screening tools and associated policies (ASQ, ASQ-SE and/or Brigance Screening) • Group sampling of completed screenings from every classroom
EC. 2.4	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.	• Copy of process and associated policies demonstrating evidence of OCDEL inclusion announcement • Lesson plans that reflect inclusion in classroom practices • Evidence of program changes that occurred as a result of adopting OCDEL inclusion policy • Evidence of practice of inclusion in parent handbook or distribution via newsletter • Copy of inclusion policy in staff handbook and plan for sharing policy with staff. Plan outlines steps towards implementation and sharing with families • Copy of inclusion process in both Staff Policy Manual and Family Handbook • Copies of collaboration with LICC/EI to include meeting agendas with the presenter being placed on the agenda

EC. 2.5	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.	• Copy of process and associated policies demonstrating evidence of OCDEL suspension and expulsion policy announcement • Copy of suspension and expulsion policy in staff handbook and plan for sharing policy with staff. Plan outlines steps towards implementation and sharing with families • A suspension and expulsion child tracking sheet with staff and child intervention strategies • The topic of suspension and expulsion and steps to reduce both included in parent handbook or distribution via newsletter • Copy of suspension and expulsion policy included in both Staff Policy Manual and Family Handbook • Copies of collaboration with LICC/EI to include meeting agendas with the presenter being placed on the agenda
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.	• Lesson plans note relevant IEPs or IFSPs • Copy of front page of IEP to identify child noted on lesson plans • Copy of IEP meeting showing participation in meetings • Documentation if parent does not want to share information or not applicable to family (i.e. signature page) • IEP's and details of activity modifications in children files and readily available to teachers • Attendance list from IEP meetings to include sign off from teachers

		• Program has a strategy for encouraging families to share IEP/IFSP
		• Program has a strategy to include teachers in IEP/IFSP team meetings
		• Documentation that the provider shared information as part of the IEP process when unable to attend meetings
		• Procedure for release of information and providing information to inform the creation of the IEP/ IFSP goals
		• Copy of care plan for child with special need
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 related to transitions such as letters, meeting invitations • Written transition plans for each age group • The topic of transitions included in family handbook • Documentation of consultation with local school districts where preschool children will attend kindergarten • Documentation of supports offered to school age children transitioning to self-care (newsletter information, guest speaker for parents and school age children)

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 regarding encouragement of family engagement • Conference notes to include next steps and goals with signatures of staff and parents • Evidence of family engagement activities (newsletters, signup sheets, etc.)
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 • Evidence that handbook is updated to include policy updates and changes as necessary
LM. 2.1	A financial record keeping system for revenue and expenses is in place.	• Evidence of a financial record keeping system to include information about surplus or deficit in operating budget • Profit and Loss Statement • Accounts payable/accounts receivable report
LM. 2.2	A policy manual is provided to staff to support their understanding of program policies and procedures and roles and responsibilities.	• Copy of manual and evidence that it is shared with staff (sign off; staff acknowledgement) • Notice of updates to manual as needed • New STAR 2 programs should have a copy of Model Child Care Health Policies and a timeline for policy development and plan for review with staff members
LM. 2.3	Program uses documents for tracking child and staff illnesses and injuries,	• Copy of tracking document which shows consistent and regular review by staff. Tracking plans should be in progress and current, not a sample document

	including plans of action to prevent further occurrences.	• Action plans for any trends noted to include description of process implementation
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 which shows consistent and regular review by staff. Safety reviews should be current and in progress, not a sample document • Completed site safety reviews • Copy of supervision policy or supervision checklist items • Action plans for any trends noted to include description of process implementation
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 policy showing evidence of practice • Policies included in staff policy and procedure manual and family handbook • Copy of Caring for our Children or download version on site and available to all staff • Copy of forms used to outline care plans and completed care plans • Copy of medication logs with appropriate staff sign offs

SQ.3.4.1	**Required Indicator** Annual individualized professional development plans for each staff member are included in the program's CQI Plan. 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). Professional Development Plans: • align with the Career Pathway; • show a progression in meeting professional development goals; • support educational advancement; and • identify credit bearing education opportunities that address the needs and goals identified.	• Copy of IPDP's with progress in meeting goals identified • Professional development and staff qualifications grid • Evidence of enrollment and attendance at event not captured on PD registry • Written program wide PD plan which incorporates IPDP plans • PD Registry transcripts • Documentation of where staff fall on career pathway
SQ.3.4.2	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 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 75% or more of all staff members are enrolled in or have completed an academic programs to support achievement of	• List of staff indicating enrollment in academic programs. Examples of documentation to submit with list include: acceptance letter from institution with specific begin date; proof of registration; updated Professional Development Registry document with degree noted • Copy of degree or diploma, certifications and transcripts • PD and staff qualification grid • Completed facility profile to ensure all required staff are included • Copy of degree audit from University showing completed credits, courses to be completed, program of study

	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 75% of all teaching staff hold a minimum of an Associate's 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.	
SQ. 3.4.3	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.	• Professional development indicated in PD registry • Transcript or certificate demonstrating credit issued for course completion • Staff qualification grid • Tracking form showing completion of PD related to language development with date of PD and date of hire for each staff • Documentation of attendance at conferences
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 PD registry • Transcript demonstrating credit issued for course completion • Tracking form showing completion of PD related to social and emotional development of children with date of PD and date of hire for each staff • Documentation of attendance at conferences

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 PD registry • Transcript demonstrating credit issued for course completion • Tracking form showing completion of PD related to positive interactions with children and families with date of hire and date of PD for each staff • Documentation at attendance at conferences
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 PD registry • Transcript demonstrating credit issued for course completion • Tracking form showing completion of PD related to curriculum in use by program with date of PD and date of hire for each staff • Documentation of attendance at conferences
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 PD registry • Transcript demonstrating credit issued For course completion • Tracking form showing completion of PD related to administration of developmental screening tool in use by program with date of PD and date of hire for each staff

		• Documentation of attendance at conferences
SQ.3.4.8	All teaching staff and program leadership have received professional development in the administration of performance-based assessment of children's development within 1 year of hire. Annually, as needed, staff complete refresher or advanced modules.	• Professional development indicated in PD registry • Transcript demonstrating credit issued for course completion • Tracking form showing completion of PD related to administration of performance-based assessment of children's development with date of PD and date of hire for each staff • Documentation of attendance at conferences
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 PD registry • Transcript demonstrating credit issued for course completion • Tracking form showing completion of PD related to working with children with special needs to include date of PD and date of hire for each staff • Documentation of attendance at conferences
SQ.3.4.10	Non-instructional staff receive information and professional development on: developmentally appropriate practices; diversity; age-appropriate standards; and appropriate adult-child interactions. Note: Non-instructional staff include: lunch assistants, bus drivers, maintenance staff and volunteers	• Samples of information distributed • Sign in sheets for professional development activities for non-instructional staff • Tracking form showing completion of PD by non-instructional staff • Transcript demonstrating credit issued for course completion • Documentation of attendance at conferences

EC.3.4.1	Programs implement 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.	• Curriculum aligned with PA ELS or follow process for documenting alignment • Demonstrate implementation through lesson plans • Staff policy and procedure manual discusses use of developmentally appropriate learning curriculum • Family handbook discusses use of developmentally appropriate learning curriculum
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.	• Assessment instrument information available • Documentation of child assessments • Documentation of data collected • PELICAN demographics • Evidence of modification of practices based on data
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.	• Assessments used and documentation of results utilized to plan and/or modify practices of Performance-Based Assessment (e.g., The Ounce Scale, Working Sampling Systems, High Scope's Child Observation Record Advantage, Teaching Strategies GOLD) • Copies of lesson plans showing individualization of activities

		• Materials for different abilities and interests
		• Individualization shown in children's records after assessments
		• Examples of referrals to community resources (where applicable)
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.	• Copy of policies and practices related to supporting language development of children who are culturally and linguistically diverse
		• Topic is included in family handbook and staff policy and procedure manual
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.	• Home Language Policy
		• Labeling in home language
		• Materials, books, etc. in home language
EC.3.4.6	Observation-based assessment results are shared with families.	• Screening and Assessment Policy
		• Family Reports
		• Evidence of family conferences
		• Conference notices and meeting notes
		• Copies of signed parent teacher conference reports and/or assessment results
		• Process and documentation of information shared with families that do not attend a conference

