

**STAR 2: SUGGESTED MEASUREMENT EVIDENCE/DOCUMENTATION**

Criteria #	Performance Standard	Suggested Measurement / Evidence / Documentation
SQ.2.1	<p>On-site Program Leadership Team and all Staff complete NEW Keystone STARS Orientation Part 1 and 2 (within 90 days of hire)                      Part 1 – Overview of STARS System and CQI Principles (<b>STARS 101</b>)                      Part 2 – Elements of Assessing and Building Quality (<b>STARS 102</b>)</p> <ul style="list-style-type: none"> <li>• The Pennsylvania Core Knowledge Competencies (CKC)</li> <li>• Pennsylvania Big Ideas Framework</li> <li>• Continuous Quality Improvement (CQI)</li> <li>• PA Early Learning Standards</li> <li>• Using Caring for our Children Basics (CFOCB) to Support Practice</li> <li>• Assessment tools that support program quality</li> <li>• Supporting interactions with children and families</li> </ul>	<ul style="list-style-type: none"> <li>• Certification of completion</li> <li>• Facility profile and staff list insuring that all required staff are accounted for on staffing PD grid</li> <li>• Program provides information as to how they define program leadership and administration team</li> <li>• Links to Learning (SACC Only Programs) series completed by SACC only programs</li> <li>• PD registry transcript</li> </ul>
SQ.2.2	<p>On-site Program Leadership Team and Staff are registered in the Professional Development Registry (within 60 days of hire).</p>	<ul style="list-style-type: none"> <li>• PD Registry transcript report</li> <li>• PD and staff qualification grid to record hire date to ensure registry is being implemented within 60 days</li> </ul>

<p>SQ.2.3</p>	<p>Individualized annual professional development plans are developed for On-site 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.</p>	<ul style="list-style-type: none"> <li>• PD Registry</li> <li>• Individualized Professional Development Plan compliance grid</li> <li>• PD and staff qualification grid</li> <li>• Copy of IPDP's with reference to Big Ideas and goals for further education</li> </ul>
<p>EC. 2.1</p>	<p>Program conducts self-assessments using evidence-based tools and creates a CQI Plan with goals and action items to support improvement.</p>	<ul style="list-style-type: none"> <li>• Copy of self-assessment and CQI Plan</li> <li>• 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</li> </ul>
<p>EC. 2.2</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Copies of lesson plans from all classrooms that show references to PA ELS, a balance of activities and notes on children's progress</li> <li>• Copies of Early Learning Standards displayed on site</li> <li>• Individual planning sheets for children, created weekly or monthly</li> <li>• 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</li> <li>• Curriculum that is aligned with PA Learning Standards</li> </ul>

<p>EC. 2.3</p>	<p>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. Additional screening is provided as needed and per protocol with the chosen screener. Results of screening are communicated with families, support for referrals are offered as needed.</p> <p>Standard N/A for SACC only programs or for children enrolled in K-12 programs receiving SACC services at a Keystone STARS Program.</p>	<ul style="list-style-type: none"> <li>• List of screening tools and associated policies (ASQ, ASQ-SE and/or Brigance Screening)</li> <li>• Group sampling of completed screenings from every classroom</li> </ul>
<p>EC. 2.4</p>	<p>Program adopts 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.</p>	<ul style="list-style-type: none"> <li>• Copy of process and associated policies demonstrating evidence of OCDEL inclusion announcement</li> <li>• Lesson plans that reflect inclusion in classroom practices</li> <li>• Evidence of program changes that occurred as a result of adopting OCDEL inclusion policy</li> <li>• Evidence of practice of inclusion in parent handbook or distribution via newsletter</li> <li>• Copy of inclusion policy in staff handbook and plan for sharing policy with staff. Plan outlines steps towards implementation and sharing with families</li> <li>• Copy of inclusion process in both Staff Policy Manual and Family Handbook</li> <li>• Copies of collaboration with LICC/EI to include meeting agendas with the presenter being placed on the agenda</li> </ul>

