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

## Keystone STARS: Workforce

### Priorities

**Build and maintain a qualified workforce**
- Progressive credit-bearing pathway that leads towards degrees and credentials.
- Rigorous, not rigid, PD standards for Keystone STARS.
- Sustainable workforce retention strategies.

**Empower Program Leadership**
- Professional development, TA and coaching includes content related to business practices for program leadership.
- Keystone STARS policies empower program leaders to make key decisions regarding staff.

### Inputs

<table>
<thead>
<tr>
<th>Priority</th>
<th>Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build and maintain</td>
<td>Progressive credit-bearing pathway that leads towards degrees and</td>
</tr>
<tr>
<td>a qualified</td>
<td>credentials.</td>
</tr>
<tr>
<td>workforce</td>
<td>Rigorous, not rigid, PD standards for Keystone STARS.</td>
</tr>
<tr>
<td></td>
<td>Sustainable workforce retention strategies.</td>
</tr>
<tr>
<td></td>
<td>T.E.A.C.H. Scholarships / Rising STARS Tuition Assistance.</td>
</tr>
<tr>
<td>Empower Program</td>
<td>Professional development, TA and coaching includes content related</td>
</tr>
<tr>
<td>Leadership</td>
<td>to business practices for program leadership.</td>
</tr>
<tr>
<td></td>
<td>Keystone STARS policies empower program leaders to make key</td>
</tr>
<tr>
<td></td>
<td>decisions regarding staff.</td>
</tr>
</tbody>
</table>

### Outputs

<table>
<thead>
<tr>
<th>Priority</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build and maintain</td>
<td>Develop PD pathways and support in partnership with higher education</td>
</tr>
<tr>
<td>a qualified</td>
<td>partners.</td>
</tr>
<tr>
<td>workforce</td>
<td>Create a state level PD plan that includes overt attention to the whole</td>
</tr>
<tr>
<td></td>
<td>child - health and wellness, cognitive and language, social and emotional.</td>
</tr>
<tr>
<td></td>
<td>Increase TA workforce to include knowledgeable and responsive subject</td>
</tr>
<tr>
<td></td>
<td>matter experts/coaches.</td>
</tr>
<tr>
<td>Empower Program</td>
<td>Develop professional development content that includes relationship-</td>
</tr>
<tr>
<td>Leadership</td>
<td>building skills across, race, ethnicity, culture, etc. with families,</td>
</tr>
<tr>
<td></td>
<td>providers, TA and training staff, the public, policymakers, etc.</td>
</tr>
</tbody>
</table>

### Outcomes

<table>
<thead>
<tr>
<th>Priority</th>
<th>Short Term (1-2 years)</th>
<th>Medium Term (3-4 years)</th>
<th>Long Term (5-6 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build and maintain</td>
<td>Increased variety (topic and level) of PD available that leads to formal education</td>
<td>Increased PD opportunities for Quality Coaches (subject matter experts).</td>
<td>TA consultants available for ECE programs to address child care health, social</td>
</tr>
<tr>
<td>a qualified</td>
<td>and credentials.</td>
<td></td>
<td>emotional, infant and toddler, etc.</td>
</tr>
<tr>
<td>workforce</td>
<td></td>
<td></td>
<td>Increase in diversity of TA, coaching and training staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All PD is progressive.</td>
</tr>
<tr>
<td>Empower Program</td>
<td>Program Administrators (Centers and Home-based)</td>
<td>Program administrators and supports needed to be successful in Keystone STARS.</td>
<td>Director retention and recruitment increased due to greater job satisfaction.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Teachers (Center and Home-based)</td>
<td>Higher education partners</td>
<td>Access to more types of progressive PD opportunities.</td>
</tr>
<tr>
<td></td>
<td>TA and coaching professionals</td>
<td>Professional development system administrators</td>
<td>Directors recognized as strong leaders and major contributors to Keystone STARS</td>
</tr>
<tr>
<td></td>
<td>Higher education partners</td>
<td></td>
<td>system.</td>
</tr>
<tr>
<td></td>
<td>Professional development system administrators</td>
<td></td>
<td>Directors are leaders in promoting Keystone STARS to staff, families and the public.</td>
</tr>
</tbody>
</table>
## Logic Model

### Keystone STARS: Infrastructure

**Priorities**

- **Integrate data and management systems**
  - Integrated data systems, e.g., Certification, STARS, Child Care Works, Pre-K Counts, Head Start, Early Head Start, CACFP, etc.
  - Map key data systems.
  - Identify opportunities for greater communication / coordination between data systems.

- **Create a responsive, strengths-based and individualized TA / coaching system**
  - Professional Development (PD) for Keystone STARS.
  - Quality Coaches.
  - Increased number of programs entering into Keystone STARS, receiving a Continuous Quality Improvement (CQI) plan and achieving first rating.

- **Create a Keystone STARS administrative system that is consistent in quality and responsive to providers and the TA/coaching system**
  - Data systems.
  - Create policies and procedures that are aligned with the revised Keystone STARS.

### Inputs

- **Data systems**
- **Keystone STARS indicators**

### Outputs

- **Activities**
- **Participation**
- **Outcomes Short Term** (1-2 years)
- **Outcomes Medium Term** (3-4 years)
- **Outcomes Long Term** (5-6 years)

#### Integrate data and management systems

- **Data system developers**
  - Key program staff representative of data areas (Head Start, STARS, PD, Pre-K etc.)
  - Program providers
  - Families

#### Create a responsive, strengths-based and individualized TA / coaching system

- **Recruit TA / Quality Coaches.**
- **Training of coaches.**
- **Develop communication and feedback loop with providers and TA/coaching staff.**

- **Quality Coaches**
  - **TA / Coaching Staff**
  - **ECE programs**

#### Create a Keystone STARS administrative system that is consistent in quality and responsive to providers and the TA/coaching system

- **Data systems.**
- **Keystone STARS indicators.**

- **Keystone STARS Administrators**
- **Providers**
- **TA / Coaching staff**
- **Other stakeholders**

### Outcomes

- **Short Term** (1-2 years)
  - Set data infrastructure goals and timeline.
- **Medium Term** (3-4 years)
  - Improve program integrity and redundancy.
  - Provider and family ease of access and usability.
- **Long Term** (5-6 years)
  - Less money spent on building infrastructure for data and more money for teacher salaries.
  - Data system that allows multiple agencies and organizations to contribute data and use data for decision making. Increase in quality of data.

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November 6, 2016