



**pennsylvania**

KEYSTONE STARS

OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING

# Keystone STARS Program Manual

Updated July 1, 2018

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## SECTION ONE: Keystone STARS

## About Keystone STARS

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

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

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

## Defining Quality Early Care and Education

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

## Keystone STARS Revision Process

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

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

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

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

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

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

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

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

## About the Office of Child Development and Early Learning

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

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

### Goals:

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

### OCDEL is Composed of Four Bureaus:

#### Bureau of Certification Services

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

#### Bureau of Early Intervention Services

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

#### Bureau of Operations and Monitoring

The Bureau of Early Learning Resource Center Operations provides direct support to the ELRCs in managing the Child Care Works and Keystone STARS programs through technical assistance and instruction on all fiscal, programmatic and system requirements. The bureau works with ELRCs to ensure program and grant compliance and adherence to federal and fiscal reporting requirements and provide any necessary technical assistance and remediation.

## **Bureau of Policy and Professional Development**

The Bureau of Early Learning Policy and Professional Development works to ensure all programmatic policies align to improve cross-systems efficiencies, identify potential policy barriers, leverage policy opportunities, and ensure compliance with federal reporting requirements. In addition, ELRC program compliance will be supported through internal and external professional development and technical assistance supports ensuring consistent state-wide service delivery and efficient use of available state and federal resources.

## Navigating the Process of Keystone STARS

### Step 1: STAR 1 Eligibility

The following eligible programs demonstrate their ability to maintain a foundation for a safe and healthy environment for children and will automatically be designated a STAR 1.

- DHS-certified child care providers with a full certificate of compliance
- Early Head Start and Head Start sub grantees in substantial compliance with no deficiencies
- Preschool programs licensed by the Pennsylvania Department of Education in good standing
- These early care and education providers are awarded a STAR 1 and may increase STAR level by meeting performance standards.



Receiving STAR 1 is the first step on a program's continuous quality improvement (CQI) journey. STAR 1 programs are invited to connect with a **Quality Coach** at the local Early Learning Resource Center (ELRC). Quality Coaches are available to help identify a program's strengths and opportunities for growth. All programs hoping to advance through STAR levels should begin with making a connection with your most supportive resource – your Quality Coach.

### Step 2: Complete the Keystone STARS CQI Program Profile and Prepare for STAR 2

Programs expressing an interest in moving up the quality continuum are required to:

- Complete the Keystone STARS CQI Program Profile
- Demonstrate structural quality elements that ensure children have a healthy, safe, challenging and supportive environment that fosters responsive and meaningful child-adult interactions.
- Complete STARS 101 and 102
  - Administrators and teachers from Keystone STARS programs must complete Keystone STARS 101 and 102. These trainings can be taken online or in person. Content for the orientation includes:
    - STARS 101 – Overview of STARS System and CQI Principles
    - STARS 102 – Elements of Assessing and Building Quality
      - The Pennsylvania Core Knowledge Competencies (CKC)
      - Pennsylvania Big Ideas Framework
      - Continuous Quality Improvement (CQI)
      - PA Early Learning Standards
      - Using Caring for our Children Basics (CFOCB) to Support Practice
      - Assessment instruments that support program quality
      - Supporting interactions with children and families

Your Quality Coach can

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

If a program chooses to complete all requirements for STAR 2 and submit evidence on their own, an on-site visit by a Quality Coach and/or Designator may occur.

### **Step 3: Designation STAR 2**

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

### **Step 4: Continuing to High Quality**

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

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

- Support your program through the STAR 3 and 4 evidence-gathering process
- Support the program in selecting and conducting a self-assessment using an evidence-based tool that best meets your program goals
- Provide guidance in creating a CQI Plan with goals and activities to support program improvement
- Review evidence of meeting STAR 3 and 4 program standards
- Schedule a program quality assessment visit observation from an OCDEL-approved Program Quality Assessor and assist in building program observation results into your program's CQI Plan.