<p>EC. 2.5</p>	<p>Program adopts 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.</p>	<ul style="list-style-type: none"> <li>• Copy of process and associated policies demonstrating evidence of OCDEL suspension and expulsion policy announcement</li> <li>• 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</li> <li>• A suspension and expulsion child tracking sheet with staff and child intervention strategies</li> <li>• The topic of suspension and expulsion and steps to reduce both included in parent handbook or distribution via newsletter</li> <li>• Copy of suspension and expulsion policy included in both Staff Policy Manual and Family Handbook</li> <li>• Copies of collaboration with LICC/EI to include meeting agendas with the presenter being placed on the agenda</li> <li>• Evidence of practice of inclusion in parent handbook or distribution via newsletter</li> <li>• Copy of inclusion policy in staff handbook and plan for sharing policy with staff. Plan outlines steps towards implementation and sharing with families</li> </ul>
<p>FC. 2.1</p>	<p>Program has a written policy that states that IEP or IFSP written plans, and/or special needs assessments, with family permission, are appropriately utilized to inform individualized instruction. The policy also recommends that the child's teacher participate in the IEP/IFSP meeting which must include family members, an early childhood teacher, EI specialists, and director or administrator.</p>	<ul style="list-style-type: none"> <li>• Copy of process and associated policies demonstrating evidence of OCDEL suspension and expulsion policy announcement</li> <li>• 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</li> <li>• A suspension and expulsion child tracking sheet with staff and child intervention strategies</li> <li>• The topic of suspension and expulsion and steps to reduce both included in parent handbook or distribution via newsletter</li> </ul>

		<ul style="list-style-type: none"> <li>• Copy of suspension and expulsion policy included in both Staff Policy Manual and Family Handbook</li> <li>• Copies of collaboration with LICC/EI to include meeting agendas with the presenter being placed on the agenda</li> <li>• Lesson plans note relevant IEPs or IFSPs</li> <li>• Copy of front page of IEP to identify child noted on lesson plans</li> <li>• Copy of IEP meeting showing participation in meetings</li> <li>• Documentation if parent does not want to share information or not applicable to family (i.e. signature page)</li> <li>• IEP's and details of activity modifications in children files and readily available to teachers</li> <li>• Attendance list from IEP meetings to include sign off from teachers</li> <li>• Program has a strategy for encouraging families to share IEP/IFSP</li> <li>• Program has a strategy to include teachers in IEP/IFSP team meetings</li> <li>• Documentation that the provider shared information as part of the IEP process when unable to attend meetings</li> <li>• Procedure for release of information and providing information to inform the creation of the IEP/ IFSP goals</li> <li>• Copy of care plan for child with special need</li> </ul>
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FC. 2.2	Program has a written policy to demonstrate how children are helped to transition between developmental stages. Policy includes a plan to share information with families. Policies might include activities that support transition from: role as infant to older child in mixed age group, teacher directed play to child directed play, one classroom/group or program to the next, and/or preschool to kindergarten / school age program to self-care.	<ul style="list-style-type: none"> <li>• Copy of policy</li> <li>• Copies of information given to families related to transitions such as letters, meeting invitations</li> <li>• Written transition plans for each age group</li> <li>• The topic of transitions included in family handbook</li> <li>• Documentation of consultation with local school districts where preschool children will attend kindergarten</li> <li>• Documentation of supports offered to school age children transitioning to selfcare (newsletter information, guest speaker for parents and school age children)</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Copy of conference invitation template, schedule of conferences, records of completed conferences, family handbook</li> <li>• Copy of policy regarding encouragement of family engagement</li> <li>• Conference notes to include next steps and goals with signatures of staff and parents</li> <li>• Evidence of family engagement activities (newsletters, signup sheets, etc.)</li> </ul>
FC. 2.4	A current Family Handbook is distributed to outline program policies and practices beyond those required by Certification.	<ul style="list-style-type: none"> <li>• Copy of Handbook</li> <li>• Evidence that handbook is updated to include policy updates and changes as necessary</li> </ul>
LM. 2.1	Program creates an annual operating budget, including a statement of income and expenditures. Program has a plan to address operational or organizational stability.	<ul style="list-style-type: none"> <li>• Evidence of a financial record keeping system to include information about surplus or deficit in operating budget</li> <li>• Profit and Loss Statement</li> <li>• Accounts payable/accounts receivable report</li> </ul>

LM. 2.2	Current personnel and program operation policies are utilized to support understanding of program policies, procedures, roles and responsibilities.	<ul style="list-style-type: none"> <li>• Copy of manual and evidence that it is shared with staff (sign off; staff acknowledgement)</li> <li>• Notice of updates to manual as needed</li> </ul>
LM. 2.3	Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences.	<ul style="list-style-type: none"> <li>• Copy of tracking document which shows consistent and regular review by staff. Tracking plans should be in progress and current, not a sample document</li> <li>• Action plans for any trends noted to include description of process implementation</li> </ul>
LM. 2.4	A system of site safety review is in place including strategies for supervising children.	<ul style="list-style-type: none"> <li>• 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</li> <li>• Completed site safety reviews</li> <li>• Copy of supervision policy or supervision checklist items</li> <li>• Action plans for any trends noted to include description of process implementation</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Copy of policy showing evidence of practice</li> <li>• Policies included in staff policy and procedure manual and family handbook</li> <li>• Copy of Caring for our Children or download version on site and available to all staff</li> <li>• Copy of forms used to outline care plans and completed care plans</li> <li>• Copy of medication logs with appropriate staff sign offs</li> </ul>