EC.3.4.7	**REQUIRED INDICATOR** 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 assessment observations demonstrate that the program has met or exceeded technical assistance goals set in QIP. Minimum score thresholds are based on the instrument utilized.	• Assessment by OCDEL approved Quality Coach / Assessor • Copy of CQI Plan • Evidence of staff meetings and opportunities to support CQI goals
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
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 • Conference notices to include sign-up sheets • Evidence of conference offerings • Conference notes to include next steps and goals with signatures of staff and parents
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 • List of activities for each age group transition

		• Evidence that staff follow children year to year
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 and meeting notes • Sign-in sheets • Evidence of activities offered
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 • Observations should be completed or in progress; no blank templates • Documentation of communication with families • Flyers and invitations to meetings and events
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
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
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 and materials

		• Information shared with families indicating materials are available and should be included in family handbook and available as needed
FC.3.4.9	A variety of methods informed by families 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
LM.3.4.1	Program utilizes an operations and/or staff policy manual to support practices.	• Policy manual • Evidence that this is shared with staff (sign off)
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
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 • Staff sign in sheets/calendar/time sheets • Policy shared with staff (sign off)
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 with staff sign off

		• Copies for each staff person that are completed and not a blank template
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 copies of completed evaluation for each staff person • Policy in staff handbook with staff sign off
LM.3.4.6	Employee benefits are available to staff and explained in the programs 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
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 • Copy of one year operating budget • Copy of business plan
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.	• Meeting agendas • Staff sign in sheets for meetings
LM.3.4.9	A salary scale based on level of education/training and years of ECE experience is utilized.	• Copy of salary scale
LM.3.4.10	All staff members are offered regular personal breaks and meal breaks.	• Copy of schedule showing staff breaks • Policy statement with staff sign off

LM.3.4.11	Appropriate business and administrative practices are demonstrated.	• Program Administration Scale (PAS)(min. self-assessed score of 3) • Business Administration Scale for Family Child Care (BAS)
LM.3.4.12	Program has a marketing/recruitment plan to maximize full enrollment.	• Marketing Plan
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
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

PROGRAM PERFORMANCE STANDARDS

SELF-ASSESSMENT AND SUBMISSION INVENTORY

July 2017

The following forms can be utilized to support and document a program's self-assessment and CQI Plan for STAR 2, 3, or 4 Designation or to document an alternative pathway for reaching STAR designation.

Please submit the applicable completed form and evidence indicating your program's assessment of points earned for each indicator or verification of current accreditation. If you are working with a Quality Coach, please work with them to document your evidence and complete the form. This form must be signed by the Program Administrator and, if applicable, your program's Quality Coach before submission.

It is important to note that this document should be looked at as a resource rather than an exhaustive list of acceptable forms of evidence. Providers are encouraged to be thoughtful in the documents they submit in order to showcase their strengths in meeting the STARS performance standards and providing a quality early childhood education experience.

Criteria #	Performance Standard	Evidence / Documentation Submitted	Meets Standards
Staff Qualifications and Professional Development			
SQ.2.1	Program Leadership and Staff complete NEW Keystone STARS Orientation Part 1 and 2 (within 90 days of hire) 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 tools that support program quality • Supporting interactions with children and families		☐ Yes ☐ No
SQ.2.2	Program Leadership and Staff are registered in the Professional Development Registry (within 60 days of hire).		☐ Yes ☐ No
SQ.2.3	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.		☐ Yes ☐ No
Early Care and Education Program			
EC.2.1	Program conducts self-assessments using evidence-based tools and creates a CQI Plan with goals and action items to support improvement.		☐ Yes ☐ No
EC.2.2	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.		☐ Yes ☐ No
EC.2.3	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.		☐ Yes ☐ No

Criteria #	Performance Standard	Evidence / Documentation Submitted	Meets Standards
EC.2.4	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.		☐ Yes ☐ No
EC.2.5	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.		☐ Yes ☐ No
Criteria #	Performance Standard	Evidence / Documentation Submitted	Meets Standards
Partnerships with Families & Communities			
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.		☐ Yes ☐ 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.		☐ Yes ☐ 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.		☐ Yes ☐ 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)		☐ Yes ☐ No
Leadership and Management			
LM.2.1	A financial record keeping system for revenue and expenses is in place.		☐ Yes ☐ No
LM.2.2	A policy manual is provided to staff to support their understanding of program policies, procedures, roles and responsibilities.		☐ Yes ☐ No
LM.2.3	Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences.		☐ Yes ☐ No
LM.2.4	A system of site safety review is in place including strategies for supervising children.		☐ Yes ☐ 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.		☐ Yes ☐ No

I understand that all evidence submitted for a STAR 2 designation is subject to verification and that additional documentation might be requested to verify full compliance. To the best of my knowledge, the documentation submitted is complete and accurate. By signing below, I indicate that _____ (program name) is ready for to be evaluated for STAR level 2 designation.

Program Administrator
Signature _____ Date_____

If Applicable, **Quality Coach** Signature _____ Date _____ indicating that you have reviewed and validate the evidence submitted.

STAR 3 & 4: Self-Assessment and Submission Inventory

Criteria #	Performance Standard	Evidence / Documentation Submitted	Meets Standards	# of Points
**Staff Qualifications and Professional Development – All Staff**				
SQ.3.4.1	**Required Indicator** 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: • align with the Career Pathway; • show a progression in meeting professional development goals; • support educational advancement; and • identify credit bearing education opportunities that address the needs and goals identified.		☐ Yes ☐ No	N/A
SQ.3.4.2	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 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 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 75% of all teaching staff hold a minimum of an Associate's 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.		☐ Yes ☐ No	3, 5, or 7, 9

Criteria #	Performance Standard	Evidence / Documentation Submitted	Meets Standards	# of Points
SQ. 3.4.3	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.		☐ Yes ☐ No	3
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.		☐ Yes ☐ 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.		☐ Yes ☐ 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.		☐ Yes ☐ 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.		☐ Yes ☐ 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.		☐ Yes ☐ 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.		☐ Yes ☐ 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		☐ Yes ☐ No	2

Criteria #	Performance Standard	Evidence / Documentation Submitted	Meets Standards	# of Points
	Early Care and Education Program			
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.		☐ Yes ☐ 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.		☐ Yes ☐ 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.		☐ Yes ☐ 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.		☐ Yes ☐ 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.		☐ Yes ☐ No	2
EC.3.4.6	Observation-based assessment results are shared with families.		☐ Yes ☐ No	3
EC.3.4.7	**REQUIRED INDICATOR** 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.		☐ Yes ☐ No	N/A

Criteria #	Performance Standard	Evidence / Documentation Submitted	Meets Standards	# of Points
Partnerships with Families & Communities				
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.		☐ Yes ☐ 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.		☐ Yes ☐ No	1
FC.3.4.3	Transition activities (between classrooms) are developed to support long-term relationships with teachers (continuity of care).		☐ Yes ☐ 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.		☐ Yes ☐ 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).		☐ Yes ☐ 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		☐ Yes ☐ 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.		☐ Yes ☐ 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.		☐ Yes ☐ 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.		☐ Yes ☐ No	3

Criteria #	Performance Standard	Evidence / Documentation Submitted	Meets Standards	# of Points
Leadership and Management				
LM.3.4.1	Program utilizes an operations and/or staff policy manual to support practices.		☐ Yes ☐ 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.		☐ Yes ☐ 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		☐ Yes ☐ 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)		☐ Yes ☐ No	3
LM.3.4.5	Annual performance evaluations based on job descriptions are provided in writing to all staff.		☐ Yes ☐ 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		☐ Yes ☐ 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.		☐ Yes ☐ 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.		☐ Yes ☐ No	1
LM.3.4.9	A salary scale based on level of education/training and years of ECE experience is utilized.		☐ Yes ☐ No	2
LM.3.4.10	All staff members are offered regular personal breaks and meal breaks.		☐ Yes ☐ No	2
LM.3.4.11	Appropriate business and administrative practices are demonstrated.		☐ Yes ☐ No	2
LM.3.4.12	Program has a marketing/recruitment plan to maximize full enrollment.		☐ Yes ☐ 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.		☐ Yes ☐ No	2
LM.3.4.14	Program utilizes a health care consultant to establish and maintain health policies above those required by certification.		☐ Yes ☐ 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
TOTAL	102	100%	71	86
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 Healthy and Green Child Care)	☐ Yes ☐ 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)	☐ Yes ☐ No			Pts _____
Program participates in the implementation of PBIS and has been recognized for fidelity Implementation by the PA PBS Network	☐ Yes ☐ No			Pts _____

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

STAR 3 and 4 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	
TOTAL	102		100%		71		86	
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								

I understand that all evidence submitted for a STAR 3 or 4 designation is subject to verification and that additional documentation might be requested to verify full compliance. To the best of my knowledge, the documentation submitted is complete and accurate. By signing below, I indicate that _____ (Program Name) is ready for to be evaluated for STAR level 3 or 4.