### **Step 5: Achieving a STAR 3 or 4 Designation**

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

## STARS Renewal and Appeals Process

### Annual Review

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

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

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

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

### STARS Appeal Process

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

## Benefits of Keystone STARS

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

### Benefits for Children and Families

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

### Benefits for Providers

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



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## SECTION TWO: Keystone STARS Supports

## Keystone STARS Incentives

### Child Care Subsidy Daily Add-On for Keystone STARS Programs

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

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

### Grants and Awards

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

### Tuition Assistance

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

For more information about T.E.A.C.H.:

<http://www.pacca.org/teach.html>

For more information about Rising STARS:

[https://www.pakeys.org/pages/get.aspx?page=Rising\\_Stars](https://www.pakeys.org/pages/get.aspx?page=Rising_Stars)

## Program Observation Instruments

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

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

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

Center-Based/Group (Birth to 5 years)				
Assessment Tool	Age / Setting	Purpose	Target Area	Resources
Early Childhood Environment Rating Scale – Revised Edition (ECERS-R)	Preschool Classrooms	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> Monitoring / Accreditation <input checked="" type="checkbox"/> Research / Eval.	■Space and furnishings ■Personal care routines	<a href="http://ers.fpg.unc.edu">http://ers.fpg.unc.edu</a>  https://www.ersi.info
Early Childhood Environment Rating Scale – Third Edition (ECERS-3)	Preschool Classrooms	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> Monitoring / Accreditation <input checked="" type="checkbox"/> Research/Eval.	■Language-reasoning activities ■Interaction ■Program structure	
Infant/Toddler Environment Rating Scale – Revised Edition (ITERS-R)	Infant and Toddler Classrooms	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> Research / Eval.	■Families and staff	
Classroom Assessment Scoring System (CLASS)	Preschool and School- age	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> Research / Eval.	■Emotional support ■Classroom organization	<a href="http://teachst.one.com/classroom-assessment-scoring-system/class-domains-dimensions/">http://teachst.one.com/classroom-assessment-scoring-system/class-domains-dimensions/</a>
Classroom Assessment Scoring System: Toddler Version (CLASS Toddler)	Children between 15 and 36 mos.	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> Research / Eval.	■Instructional support	
Family/Group Child Care Homes				
Assessment Tool	Age Level	Purpose	Target Area	Resources
Family Child Care Environment Rating Scale – Revised Edition (FCCERS-R)	Birth to School-age	<input checked="" type="checkbox"/> Monitoring / Accreditation	■Space and furnishings ■Personal care routines ■Listening and talking ■Activities Interaction ■Program structure ■Families and providers	<a href="http://ers.fpg.unc.edu">http://ers.fpg.unc.edu</a>

School-Age Child Care (Center-Based and/or SACC Only)				
Assessment Tool	Age Level / Setting	Purpose	Target Area	Resources
School-Age Care Environment Rating Scale (SACERS -U)	School-age (ages 5 to 12 years)	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> Monitoring/Accreditation <input checked="" type="checkbox"/> Research/Eval.	■Space and furnishings ■Health and safety ■Activities ■Interactions ■Program structure ■Staff development ■Special needs	<a href="https://www.ersi.info">https://www.ersi.info</a>
Classroom Assessment Scoring System (CLASS) K-3	School- age	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> Research / Eval.	■Emotional support ■Classroom organization ■Instructional support	<a href="http://teachstone.com/classroom-assessment-scoring-system/class-domains-dimensions/">http://teachstone.com/classroom-assessment-scoring-system/class-domains-dimensions/</a>

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

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

Center, Group, or Family Child Care Settings (Birth to 5 years)				
Assessment Tool	Age Level / Setting	Purpose	Target Area	Resources
After School Quality (ASQ) Team Approach CQI Process	School age (ages 5 to 12 years)	<input checked="" type="checkbox"/> Improvement	Five-step self-assessment process, supported by TA consultant, that helps programs examine program quality and strategies to make changes that will lead to better practices and more positive youth outcomes.	<a href="http://niost.org/pdf/ASQ/ASQ_Guide_Sample.pdf">http://niost.org/pdf/ASQ/ASQ_Guide_Sample.pdf</a>

**Family/Group Child Care Homes**

Assessment Tool	Age Level / Setting	Purpose	Target Area	Resources
Parenting Interactions with Children: Checklist of Observations linked to Outcomes (Piccolo)	10 -47 Months	<input checked="" type="checkbox"/> Improvement	29 observable developmentally supportive behaviors	<a href="http://www.brookespublishing.com/resource-center/screening-and-assessment/piccolo/">http://www.brookespublishing.com/resource-center/screening-and-assessment/piccolo/</a>