Program Administrator Signature _____ Date_____

If Applicable, Quality Coach Signature _____ Date _____ indicating that you have reviewed and validate the evidence submitted.

Alternate Pathways to STARS Designation

Alternative pathway options apply to individual program locations

Performance Standard	Evidence / Documentation	Meets Standards	STAR Level
NAEYC Accreditation 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	Certificate and, as applicable, Annual Report	☐ Yes ☐ No ☐ N/A	STAR 4
NAFCC Accreditation plus Certification compliance	Certificate and Annual Report	☐ Yes ☐ No ☐ N/A	STAR 4
Montessori Accreditation 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	Certificate and Annual Report	☐ Yes ☐ No ☐ N/A	STAR 4
Head Start / Early Head Start Program in substantial compliance with no deficiencies.	Letter and Annual Report	☐ Yes ☐ No ☐ N/A	STAR 4
Out of School Time (OST) Only Providers 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	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	☐ Yes ☐ No ☐ N/A	STAR 2, 3, 4

I understand that the evidence submitted for alternative pathway designation is subject to verification and that additional documentation might be requested to verify accreditation.

Program Administrator Signature _____ Date_____

If Applicable, Quality Coach Signature _____ Date _____ indicating that you have reviewed and validate the evidence submitted.

STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT PERFORMANCE STANDARD TOOLS AND GUIDANCE

Many questions and requests for clarifications have been received regarding the Performance Standard of Staff Qualifications and Professional Development. The following section contains, what is hoped, will be many useful tools and guidance documents in order to help in measuring a program's success in meeting the quality indicators.

General Clarifications:

*Non-PQAS training will most likely be delivered by a content expert on the training topic, such as a pediatrician, lawyer, accountant, etc. To accept trainings that aren't PQAS/Act 48/CEU, description/information on training should be shared with Designator Coordinator and STARS Manager for approval prior to submitting designation request.

*For training that notes either "within 6 months of hire" or "within 1 year of hire" and annually, as needed: During FY18, we will accept training that was either completed within the prescribed timeframes or completed within past three years.

*For FY18, staff will be defined as aides, assistant teachers, volunteers and substitutes working <u>more</u> than 500 hours per year.

Volunteer (and family volunteer), substitute, or staff scheduled to enhance regulatory ratios are not included in the definition of "staff."

*To award points based on "N/A", Quality Coaches should discuss reasoning for N/A at individual program level with Designator Coordinator/STARS Manager/Team Leader prior to submitting designation request

*CQI Plans should not be home-grown and should follow the sample CQI Plan located in STARS Program manual. Programs can enhance the sample form with additional CQI planning documentation.

PERFORMANCE STANDARD	PERFORMANCE STANDARD	CLARIFICATION AND GUIDANCE
SQ. 2.1	Program Leadership and Staff complete NEW Keystone STARS Orientation 101 and 102 (within 90 days of hire) 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 tools that support program quality - Supporting interactions with children and families	- Programs will need to define which staff make up their Program Leadership team. This delineation can be indicated on the STAFF QUALIFICATIONS GRID. - The following OCDEL clarifications regarding staff position definitions may be helpful as well: **Staff Position** Definitions: **Staff** includes the facility director, all teachers, and all care-giving staff employed at that site, which includes staff working <u>less</u> than 500 hours per year and working directly with the children. Staff also includes volunteers and substitutes working <u>more</u> than 500 hours per year. - Volunteer (and family volunteer), substitute, or staff scheduled to enhance regulatory ratios are not included in the definition of "staff." - Staff titles should include FCC-Primary Caregiver or Owner/Operator. - Recommended that all wait until Orient 1 and 2 are available and create a 1 year action plan for all staff to complete. Ensuring that programs include this in their Orientation plan, with timeframes to complete. - It is recommended that programs still request practitioners take the Better Kid Care Orientation PD, since these are different topics than Orientation I and II. BKC is prepping a

Staff Position Definitions table:

Keystone STARS	Head Start
Director, Assistant Director (usually this is who would be seen as the on-site leadership team) *Only the Director can receive the Director level ERA while the Assistant Director is eligible for Teacher level ERA only	Education Manager, Coordinator, Supervisor, etc.
Teacher, Group Supervisor (GS)	Teacher
Assistant Teacher, Assistant Group Supervisor (AGS), Aide	Assistant Teacher

		Spanish version of BKC Orientation. Part 2 will include all topics stated in Performance Standards.
SQ 2.2	Program Leadership and Staff are registered in the Professional Development Registry (within 60 days of hire).	• Programs will need to define which staff make up their Program Leadership team**.** This delineation can be indicated on the STAFF QUALIFICATIONS GRID. • The following OCDEL clarifications regarding staff position definitions may be helpful as well: **Staff Position** Definitions: <table><tr><td>**Keystone STARS**</td><td>**Head Start**</td></tr><tr><td>Director, Assistant Director (usually this is who would be seen as the on-site leadership team) *Only the Director can receive the Director level ERA while the Assistant Director is eligible for Teacher level ERA only</td><td>Education Manager, Coordinator, Supervisor, etc.</td></tr><tr><td>Teacher, Group Supervisor (GS)</td><td>Teacher</td></tr><tr><td>Assistant Teacher, Assistant Group Supervisor (AGS), Aide</td><td>Assistant Teacher</td></tr></table> • **Staff** includes the facility director, all teachers, and all care-giving staff employed at that site, which includes staff working <u>less</u> than 500 hours per year and working directly with the children. Staff also includes volunteers and substitutes working <u>more</u> than 500 hours per year. 　○ Volunteer (and family volunteer), substitute, or staff scheduled to enhance regulatory ratios are not included in the definition of "staff." • Staff Titles should include FCC – primary caregiver or Owner/Operator**.** • Programs should use the Professional Development and Staff Qualifications Grid to document all staff and program leadership team and their registry in PDR.
SQ 2.3	Individualized annual professional development plans are developed for Program Leadership and Staff to support educational achievement and professional growth. Annual written	• Programs will need to define which staff make up their Program Leadership team**.** This delineation can be indicated on the STAFF QUALIFICATIONS GRID.

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.	• The following OCDEL clarifications regarding staff position definitions may be helpful as well: **Staff Position** Definitions:

Keystone STARS	Head Start
Director, Assistant Director (usually this is who would be seen as the on-site leadership team) *Only the Director can receive the Director level ERA while the Assistant Director is eligible for Teacher level ERA only	Education Manager, Coordinator, Supervisor, etc.
Teacher, Group Supervisor (GS)	Teacher
Assistant Teacher, Assistant Group Supervisor (AGS), Aide	Assistant Teacher

• **Staff** includes the facility director, all teachers, and all care-giving staff employed at that site, which includes staff working <u>less</u> than 500 hours per year and working directly with the children. Staff also includes volunteers and substitutes working <u>more</u> than 500 hours per year.
    o Volunteer (and family volunteer), substitute, or staff scheduled to enhance regulatory ratios are not included in the definition of "staff."

• Staff Titles should include FCC Primary Caregiver or Owner/Operator

• The program's CQI plan should include plans to support staff's Professional Development needs and be reflective of the program staff's Individual Professional Development Plans. |

	SQ 3.4.1	**Required Indicator**	• Programs will need to define which staff make up their Program Leadership team. This delineation can be indicated on the STAFF QUALIFICATIONS GRID.

SQ 3.4.1	**Required Indicator** 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: • align with the Career Pathway; • show a progression in meeting professional development goals; • support educational advancement; and • identify credit bearing education opportunities that address the needs and goals identified.	• Programs will need to define which staff make up their Program Leadership team. This delineation can be indicated on the STAFF QUALIFICATIONS GRID. • The following OCDEL clarifications regarding staff position definitions may be helpful as well: **Staff Position** Definitions:	

Keystone STARS	Head Start
Director, Assistant Director (usually this is who would be seen as the on-site leadership team) *Only the Director can receive the Director level ERA while the Assistant Director is eligible for Teacher level ERA only	Education Manager, Coordinator, Supervisor, etc.
Teacher, Group Supervisor (GS)	Teacher
Assistant Teacher, Assistant Group Supervisor (AGS), Aide	Assistant Teacher

• **Staff** includes the facility director, all teachers, and all care-giving staff employed at that site, which includes staff working <u>less</u> than 500 hours per year and working directly with the children. Staff also includes volunteers and substitutes working <u>more</u> than 500 hours per year.
  - Volunteer (and family volunteer), substitute, or staff scheduled to enhance regulatory ratios are not included in the definition of "staff."

• Staff Titles should include FCC Primary Caregiver or Owner/Operator.

• Programs will need to verify that the CQI Plan incorporates information derived from staff IPDP's to include areas where additional PD is necessary and an emphasis on educational advancement of staff. CQI Plans will need to be reviewed to insure the PD piece is included and that IPDP's are attached.

SQ 3.4.2	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 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 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 75% of all teaching staff hold a minimum of an Associate's 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.	• Programs will need to define which staff make up their Program Leadership team. This delineation can be indicated on the STAFF QUALIFICATIONS GRID. • All staff in the classroom to meet Cert Regs at any time during the day or the week, should be included on Staff Qualifications Grid. This includes any staff listed on the program schedule, including those providing breaks to staff. Use the facility profile to assist to determine staff that will need to meet ratio then still take the % of all staff. The facility report is only meant to assist in knowing ratios but not to determine the %. • Staff must be listed on the Staff Qualifications Grid in order to be counted the ERA. Follow the ERA requirements. • The following OCDEL clarifications regarding staff position definitions may be helpful as well: **Staff Position** Definitions:

Keystone STARS	Head Start
Director, Assistant Director (usually this is who would be seen as the on-site leadership team) *Only the Director can receive the Director level ERA while the Assistant Director is eligible for Teacher level ERA only	Education Manager, Coordinator, Supervisor, etc.
Teacher, Group Supervisor (GS)	Teacher
Assistant Teacher, Assistant Group Supervisor (AGS), Aide	Assistant Teacher

• **Staff** includes the facility director, all teachers, and all care-giving staff employed at that site, which includes staff working less than 500 hours per year and working directly with the children. Staff also includes volunteers and substitutes working more than 500 hours per year.
  - Volunteer (and family volunteer), substitute, or staff scheduled to enhance regulatory ratios are not included in the definition of "staff."

• CDA's will count as an academic program for the *enrolled* piece and once a staff receives the CDA credential then that counts towards *completed*. (For performance indicator SQ 3.4.2.)

			- For purpose of indicating level of education for each staff member, the Director's Credential will equate to an educational levels as it is credit-bearing and usually can be used toward a Bachelor's and Master's Degree.
			- Academic program is defined as a program that will yield an accredited degree in ECE. Certificates in Infant/Toddler would be accepted.
			- Programs should use the Professional Development and Staff Qualifications Grid to document all staff and program leadership team and their current education level. In addition, programs can use the Teaching Staff and Program Leadership Tool to help with calculating this standard's requirements.
			- **Related Fields** are as defined on the Pennsylvania Keys to Quality Early Learning Career Lattice. For additional information, please refer to "Early Childhood Education Teacher Quality: Recognizing High Quality Core Content in Pennsylvania," available at www.pakeys.org
			- In the case of Family Child Care Centers, the Director's Credential would not be required of them. If a FCC provider has a CDA, they would receive 7 points and if an AA, BA and MA in ECE or related degree, they would receive 9 points.
SQ. 3.4.3	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.	**REQUIREMENT FOR CURRENT STAFF**: All teaching staff, to include those who work directly with children in any capacity, and on-site leadership have had training in topic area within last 3 years.

REQUIREMENT FOR NEWLY HIRED STAFF: All newly-hired teaching staff and program leadership complete training within first 3 years of hire.

GUIDANCE TRIGGERS FOR "AS NEEDED"/REFRESHER TRAININGS: If population of student body or community has changed and now is made up of additional culturally and linguistically diverse students and families, a refresher or advanced training should be taken within past year or plan to be taken in next year.

If designator does not observe any evidence of program addressing culturally and linguistically diverse children and families in curriculum, additional training should be required to be taken within next calendar year or have been taken within last 12 months.

QUESTIONS QUALITY COACHES AND DESIGNATORS SHOULD BE ASKING PROGRAMS IN ORDER TO DETERMINE NEED FOR REFRESHERS AND/OR ADVANCED MODULES: | |

		• How many culturally and linguistically diverse families do you serve? How many of these families have enrolled in last year? • What languages and cultures are reflected in your program? • How well does your staff relate and understand these different cultures? • What current trainings do your staff and leadership team have in relation to the specific cultures represented in your program and the community? • Are there examples of how your staff is changing their classroom design, activities and lesson planning related to the enrolled culturally diverse population? • If your program has no current culturally or linguistically diverse students or families, how is your staff helping their students and families become more culturally sensitive in general? Programs can use the STAR 3 and 4 Professional Development Grid for recording PD events and history.
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.	**REQUIREMENT FOR CURRENT STAFF**: All teaching staff, to include those who work directly with children in any capacity, and on-site leadership have had training in topic area within last 3 years. **REQUIREMENT FOR NEWLY HIRED STAFF:** All newly-hired teaching staff and program leadership complete training within first year of hire. **GUIDANCE TRIGGERS FOR "AS NEEDED"/REFRESHER TRAININGS:** With OCDEL's commitment to inclusion and reduction of suspension and expulsion in ECE programs, it is imperative that teaching staff and program leadership gain knowledge and skills in these topics. Skills, tools and knowledge sets will need to be acquired among all program staff. In addition, even for programs in which suspension/expulsion does not appear to be common, the topics mentioned in this indicator are truly ones in which programs could benefit. **QUESTIONS DESIGNATORS AND QUALITY COACHES SHOULD BE ASKING PROGRAMS IN ORDER TO DETERMINE NEED FOR REFRESHERS AND/OR ADVANCED MODULES:** • What types of behavior theory and guidance techniques are used most frequently in your classrooms? • What are some highlights of positive behavior intervention strategies used in your classrooms? • How do staff handle behavior problems? • Which staff members exhibit the highest understanding of children's social emotional development and what best prepared them in attaining this knowledge?