**Program Administration**

Assessment Tool	Age Level / Setting	Purpose	Target Area	Resources
Business Administration Scale for Family Child Care (BAS)	Family child care homes that serve various ages	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> Monitoring / Accreditation <input checked="" type="checkbox"/> Research / Evaluation	<ul style="list-style-type: none"> <li>■Qualifications and professional development</li> <li>■Income and benefits</li> <li>■Work environment</li> <li>■Fiscal management</li> <li>■Recordkeeping</li> <li>■Risk management</li> <li>■Provider-family communication</li> <li>■Community resources</li> <li>■Marketing and public relations</li> <li>■Provider as employer</li> </ul>	<a href="http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/">http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/</a>
Program Administration Scale (PAS)	Center-based or prekindergarten programs in elementary schools	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> Monitoring / Accreditation <input checked="" type="checkbox"/> Research / Evaluation	<ul style="list-style-type: none"> <li>■Human resources development</li> <li>■Personnel cost and allocation</li> <li>■Center operations</li> <li>■Child assessment</li> <li>■Fiscal management</li> <li>■Family partnerships</li> <li>■Program planning and evaluation</li> <li>■Marketing and public relations</li> <li>■Technology</li> <li>■Staff qualifications</li> </ul>	<a href="http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/">http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/</a>

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

## Professional Development (Coaching, Technical Assistance, Education)

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

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

### Professional Development Goals

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

Continuous Quality Improvement Cycle



### Professional Development Guiding Principles

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

## Resources for Support

### ELRC Quality Coaches

<http://www.dhs.pa.gov/learnaboutdhs/dhsorganization/officeofchilddevelopmentandearlylearning/>

### Pennsylvania Association of Colleges and Universities

<http://www.pacu.org/campuses/alfalist.html>

An alphabetical list of all two and four year colleges and universities in Pennsylvania

### Pennsylvania Community Colleges

<http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Community-Colleges.aspx>

Locate a community college in Pennsylvania that offers early childhood or school-age specific programming

### Pennsylvania State System of Higher Education (PASSHE)

<http://www.passhe.edu/answers/Pages/what.aspx>

Locate a state supported four year college or university that offers early childhood or school-age specific programming

### Association of Independent Colleges & Universities of Pennsylvania (AICUP)

<http://www.aicup.org/>

For a list of all of the private colleges or universities in Pennsylvania and to access the college/university websites to find types of degrees offered

### Independent Colleges & Universities of Pennsylvania (AICUP) Certification

<http://www.education.pa.gov>

Locate a Pennsylvania Department of Education (PDE) approved teacher certification program in Pennsylvania