		• What topics would be most beneficial in advancing current knowledge base of staff and leadership concerning social emotional development of children? Infant and Early Childhood Mental Health? • How does the program work in collaboration with community agencies in helping children and families who may require further services? • How well does your staff do with identifying possible behavior and social/emotional concerns? Programs can use the STAR 3 and 4 Professional Development Grid for recording PD events and history.
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.	**REQUIREMENT FOR CURRENT STAFF**: All teaching staff, to include those who work directly with children in any capacity, and on-site leadership have had training in topic area within last 3 years. **REQUIREMENT FOR NEWLY HIRED STAFF:** All newly-hired teaching staff and program leadership complete training within 6 months of hire date. **GUIDANCE TRIGGERS FOR "AS NEEDED"/REFRESHER TRAININGS:** Due to the fact that there is a vast amount of knowledge and opportunities to increase knowledge of and skills in the promoting positive interactions with children and families, annual refresher or advanced trainings for staff should be expected. Furthermore, programs exhibiting high numbers of behavior issues, parent/staff conflicts and/or poor staff/child interactions should be expected to obtain additional training in this topic on a yearly basis at minimum. **QUESTIONS DESIGNATORS AND QUALITY COACHES SHOULD BE ASKING PROGRAMS IN ORDER TO DETERMINE NEED FOR REFRESHERS AND/OR ADVANCED MODULES:** • Explain how your teaching staff and program leadership handle conflicts with parents? • What types of conflict resolution does your staff employ when disagreements arise among staff/parents, staff/staff and children/staff? • Cite examples of the types of trainings your teaching staff and program leadership have had regarding positive interactions with children and families? • What is the morale of your staff when it comes to dealing with difficult parents and challenging behaviors of children? • Explain the skills your staff have in promoting positive interactions as a way of preventing future challenges both with children and families? • How does your program held build a sense of community among staff, families and children as a way of increasing positive interactions?

		Programs can use the STAR 3 and 4 Professional Development Grid for recording PD events and history.
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.	**REQUIREMENT FOR CURRENT STAFF**: All teaching staff, to include those who work directly with children in any capacity, and on-site leadership have had training in topic area within last 3 years. **REQUIREMENT FOR NEWLY HIRED STAFF:** All newly-hired teaching staff and program leadership complete training within 6 months of hire date. **GUIDANCE TRIGGERS FOR "AS NEEDED"/REFRESHER TRAININGS**: In programs where the curriculum has been changed, updated or revamped since the staff member's last training on curriculum, additional training should be required. In programs in which the curriculum has not changed substantially, additional training topics in this area could include quality planning in lesson plans; individualizing curriculum among children; classroom design and self-reflection. **QUESTIONS DESIGNATORS AND QUALITY COACHES SHOULD BE ASKING PROGRAMS IN ORDER TO DETERMINE NEED FOR REFRESHERS AND/OR ADVANCED MODULES:** • Have there been any revisions or additions to the curriculum since its adoption by your ECE program? • How does your program keep informed of any changes in curriculum design if/when they are published? • How has curriculum planning changed in recent years with new enrollments, demographics in student population and/or emerging trends in your classrooms? • How well does each member of the teaching staff exhibit mastery level of the curriculum in use? • How does program leadership help staff with curriculum implementation in their classroom? • How well does the program communicate to parents and families the goals and purpose of a curriculum? In cases where the curriculum is homegrown and has been approved by OCDEL, the director could supply the training to new staff members. In cases where programs have purchased curriculum materials such as Creative Curriculum, new staff should be receiving trainings from the publisher of the curriculum via online modules or in person PD events. In light of the high-cost associated with some of these curriculum trainings, it would be acceptable for new staff to meet this indicator if: o They receive general PD in curriculum basics, linking curriculum to ELS and planning DAP activities, and

		o They receive training in the specific curriculum from the Director, Master Teacher or Curriculum Director if these individuals are versed and experienced in the specific curriculum. Programs can use the STAR 3 and 4 Professional Development Grid for recording PD events and history.
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	**REQUIREMENT FOR CURRENT STAFF**: All teaching staff, to include those who work directly with children in any capacity, and on-site leadership have had training in topic area within last 3 years. **REQUIREMENT FOR NEWLY HIRED STAFF:** All newly-hired teaching staff and program leadership complete training within 1 year of hire date. **GUIDANCE TRIGGERS FOR "AS NEEDED"/REFRESHER TRAININGS**: In programs in which there is strong evidence of consistent use of the developmental screening tool, designators can also look to see how well the program is communicating and using the results of the tool with parents and in planning activities. In additional, as research advances in the field of developmental screenings and DAP, advanced trainings should be taken by program staff. **QUESTIONS DESIGNATORS AND QUALITY COACHES SHOULD BE ASKING PROGRAMS IN ORDER TO DETERMINE NEED FOR REFRESHERS AND/OR ADVANCED MODULES:** • Explain how the developmental screening tool is used in your program and which staff are responsible for its implementation? • How are the results communicated to parents and families? • In instances where you have concerns about a child in relation to his or her screening, how is this information communicated to parents and families? • Does your teaching staff feel confident in their administration of the screening tool? • Has the screening tool your program uses had any major updates or revisions since your staff last had training? • Do your teaching staff have the skill sets and knowledge in suggesting community resources to parents and families when they feel referrals may be needed? Programs can use the STAR 3 and 4 Professional Development Grid for recording PD events and history. Staff can meet this PD requirement by:

- Participating in a Professional Development face to face activity conducted by a content expert to include trainings by specific vendors, or
- Participating in a webinar that is conducted through the specific vendor such as ASQ or Pearson such as

  www.agesandstages.com/asq-webinars/ (entire 4 part series for total of 2 hours) For a program's initial designation in the new system, the 2 hours would need to be completed prior to designation if they didn't complete in that initial hire period because it is a new process. Any or all of the four could be completed, as needed, for refreshers.

  http://www.pearsonclinical.com/childhood/products/100000755/the-work-sampling-system-5th-edition.html#tab-training entire 2 hours of training required for initial training and shorter, refresher webinars could be accepted as needed.

  http://www.pearsonclinical.com/childhood/products/100000403/ounce-scale-the.html#tab-training entire 2 hours of training required for initial training and shorter, refresher webinars could be accepted as needed.

  For webinars to count as PD for the above areas, screen shots of the final slide or image of webinar with date and time as well as Director Signature would suffice.

- At the RK Director's Meeting on 9.14.17, it was further decided that staff who receive Professional Development in developmental screening basics, observation-based developmental assessment basics and curriculum basics through an approved instructor or content expert can then receive specific training in the tools and curriculum used by the program. This specific training can be presented by a Director, Master Teacher or Curriculum Specialist in the program where they are employed. Trainings completed on site by Director, Lead Teacher or Curriculum Specialist will need to be documented, dated and signed as sufficient evidence.

| 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. | **REQUIREMENT FOR CURRENT STAFF**: All teaching staff, to include those who work directly with children in any capacity, and on-site leadership have had training in topic area within last 3 years.

REQUIREMENT FOR NEWLY HIRED STAFF: All newly-hired teaching staff and program leadership complete training within 1 year of hire date.

GUIDANCE TRIGGERS FOR "AS NEEDED"/REFRESHER TRAININGS: In programs in which there is strong evidence of consistent use of the observation-based assessment of children's development, designators can also look to see how the program is communicating and using the results of the assessments with parents and in planning activities. In additional, as research advances in the field of developmental screenings and DAP, advanced trainings should be taken by program staff.

QUESTIONS DESIGNATORS AND QUALITY COACHES SHOULD BE ASKING PROGRAMS IN ORDER TO DETERMINE NEED FOR REFRESHERS AND/OR ADVANCED MODULES:
Explain how the observation-based assessment is used in your program and which staff are responsible for its implementation.
How are the results of observation-bases assessments communicated to parents and families?
In instances where your teaching staff may have concerns about a child in relation to his or her developmental assessment, how is this information communicated to parents and families?
How confident do your staff feel confident in their use of the screening tool?
Has the observation-based assessment tool your program uses had any major updates or revisions since your staff last had training?
Do teaching staff feel confident in suggesting community resources to parents and families when they feel referrals may be needed?
Is there a method in place for teaching staff to alert program leadership when observation-based assessments reveal possible delays?
How does program leadership provide feedback to staff in their use of the observation-based assessment?
How confident is program leadership of the teaching staff's use of the tool?
How is lesson planning tailored to individual children in the classrooms based on observation-based assessment?
Programs can use the STAR 3 and 4 Professional Development Grid for recording PD events and history.

Staff can meet this PD requirement by: |

| | | | Participating in a Professional Development face to face activity conducted by a content expert to include trainings by specific vendors, or Participating in a webinar that is conducted through the specific vendor such as ASQ or Pearson such as www.agesandstages.com/asq-webinars/ (entire 4 part series for total of 2 hours) For a program's initial designation in the new system, the 2 hours would need to be completed prior to designation if they didn't complete in that initial hire period because it is a new process. Any or all of the four could be completed, as needed, for refreshers.

http://www.pearsonclinical.com/childhood/products/100000755/the-work-sampling-system-5th-edition.html#tab-training entire 2 hours of training required for initial training and shorter, refresher webinars could be accepted as needed.

http://www.pearsonclinical.com/childhood/products/100000403/ounce-scale-the.html#tab-training entire 2 hours of training required for initial training and shorter, refresher webinars could be accepted as needed.

For webinars to count as PD for the above areas, screen shots of the final slide or image of webinar with date and time as well as Director Signature would suffice.

At the RK Director's Meeting on 9.14.17, it was further decided that staff who receive Professional Development in developmental screening basics, observation-based developmental assessment basics and curriculum basics through an approved instructor or content expert can then receive specific training in the tools and curriculum used by the program. This specific training can be presented by a Director, Master Teacher or Curriculum Specialist in the program where they are employed. Trainings completed on site by Director, Lead Teacher or Curriculum Specialist will need to be documented, dated and signed as sufficient evidence. |

| 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. | **REQUIREMENT FOR CURRENT STAFF:** All teaching staff, to include those who work directly with children in any capacity, and on-site leadership have had training in topic area within last 3 years.

REQUIREMENT FOR NEWLY HIRED STAFF: All newly-hired teaching staff and program leadership complete training within 1 year of hire date.

GUIDANCE TRIGGERS FOR "AS NEEDED"/REFRESHER TRAININGS: This indicator covers such a broad range of topics within working with children with special needs that it would seem appropriate to require additional PD for teaching staff and program leadership. Program leadership can assess which topic areas should be taken based on staff's Individual Professional Development Plans. It would seem unlikely that a program would not benefit from advanced trainings in the topics encompassed in this indicator.

QUESTIONS DESIGNATORS AND QUALITY COACHES SHOULD BE ASKING PROGRAMS IN ORDER TO DETERMINE NEED FOR REFRESHERS AND/OR ADVANCED MODULES:
• How do teaching staff relate to children with special needs and their families?
• To what degree do teaching staff understand cultural competence and how is this observed in the ECE Program?
• What is the teaching staff's and program leadership's level of knowledge regarding Strengthening Families Protective Factors?
• Show examples of how the Strengthening Families Protective Factors are incorporated in program policies and family involvement.
• How many children or families in your program are English Language Learners?
• How does the program involve families of diverse background when planning family activities and engagement opportunities?

Programs can use the STAR 3 and 4 Professional Development Grid for recording PD events and history. |

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	**REQUIREMENT FOR CURRENT NON-INSTRUCTIONAL STAFF**: All non-instructional teaching staff have training in developmentally appropriate practices; diversity, age-appropriate standards and appropriate child-adult interactions within the last 3 years. **REQUIREMENT FOR NEWLY HIRED/ACQUIRED NON-INSTRUCTIONAL STAFF:** All newly-hired or acquired non-instructional staff complete training in developmentally appropriate practices; diversity, age-appropriate standards and appropriate child-adult interactions in first year of hire. **GUIDANCE FOR REQUIRING "AS NEEDED"/ADDITIONAL TRAININGS:** Non-instructional staff may include a wide range of position titles including bus drivers, lunch assistants, maintenance staff, clerical staff and volunteers. Thoughtful consideration should be used by program leadership in determining which non-instructional staff could most benefit from each suggested topic area. It would seem that all non-instructional staff members could benefit from training in appropriate child-adult interactions, diversity and developmentally appropriate practice. Programs can use the STAR 3 and 4 Professional Development Non Instructional Staff Grid for recording PD events and history.

TOOL 2: STAFF ROSTER GRID

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

Employee Name	Member of Onsite Leadership Team (Yes or No)	Date of Hire	Position Title*	Part or Full Time	Current Education Level — CDA/CCP Enrd	Attd	AA Enrd	Attd	BA/BS or Masters Enrd	Attd	Director Credential Enrd	Attd	Enrolled in PDR Within 60 days of Hire SQ 2.2	Annual Prof Dev Plan Expiration Date SQ 2.3 & 3.4.1	Part 1 Completion Date	Part 2 Completion Date
Example: Jane Doe	YES	1/1/04	T	FT				✓		✓			✓	3/4/15	4/15/17	4/15/17
1																
2																
3																
4																
5																
6																
7																
8																

*Position Titles: D = Director, AD = Assistant Director, T = Teacher/Group Supervisor, AT = Assistant Teacher/Assistant Group Supervisor, A = Aide

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TOOL 3: TOOL FOR CALCULATING PERCENTAGES OF PROGRAM STAFF IN EDUCATIONAL LEVEL ATTAINED & ENROLLED IN FOR SQ 3.4.2

STAFF MEMBERS	TEACHING STAFF MEMBERS	ON SITE LEADERSHIP TEAM
Total # of All Staff Members at Facility _____ (A) **Staff** includes the facility director, all teachers, and all care-giving staff employed at that site, which includes staff working <u>less</u> than 500 hours per year and working directly with the children. Staff also includes volunteers and substitutes working <u>more</u> than 500 hours per year. • Volunteer (and family volunteer), substitute, or staff scheduled to enhance regulatory ratios are not included in the definition of "staff." Total # of Staff Members who have completed academic program to support achievement of their next education level = _____(B) Total # of Staff Members who have enrolled in academic program to support achievement of their next education level = _____(C) B + C = _____(D) D ÷ A = _____ X 100 = _____ % (E)	Total # of Teaching Staff Members at Facility _____ (F) **Teaching Staff** includes lead teachers, assistant teachers and aides. Total # of Teaching Staff Members who hold a minimum of Associate's Degree in child development, early care and education or related field (with coursework in child development) = _____ (G) G ÷ F = _____ X 100 = _____% (H)	Total # of Staff Members Identified as On-site Leadership Team = _____ (I) Programs should identify who makes up the leadership team on the STAFF Roster Grid. Total # of On-Site Leadership Team who hold current PA Director's Credential = _____ (J) Total # of On-Site Leadership Team who have enrolled in PA Director's Credential = _____(K) Total # of Leadership Team Members who hold at least a Bachelor's Degree in child development, early care and education, business or related field = _____ (L) L ÷ I = _____ X 100 = _____% (M)

❐ ***3 POINTS if E equals at least 25% and J and/or K is at least 1***
❐ ***5 POINTS if E equals at least 50% and J and/or K is at least 1***
❐ ***7 POINTS if E equals at least 75% and J and/or K is at least 1***
❐ ***9 POINTS if H equals 75% and M equals 75%***

Related Fields are as defined on the Pennsylvania Keys to Quality Early Learning Career Lattice. For additional information, please refer to "Early Childhood Education Teacher Quality: Recognizing High Quality Core Content in Pennsylvania," available at www.pakeys.org

PROGRAM OBSERVATION INSTRUMENTS (POI) OVERVIEW

What are they? Program Observation Instruments (POI) are tools you can use to review your program's practices to see what you are doing well and identify areas of growth. POIs examine a range of practices including child-teacher interactions, classroom environments, and business practices. Many programs use more than one POI in their continuous quality improvement (CQI) work.

Why do we use them? It is helpful to look at your program's practices while using a tool to guide you through the process. POIs give you a framework for your observation and a place to record the information. POIs are also a common way for the early childhood education field to discuss progress, best practice, and challenges.

POI – After School Quality Team Approach CQI Process (ASQ)

ASQ is a 5-step, team process for improving program quality.

Purpose: The ASQ Process supports afterschool programs in creating a common vision and Continuous Quality Improvement (CQI) plan. The ASQ can be used in conjunction with any observation tool, questionnaires, or surveys. https://www.niost.org/pdf/ASQ/ASQ_Guide_Sample.pdf

POI – Business Administration Scale (BAS)

One tool for use in family child care programs.

Purpose: Used to gather information about business and professional practices in family child care settings. A BAS assessment provides feedback to family child care providers including current strengths and areas where improvements can be made.

http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/

POI – Classroom Assessment Scoring System (CLASS)

There are three separate tools for use in observing different age groups including infants (Infant CLASS), toddlers (Toddler CLASS) and preschoolers (Pre-K CLASS) and school-agers (K-3 CLASS).