### Non-Certification Degree Programs/ECE Equivalent Degrees

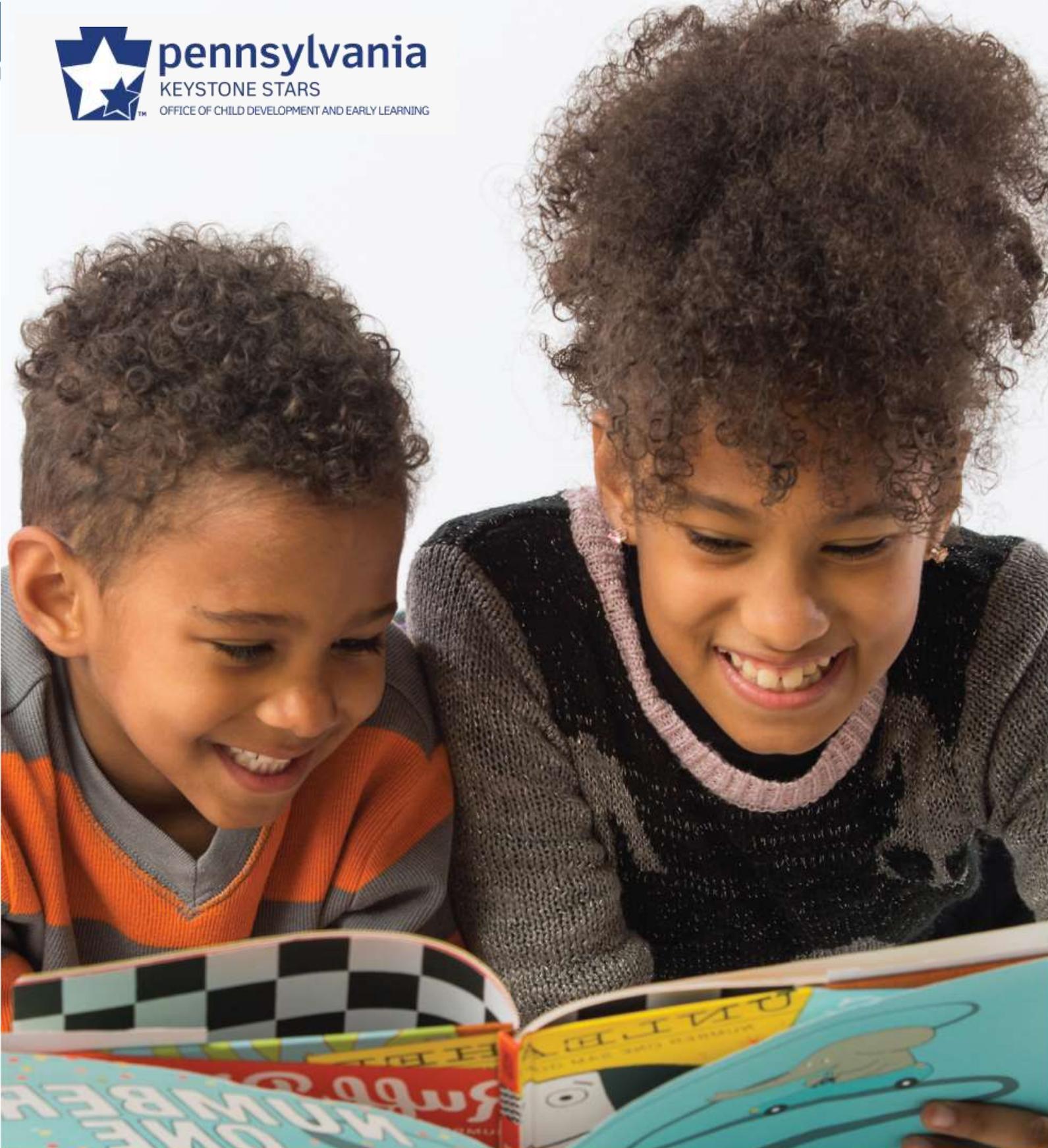
<http://www.pakeys.org>

For a list of approved institutions of higher education with degrees with ECE core content and equivalent to an ECE degree

### Accredited Postsecondary Institutions and Programs

<http://ope.ed.gov/accreditation/>

U.S. Department of Education listing for additional Pennsylvania business, technical and trade colleges



## **SECTION THREE: Keystone STARS Forms**

## Keystone STARS INVENTORY OF FORMS

The following table is meant to inform programs about the necessary forms required for STARS entry, move-up, alternate pathway entry and renewal.

		EVENT			
NAME OF FORM		PROGRAMS INTERESTED IN MOVING UP in STARS for the first time/requesting a coach	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 PROGRAM PROFILE	✓			
	ANNUAL REVIEW FORM				✓
	COPY OF CQI PLAN	✓ (if available)		✓	✓
	PROFESSIONAL DEVELOPMENT AND STAFF QUALIFICATION GRID*	✓		✓	✓
	ENROLLMENT CALCULATION TOOL Located on PA Keys Website <a href="http://www.pakeys.org">www.pakeys.org</a>	✓	✓	✓	✓

## Request for Keystone STAR Designation and Attestation

**MPI#:** \_\_\_\_\_

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

### Facility Information

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

Yes  No

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

Yes  No

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

Name of Facility: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

Facility Phone Number: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_

Facility Type (if applicable, check one below):

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

### Legal Entity Information

Legal Entity Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

## Request for STAR Designation

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

STAR 2       STAR 3 or 4       Alternative Pathway Designation

## Attestation for Department Human Services Regulated Provider

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

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

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

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

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

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

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

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

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

\_\_\_\_\_ I agree to cooperate with the ELRC, Keystone STARS Evaluators, and other DHS agents in providing access to examine the child care provider, records, and documents that pertain to the

STAR Designation. I further consent to review and release information for the STAR Designation to DHS and its agents.

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

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

\_\_\_\_\_  
Signature of the Individual Legally Authorized to Represent the Child Care Provider

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

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

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

### **STARS Status Review**

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

The ELRC may also conduct a STARS Status Review in response to complaints from parents and/or other community stakeholders.

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

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

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

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

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

### **STAR Reduction**

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

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

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

### **STAR Suspension**

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

#### **For DHS regulated programs in Keystone STARS**

- DHS Certification initiates an Injunction, Negative Sanction or issues a Provisional Certificate of Compliance for areas of regulatory noncompliance.

#### **SPECIAL NOTE:**

- A Provisional Certificate of Compliance, issued for a period not to exceed six months, when there is a change in the physical location by a currently designated STAR 3 or STAR 4 program are not considered due to “regulatory noncompliance”.

- These programs may maintain their existing STAR level designation at their new location. This includes programs at an emergency, temporary physical location on a short-term basis (up to 60 days) returning to their permanent facility.
- After six months, programs must demonstrate receipt of a Certificate of Compliance. In the event that they are not fully compliant, an individual review of their STAR status will be conducted.
- The program consistently has multiple incidents of noncompliance with DHS Regulations.
- The program fails to implement, complete, and/or maintain a STARS action plan.
- The program is under investigation by DHS Certification for egregious circumstances. Issues falling under this condition will be handled on a case-by-case basis with OCDEL's oversight.
- DHS Subsidy Bureau takes action related to the program's subsidy agreements.