Purpose: Used to gather information about teacher interactions, behaviors and responses. A CLASS assessment provides feedback to classroom teachers including current strengths and areas where improvements can be made. http://store.teachstone.com/

POI – Environment Rating Scales (ERS)

Five separate tools for use in observing different age groups, including infants/toddlers (ITERS-R), preschoolers (ECERS-R and ECERS-3), school-age children (SACERS-U), and family child care (FCCERS-R).

Purpose: To gather information about the early learning environment, health and safety practices, learning and play activities, and teacher interactions. An ERS assessment provides feedback to classroom teachers including current strengths and areas where improvements can be made.
http://www.ersi.info/

POI – Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)

One tool, originally designed for parents and also used in family child care settings.
Purpose: Used to review positive behaviors and interactions that support better outcomes for children's early development. PICCOLO can be scored from a 10-minute live observation or from a video.
http://www.brookespublishing.com/resource-center/screening-and-assessment/piccolo/

POI – Program Administration Scale (PAS)

One tool designed for use in center-based programs.
Purpose: Used to gather information about administrative practices, management practices, and leadership of early childhood programs. A PAS assessment provides feedback to programs including current strengths and areas where improvements can be made.
http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/

POI – Program for Infant/Toddler Care Program Assessment Rating Scale (PITCPARS)

One tool used in programs offering group care for infants and toddlers (Birth to 3).
Purpose: Used to measure program policies, administration, caregiving interactions, and environments essential to infant and toddler care. Assessments are conducted through observation, interview, and review of materials and provide feedback on areas of strength and areas for improvement.
http://www.pitcpars.org/content/en/instrument

*Please note, this is not a comprehensive list and other tools will be added as information becomes available.

OCDEL INCLUSION AND SUSPENSION/EXPULSION ANNOUNCEMENTS: TIMELINE

There are two OCDEL Announcements that are effective July 1, 2017 and apply to all OCDEL Bureaus and programs. These announcements connect deeply with the shared values and vision across all OCDEL initiatives and programs. The timeline below can help you plan how you can support the families, children and staff in your program.

1. *Inclusion of All Children in Early Childhood Programs in Pennsylvania*
2. *Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania*

The **OCDEL Inclusion Announcement** is in response to the U.S. Departments of Health and Human Services (HHS) and Education (ED) policy statement recommending that states develop policies and practices to increase the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.

The **OCDEL Suspension & Expulsion Announcement** is in response to the U.S. Departments of Health and Human Services (HHS) and Education (ED) policy statement recommending that states develop policies and practices to significantly limit the practice of expulsion and suspension of young children due to challenging behaviors in all early childhood programs.

July 2017: Look for the release of the Announcements via the PA Early Ed News (www.pakeys.org). Take some time to read the Announcements and think about what supports your program will need to meet them. Think about the families you support and how to involve them in

implementing the Announcements. Reach out to the other programs in your area, including Early Intervention. Look at the resources on the PA Key www.pakeys.org and EITA Portal www.eita-pa.org.

July 25, 26, 27, 2017: Consider attending the presentation on the *Administrators' Tool Kit on Preventing Early Childhood Suspension and Expulsion*. This half-day session will provide administrators of early learning programs a hands-on experience in identifying characteristics of their program that potentially increase the risk for early childhood suspension or expulsion and planning systemic changes to minimize this risk. Participants will start with a program self-assessment. The self-assessment results will guide exploration and use of the online toolkit,

Preventing Suspensions and Expulsions in Early Childhood Settings and planning strategies that will address the needs of individual programs. See the flyer at http://bit.ly/2tobcO for registration information.

August 2017: Watch for a brief tool, *Getting Started: Implementing the OCDEL Inclusion Announcement*. This quick guide is designed to help programs frame the seven local steps outlined in the OCDEL Inclusion announcement.

Late summer/early fall 2017: Watch for the guidelines for the Announcements to be released. There are resources to help you! Please read the guidelines and begin to make connections with your local partners like Early Intervention, Child Care, Head Start, Pre-K Counts programs, or other local planning and coordination groups.

September 2017: Look for the release of the STARS Orientations. The Announcements align closely with the STARS Core Principles and are a foundational piece of every program's efforts to build their structural quality. Please ensure your staff understands how and why these announcements are meaningful for both the children and teachers in your program. Please note the Announcements apply to all OCDEL programs and are part of the STAR 2 Performance Standards.

October 2017: Join us at the Early Childhood Education Summit (earlychildhoodsummit.org) to learn more about the Announcements and connect with other programs and partners.

December 2017: Think about the professional development you and your staff have accessed over the past six months. Are there more supports you need? Different information? A deeper dive into one specific topic? Please let us know! All programs will receive an on-line survey to ensure OCDEL is meeting your needs.

February 2018: December's survey results will be shared with the field, along with the proposed new resources and supports that will be developed during spring/summer 2018.

March 2018: Please join us for a webinar from Early Intervention Technical Assistance on how to use a new online course, *Collaborating for Inclusive Practices in Early Childhood*. This innovative course is designed to be taken by Early Intervention and early childhood partners working through the online course together. Let's think together about how to best support all children! Information about the webinar will be sent out in the PA Early Ed News. Subscribe to the PA Early Ed News at http://bit.ly/2dyEwsP.

July 2018: Please join us in welcoming our new Early Learning Resource Centers (ELRCs)! The ELRCs are your one stop for supportive resources and connecting children and families to resources to support their ability to find and stay in a high-quality early learning program. Information on connecting to your local ELRC will be announced through the PA Early Ed News.

GETTING STARTED: IMPLEMENTING THE OCDEL INCLUSION ANNOUNCEMENT

A GUIDE FOR COACHES AND PROGRAMS

The PA Office of Child Development and Early Learning (OCDEL) is deeply committed to supporting all early care and education programs in their efforts to serve all children in their community. This "Getting Started" document provides additional guidance to early care and education programs to implement the next steps outlined in the OCDEL Announcement, *Inclusion of All Children in Early Childhood Programs in Pennsylvania*. It also supports the core principle of "inclusion, equity and respect for all children" of the Keystone STARS System and OCDEL programs in general.

Prior to using this document, programs are encouraged to:

- **Understand your obligations under the law.** Review the laws, policies and program standards found in the Background section of the Announcement to understand specific program guidance, responsibilities and expectations.
- **Understand how inclusion is commonly defined.** Review the Background section of the Announcement.
- **Understand the level of supports your program needs.** Recognize that the needs of individual programs will vary. Because of this, the level of support and type of resources required will vary as well.
- **Understand the Announcement is a first step.** The Next Steps section of the Announcement outlines the process of building inclusive practices and a commitment to identifying and supporting local needs.

The next steps outlined in the Announcement are intended to support early care and education programs in promoting and implementing inclusive practices. Resources to support each step are listed below.

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1. **In collaboration with program staff and families, develop a program philosophy that emphasizes the benefits of inclusion for all children.**

It is important that all members of an early care and education program have the same understanding of why it is important to include all children.

A program philosophy is a brief statement that identifies the shared values of members of your program. It should be reflected in your program's policies and procedures. If your program needs help writing a program philosophy, you can get support from your Keystone STARS Quality Coach, Early Intervention Technical Assistance (EITA) staff or other technical assistance provider. The following document can be used for inspiration and guidance, but is not intended to serve as a reference for how long a policy should be or it's format.

- How to Write a Program Philosophy is a flowchart that provides additional information to consider when developing an inclusion policy. (ccids.umaine.edu/wp-content/uploads/sites/26/2015/01/How-o-Write-a-Program-Philosophy-Matrix-5-11-09.pdf)
- Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) defines inclusion, explains the defining features, and provides recommendations for using the position statement to guide the development of high quality inclusive programs for all children. (www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf)

2. **In collaboration with program staff and families, develop and implement a written program policy that focuses on actively including young children with disabilities.**

When developing your program's inclusion policy, please think about the following questions. Be sure to also consider the topics of access, participation and supports.

- How will your program promote access and participation for all children?
- How will your program involve and support staff so they are comfortable supporting all children?
- How will your program partner with families so they feel welcome and feel free to ask questions?

- How will your program partner with other community partners?
- [Writing a Quality Inclusion Policy](#) provides guidance to child care providers, parents and community leaders. (www.pakeys.org/uploadedContent/Docs/Writing a Quality Inclusion Policy article.pdf)

3. In collaboration with program staff and families, review and modify existing policies, practices, and procedures to ensure barriers are removed that would prevent including children with disabilities.

Whether your program is rethinking current policies, or developing new ones, this is a wonderful time to think about how families are involved in your process. Developing shared values with families is an opportunity to build connections, relationships and community. Partnerships with families & communities are an essential Keystone STARS Performance Standard at the STAR 3 & 4 levels, and a foundational component of Early Intervention and Head Start. If your program is interested in understanding how collaboration around inclusion can support your program's STAR level movement, your Keystone STARS Quality Coach can help.

- The [Head Start Early Childhood Learning & Knowledge Center website](#) provides several resources to support children with disabilities. (eclkc.ohs.acf.hhs.gov/children-disabilities)
- [PA Inclusion Self-Evaluation Tool](#) provides a framework for discussion that promotes partnerships to benefit young children with special needs and their families. It can provide local programs with insights to help focus their efforts on specific areas to improve the quality of inclusive services. (www.eita-pa.org/inclusion/ Available to download under "Supports for Inclusion.")
- [Commonly Asked Questions About Child Care Centers and The Americans With Disabilities Act](#) provides guidance related to the rights of children with disabilities in child care settings. The information can be useful when reviewing program policies and

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procedures. (www.ada.gov/childqanda.htm)

4. In collaboration with program staff and families, develop resources for effective communication between families and early childhood program staff to ensure families know the benefits of and their rights related to inclusion.

The infographic, *The Benefits of Inclusion in Early Childhood* (right), shares the impact of inclusion for all children, families and communities. The infographic can be used in print or electronic form by all OCDEL programs.

- [The Benefits of Inclusion in Early Childhood](www.papromiseforchildren.com) (www.papromiseforchildren.com)

5. Assess program staff competencies and implement professional development, which includes family perspectives, related to inclusion based on the needs of staff and families.

All teachers and program staff deserve resources and professional development to support the meaningful inclusion of all children they serve. There are staff competencies, program standards and recommended practices related to inclusive practices. These can be used to identify areas where programs and individuals may need additional resources and support through professional development. Early care and education programs in Pennsylvania can assess staff competencies using some of the following tools:

- [PA Core Knowledge Competencies](www.pakeys.org) (www.pakeys.org)
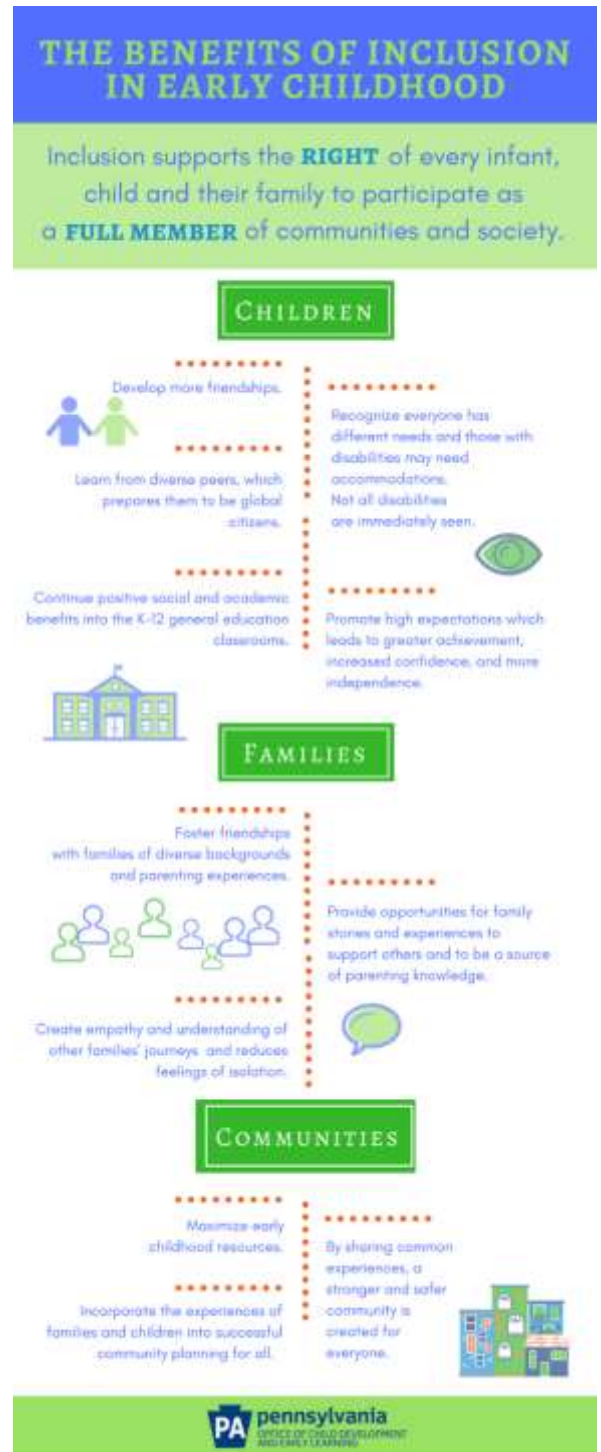
- Head Start Program Performance Standards (eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii)
- DEC Recommended Practices (www.dec-sped.org/dec-recommended-practices)

6. Establish and refine local partnerships with other early childhood programs, families, advocates, practitioners, schools, and community leaders to develop local community plans on the shared responsibility of the learning, participation and belonging of all children.

Early care and education programs should begin with organizations that already exist in their communities. Regional Keys can help facilitate these partnerships and your Local Education and Resource Network (LEARN) and Local Interagency Coordinating Council (LICC) partners will be reaching out to programs as well.

- Local Education and Resource Network (LEARN) (www.papromiseforchildren.com/be-a-childrens-champion/become-a-learn-partner/)
- Local Interagency Coordinating Council (LICC) (www.pattan.net/category/About/Partners/Single/?id=13)

7. Participate and engage in ongoing opportunities for stakeholder input, professional development opportunities and additional guidance related to the inclusion of all children.

Early care and education programs have access to free or reduced cost professional development through various sources, such as PA Key, EITA, and other state and local technical assistance providers. Consider inviting families and other community stakeholders to join you! Shared professional development builds shared understanding in your program's community.

- The PA Key offers many professional development opportunities. (www.pakeys.org)

- [Early Intervention Technical Assistance (EITA)](#) offers many professional development opportunities for both early childhood and Early Intervention. [(www.pattan.net/category/Training/Calendar/)](#)
- The [Inclusion Topic of Interest Page](#) on the Early Intervention Technical Assistance Online Learning Portal provides links to several resources and learning modules to support high quality inclusion practices. [(www.eita-pa.org/inclusion/)](#)
- [Parents as Partners in Professional Development (P3D)](#) brings together families of children who have received Early Intervention services with opportunities to contribute to professional development and pre-service learning. [(padlet.com/saholland/w63v45qb68s5)](#)

   Many of the steps required to promote and implement practices that support the inclusion of all young children in the early childhood programs within their local communities involve collaboration with program staff, families, partners, and other stakeholders. The following resources provide additional information on collaboration and working with stakeholders:

- [Stakeholder Engagement: Tools for Action](#) describes stakeholder engagement principles and offers a self-reflection checklist. It is suggested that you reference the specific pages listed below. [(www.cssp.org/publications/general/WPIC_DCFS_Stakeholder_Engagement_Toolkit.pdf)](#)
    - Page 11 - Levels of Stakeholder Engagement
    - Page 13 - Guiding Principles
    - Page 14 - Self-Reflection Tool
- [Zero To Three Comments on Family Engagement Before the Interagency Policy Board](#) offers key messages, barriers to effective family engagement and effective strategies. [(www.zerotothree.org/resources/518-zero-to-three-comments-on-family-engagement)](#)