#### **For Non-DHS regulated programs in Keystone STARS**

- Not following Child Protective Services Laws (CPSL)
- Deficiencies found in the Head Start Key Indicator-Compliance (HSKI-C) Protocol
- The discovery of state/federal performance/ integrity issues, disparities, and/or improprieties of the educational institution which includes, but not limited to, the School District, the Local Educational Agency (LEA), and/or the educator(s) of such institutions.

#### **For all programs including DHS Regulated Programs in Keystone STARS**

- The GRANTEE/Sub Grantee cannot be determined a Responsible Contractor as outlined in the commonwealth's Management Directive 215.9 which could include but not limited to the following:
  - Suspension or debarment by the Commonwealth within the past 5 years.
  - Suspension or debarment by the federal government or any other state or governmental entity within the past 5 years.
  - Liabilities owed to the Commonwealth and/or federal government, including tax liabilities.
  - Notifying the ELRC of liens/liabilities is a requirement of receiving Keystone STARS funds. If GRANTEE/Sub Grantee does not inform the ELRC of such liens/liabilities, OCDEL will extend the suspension, past the date a clearance certificate is received by the ELRC from the GRANTEE/Sub Grantee, for the period of time the program did not notify the ELRC of the liability. The extension will affect the quality add on/tiered reimbursement given to DHS regulated programs. Dependent upon the availability of grant/award funds, the GRANTEE/Sub Grantee could be eligible for grants/awards upon reinstatement back into STARS.
  - Unsatisfactory or deficient performance in past or current Commonwealth contracts or agreements as determined by the Commonwealth in its sole discretion.
  - Capacity and ability to perform within the established time schedule and in accordance with the plans and specifications of the contract.
  - False, misleading, or incomplete information submitted to the Commonwealth.
  - Default on a Commonwealth contract or agreement as determined by the Commonwealth in its sole discretion.

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

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

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

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

## STAR Removal

The ELRC will complete a STAR Removal if any of the following conditions occur:

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

### Notifications and Appeals

The ELRC will inform the program in writing of any action taken to the program’s STAR level designation. If the program disputes the action outlined in the notification letter, it has 10 days from the mailing date of the letter to respond with a letter of disagreement to the ELRC.

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

The program may appeal the ELRC’s final decision to OCDEL by submitting in writing a letter to:

Office of Child Development and Early Learning  
Pennsylvania Departments of Education and Human Services  
333 Market Street, 6<sup>th</sup> Floor  
Harrisburg, PA 17126

Attention: Bureau of Early Learning Services

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

### Resources and Restrictions

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

Resources/Restrictions	Under Review	Suspension	Removal
For Programs eligible for STARS Financial Awards	Eligibility resumes upon satisfactory completion of STARS Status Review		
Program posts STAR Certificate and advertises as a STARS program	☑		
For DHS Regulated programs eligible for tiered subsidy reimbursement (STAR 2 – STAR 4)	☑		
Program’s STAR listed on COMPASS	☑		
Program access to STARS Representative for help with Performance Standards	☑	☑	
Program access to STARS Technical Assistance	☑	☑	
Program’s Staff Prioritized for Vouchers/tuition assistance	☑	☑	
Program access to other special opportunities such as Mind in the Making, Early Childhood Mental Health Consultation, etc.	☑	☑	
Program eligible to attend professional development opportunities	☑	☑	☑

## Keystone STARS Program Profile

Name of Facility: \_\_\_\_\_

MPI#: \_\_\_\_\_ - \_\_\_\_\_ Contact Person: \_\_\_\_\_ Title \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Number of children program site is certified/licensed for: \_\_\_\_\_

How many years has site been in operation? \_\_\_\_\_

Ages of Children Accepted at this Site: \_\_\_\_\_ to \_\_\_\_\_

Number of Classrooms: \_\_\_\_\_ Hours of Operation: \_\_\_\_\_ to \_\_\_\_\_

Days of Operation: \_\_\_\_\_

Note: Please ensure all information in PELICAN related to your program is accurate and current including age of children accepted, accreditations, contact information, etc.

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

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

\_\_\_\_\_

**The following information is based on current enrollment:**

Today's Date: \_\_\_\_\_

Based on current enrollment, how many children:

Receive Child Care Works? \_\_\_\_\_

Have documented special needs (e.g. IFSP, IEP, etc.)? \_\_\_\_\_

Are English Language Learners (ELL)? \_\_\_\_\_

Check all that describe this site:

<input type="checkbox"/> Faith Based	<input type="checkbox"/> Not for Profit	<input type="checkbox"/> Multi-Site (Chain or Franchise)
<input type="checkbox"/> Head Start	<input type="checkbox"/> For Profit	<input type="checkbox"/> USDA Food Program
<input type="checkbox"/> Early Head Start	<input type="checkbox"/> Montessori Accredited	<input type="checkbox"/> NAEYC Accredited
<input type="checkbox"/> Pre K Counts	<input type="checkbox"/> Reggio Inspired	<input type="checkbox"/> NAFCC Accredited
<input type="checkbox"/> School Age Only Site	<input type="checkbox"/> Use of After School Quality (ASQ)	<input type="checkbox"/> Private Academic Preschool
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

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

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

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

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

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

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

Does your program staff understand that participating in Keystone STARS means:

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

Does your staff receive feedback regarding job performance on a regular basis?  Yes  No

If yes above, please describe the process and frequency of feedback.

Does staff have the opportunity to provide their supervisor and/administration with input regarding program policies and procedures?  Yes  No

If yes above, please describe how and when.

Name of Individual Completing This Form: \_\_\_\_\_

Signature of Individual Completing This Form: \_\_\_\_\_

Date: \_\_\_\_\_

### Keystone STARS Annual Review Form

All programs that receive a STARS designation must complete an Annual Review to maintain their designation. This Annual Review document is due during the anniversary month of the program's initial STARS designation. Programs are also required to update and submit their CQI plan reflecting goals met and new goals and are encouraged to report progress on new indicators being met. Programs that fail to submit their Annual Review Document 10 days prior to their anniversary date will result in a loss of their current designation. Programs must resubmit for a full STARS evaluation every three years OR when they seek to move up a STAR level. *Note: Attach Individualized Professional Development Plans*

Name of Facility: \_\_\_\_\_

MPI#: \_\_\_\_\_ - \_\_\_\_\_ Contact Person: \_\_\_\_\_ Title \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Number of children program site is certified/licensed for: \_\_\_\_\_

How many years has site been in operation? \_\_\_\_\_

Ages of Children Accepted at this Site: \_\_\_\_\_ to \_\_\_\_\_

Number of Classrooms: \_\_\_\_\_ Hours of Operation: \_\_\_\_\_ to \_\_\_\_\_

Days of Operation: \_\_\_\_\_

As part of your Annual Review, please ensure all information in PELICAN related to your program is accurate and current including age of children accepted, accreditations, contact information, etc.

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

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

\_\_\_\_\_

**The following information is based on current enrollment:**

Today's Date: \_\_\_\_\_

Based on current enrollment, how many children:

Receive Child Care Works? \_\_\_\_\_

Have documented special needs (e.g. IFSP, IEP, etc.)? \_\_\_\_\_

Are English Language Learners (ELL)? \_\_\_\_\_

Check all that describe this site:

<input type="checkbox"/> Faith Based	<input type="checkbox"/> Not For Profit	<input type="checkbox"/> Multi-Site (Chain or Franchise)
<input type="checkbox"/> Head Start	<input type="checkbox"/> For Profit	<input type="checkbox"/> USDA Food Program
<input type="checkbox"/> Early Head Start	<input type="checkbox"/> Montessori Accredited	<input type="checkbox"/> NAEYC Accredited
<input type="checkbox"/> Pre K Counts	<input type="checkbox"/> Reggio Inspired	<input type="checkbox"/> NAFCC Accredited
<input type="checkbox"/> School Age Only Site	<input type="checkbox"/> Use of After School Quality (ASQ)	<input type="checkbox"/> Private Academic Preschool
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

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

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

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

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

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

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

Does your program staff understand that participating in Keystone STARS means:

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

Does your staff receive feedback regarding job performance on a regular basis?  Yes  No

If yes above, please describe the process and frequency of feedback.

Does staff have the opportunity to provide their supervisor and/administration with input regarding program policies and procedures?  Yes  No

If yes above, please describe how and when.

Name of Individual Completing This Form: \_\_\_\_\_

Signature of Individual Completing This Form: \_\_\_\_\_

Date: \_\_\_\_\_

## Keystone STARS Continuous Quality Improvement Plan Example #1 Instructions

**Purpose:** Keystone STARS is a system of continuous quality improvement (CQI) that guides early learning and school-age programs toward achieving and maintaining high quality and best practices. CQI is an ongoing process that includes reviewing sources of evidence that indicate program quality, planning goals, and implementing strategies that move learning programs toward best practices. A well-developed plan is an essential tool in guiding the development of CQI across all areas of the program.

**Overview:** This document contains general requirements and instructions on creating a STARS Continuous Quality Improvement Plan (CQI Plan). Practitioners may design their own CQI Plan format; however, the submitted plan **must** address the information requested in the instructions below. Assistance in the creation and completion of a CQI Plan is available from the Early Learning Resource Center.

**Instructions:** The following steps (1-5) outline the required components of a CQI Plan. The plan should be site-specific and focus on the needs of the community served including children, families, staff, etc. The goals chosen by a facility should be based on needs identified through a variety of sources of evidence and should reflect the program's philosophy and mission.

1. **Background Information:** include the following information in the CQI Plan:
  - Facility name, address, and other contact information.
  - Overall time frame for the plan including current and projected STAR levels.
  - Facility size and projected grant requests (if applicable).
  
2. **Goal Planning:** determine specific goals needed to guide the program toward achieving and maintaining high quality and best practices. Each goal must address the following points (a-f).
  - a) **Goal Statement** – Write a clearly defined goal statement that is specific and measurable.
  
  - b) **Time Frame** – Identify the goal as immediate, short term (1-2 years), or long term (3-5 years) and select a projected date of completion.
  
  - c) **Quality Standard** - Align each goal with a quality standard or criterion. Quality standards/criteria include, but are not limited to, Keystone STARS Performance Standards, Pennsylvania Learning Standards, accreditation criteria (including NAEYC, NAA, NAFCC, etc.), Head Start Performance Standards and Caring for Our Children (CFOC) national health and safety standards for children.
  
  - d) **Source(s) of Evidence** - Identify the source(s) of evidence that indicate the need for the goal. Sources of evidence are typically assessments that provide information about the quality of services in the facility. There are a variety of quality indicators completed at different STAR levels that may serve as sources of evidence for the CQI plan.
    - Feedback from Designation Visit and Program Quality Assessment and Self-assessments
    - Illness and Injury Tracking Review
    - Program Assessment – including Family, Staff, and School-Age Surveys
    - Financial Review
    - Risk Management Assessment
    - Strategic Plan
    - Business Plan
    - Additional sources such as the Program Administration Scale (PAS), Business Administration Scale (BAS), Environmental Rating Scale (ERS), Classroom Assessment Scoring System (CLASS), After School Quality (ASQ), Child Assessment Data, Staff Observations & Evaluations, Family Conference feedback, Accreditation resources and other sources as determined by the facility.

At a minimum, the CQI Plan should identify and include the following number of sources of evidence to support the goals identified in the CQI plan: **STAR 2 = 3 sources; STAR 3 = 4 sources; STAR 4 = 5 sources.** Note: While the overall plan needs to be supported by multiple sources, individual goals may emerge from a single source.

- e) **Action Steps** - Outline a series of action steps needed to accomplish the goal including who is responsible for coordinating the action steps and monitoring their completion and effectiveness.
  - f) **Resources & Supports** - Describe the resources and supports needed to achieve the goal. As appropriate, include needs related to:
    - Professional Development/Technical Assistance
    - Learning Program, Management, or Business Practices
    - Materials, Equipment, or Facility Improvements
3. **Repeat:** Repeat Step 2 for each CQI goal developed for the program as part of the overall CQI Plan.
  4. **Annual Review:** Establish a written process for at least an annual review of the plan. The review should address how quality was improved (including goals achieved and those still in process), what STARS supports and resources were used to assist in improving quality, and what challenges were faced in working toward CQI goals. The results of the annual review should be used to guide the revision of existing goals and the planning of additional goals to be included in the new CQI Plan.
  5. **Moving On:** The CQI Plan may be expanded to include goal planning for a variety of program needs. Other considerations for a CQI Plan may include “above and beyond” goals created to enhance and strengthen existing competencies within the program such as program administration, curriculum, and relationships with families, etc. These “above and beyond” goals may emerge from current research or the director’s personal goals for the program.

## Continuous Quality Improvement Plan – Example #1 (Optional Tool)

Name of Facility: \_\_\_\_\_ MPI# \_\_\_\_\_

Date Goal Created: \_\_\_\_\_ Current STAR Level: \_\_\_\_\_

Continuous Quality Improvement (CQI) Goal*: <input type="checkbox"/> Immediate <input type="checkbox"/> Short Term (1-2 yrs) <input type="checkbox"/> Long Term (3-5 yrs)	Staff Coordinating/Staff Involved	Projected Date of Completion
		Actual Date Of Completion

How does your goal align with quality standards?

What action steps are needed to achieve this goal?

Keystone STARS Performance Standards		Action Steps (include initials of staff responsible)
<input type="checkbox"/> Staff Qualifications and Professional Development	<input type="checkbox"/> Learning Program	
<input type="checkbox"/> Partnerships with Family and Community	<input type="checkbox"/> Leadership and Management	
<input type="checkbox"/> Other Quality Standard:		
What source(s) of evidence did you use to determine this goal?		
<b>Source(s) of Evidence</b>	<b>Date(s) Completed</b>	

What resources or supports are needed to assist in the achievement of this goal?

	Changes or Improvements to Learning Program, Management, or Business Practices	Materials, Equipment, or Facility Improvements

\*Please use a separate page for each goal. Copy this page, as needed, to accommodate your program’s goals

<b>Review of Plan Year</b> _____ <b>to</b> _____ (month/year) (month/year)	
<b># of Goals in Previous Year's Plan</b>	
<b># of Goals Completed from Previous Year's Plan</b>	

<b>Goals to be Reconsidered from Previous Year's Plan</b> (these goals will be added to your new CQI Plan)

<b>How has quality improved in your facility during the past year?</b> (Include consideration of regulatory compliance, quality of services, staff performance, organization and management, family/community partnerships, and financial practices.)	
<b>How did you use STARS supports and resources to assist your facility in improving quality?</b> (Include consideration of grants, awards, technical assistance, TEACH scholarships, voucher program, STARS management support, professional development workshops, and credential programs.)	
<b>What challenges did you face in working toward your CQI goals? How can these challenges be addressed in this year's plan?</b>	
<b>How did you share your CQI goals, including progress made, with staff, families, and other stakeholders?</b>	

Name of Person Responsible for Formulating CQI Plan: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

## Continuous Quality Improvement Plan – Example 2 (Optional Tool)

Name of Facility: \_\_\_\_\_ MPI# \_\_\_\_\_ County: \_\_\_\_\_

Date Goal Created: \_\_\_\_\_ Current STAR Level: \_\_\_\_\_

### STARS PERFORMANCE INDICATORS

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

### PROGRAM OBSERVATION INSTRUMENT

Choose One:  CLASS  ERS  OTHER

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

### Professional Development and Staff Qualifications Grid

Name of Facility: \_\_\_\_\_ MPI # on Certificate of Compliance: \_\_\_\_\_ County: \_\_\_\_\_

Employee Name	Date of Hire	Position Title*	Part or Full Time	Current Education Level Enrolled In (E) or Attained (A) Date SQ.3.4.2			Member of Onsite Leadership Team Yes or No	Leadership Enrolled in (E) Or Attained (A) Director Credential Date LM 3.4.1	PDR Within 60 Days of hire SQ.2.2 Yes or No	Annual Prof Development Plan Expiration SQ.2.3 SQ.3.4.1	Orientation Within 90 days of Hire SQ.2.1	
				CDA/CCP	AA	BA/BS					STARS 101 Completion Date	STARS 102 Completion Date
<i>Example: Jane Doe</i>	<i>1/1/04</i>	<i>T</i>	<i>FT</i>	<i>A 2002</i>	<i>E 2003</i>			<i>n/a</i>	<i>yes</i>	<i>1/1/2017</i>	<i>2/1/04</i>	<i>3/1/04</i>
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

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

Name of Facility: \_\_\_\_\_ MPI # on Certificate of Compliance: \_\_\_\_\_ County: \_\_\_\_\_

### STAR 3 and 4 Professional Development

**Instructions:** Place the same employee in line #1 as you placed on the first page of this form. Where the staff has completed an item on the grid, please indicate the item is complete by filling in the date in the box. Make copies of this form for additional staff. If not applicable, indicate with a N/A. Note: The Director or member of on-site leadership team and staff members should engage in thoughtful consideration of individualized PD needs on an annual basis. Staff members actively enrolled in an academic program of study in child development, early care and education or a related field (with coursework in child development) are not required to take additional professional development courses UNLESS it is supportive of their practice.

	Employee Name	List Date(s) of completed Professional Development						
		Language Dev SQ 3.4.3	Social and Emotional Development SQ 3.4.4	Positive Interactions SQ 3.4.5	Curriculum SQ 3.4.6	Developmental Screening SQ 3.4.7	Assessment SQ 3.4.8	Inclusion SQ 3.4.9
	<i>Example: Jane Doe</i>	2/15/12	6/25/12	3/1/12	2/5/12	4/25/12	5/15/12	5/15/12
1								
2								
3								
4								
5								
6								
7								
8								
9								

Name of Facility: \_\_\_\_\_ MPI # on Certificate of Compliance: \_\_\_\_\_ County: \_\_\_\_\_

### STAR 3 and 4 Professional Development Non-Instructional Staff

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