**STAR 3 & 4: MAINTAIN STAR 2 PERFORMANCE STANDARDS AND POINTS EARNED IN EACH STANDARD CATEGORY**

Criteria #	Performance Standard	Suggested Measurement / Evidence / Documentation
SQ.3.4.1	<p><b>Required Indicator</b> 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:</p> <ul style="list-style-type: none"> <li>• align with the Career Pathway;</li> <li>• show a progression in meeting professional development goals;</li> <li>• support educational advancement; and identify credit bearing education opportunities that address the needs and goals identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of IPDP’s with progress in meeting goals identified</li> <li>• Professional development and staff qualifications grid</li> <li>• Evidence of enrollment and attendance at event not captured on PD registry</li> <li>• Written program wide PD plan which incorporates IPDP plans</li> <li>• PD Registry transcripts</li> <li>• Documentation of where staff fall on career pathway</li> <li>• Program’s CQI Plan should reference PD needs as identified by program staff’s individual professional development plans.</li> </ul>
SQ.3.4.2	<p>25% or more of all teaching staff are enrolled in or have completed an academic program in child development, early care and education or related field to support achievement of their next education level.</p> <p>50% or more of all teaching staff are enrolled in or have completed an academic program in child development, early care and education or related field to support achievement of their next education level.</p> <p>25% of lead teachers have a minimum of an AA in ECE or related field and 50% of all additional teachers have or are enrolled in a CDA or higher ECE degree/ credential and Leadership team has at least one staff AA in ECE or related field or higher.</p>	<ul style="list-style-type: none"> <li>• List of staff indicating enrollment in academic programs                         <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> <li>• Copy of degree or diploma, certifications and transcripts</li> <li>• PD and staff qualification grid</li> <li>• Completed facility profile to ensure all required staff are included</li> <li>• Copy of degree audit from University showing completed credits, courses to be completed, program of study</li> </ul>



<p>SQ. 3.4.3</p>	<p>Professional development related to planning and implementing activities that support language development and academic achievement of children who are culturally and linguistically diverse must be completed by all teaching staff and program leadership within 1 year of hire. Ongoing professional development plans reflect additional PD as relevant for staff.</p>	<ul style="list-style-type: none"> <li>• Professional development indicated in PD registry</li> <li>• Transcript or certificate demonstrating credit issued for course completion</li> <li>• Staff qualification grid</li> <li>• Tracking form showing completion of PD related to language development with date of PD and date of hire for each staff</li> <li>• Documentation of attendance at conferences</li> </ul>
<p>SQ. 3.4.4</p>	<p>Professional development regarding the support of social and emotional development of children must be completed by all teaching staff and program leadership within 1 year of hire. Possible topics include: Pyramid Model; Social and Emotional Development; and Infant Early Childhood Mental Health. Ongoing professional development plans reflect additional PD as relevant for staff.</p>	<ul style="list-style-type: none"> <li>• Professional development indicated in PD registry</li> <li>• Transcript demonstrating credit issued for course completion</li> <li>• 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</li> <li>• Documentation of attendance at conferences</li> </ul>
<p>SQ.3.4.5</p>	<p>Professional development that promotes positive interactions with children and families must be completed by all teaching staff and program leadership within 1 year of hire. Ongoing professional development plans reflect additional PD as relevant for staff.</p>	<ul style="list-style-type: none"> <li>• Professional development indicated in PD registry</li> <li>• Transcript demonstrating credit issued for course completion</li> <li>• 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</li> <li>• Documentation at attendance at conferences</li> </ul>

<p>SQ.3.4.6</p>	<p>Professional development in the curriculum selected by the program must be completed by all teaching staff and program leadership within 1 year of hire. Ongoing professional development plans reflect additional PD as relevant for staff.</p>	<ul style="list-style-type: none"> <li>• Professional development indicated in PD registry</li> <li>• Transcript demonstrating credit issued for course completion</li> <li>• Tracking form showing completion of PD related to curriculum in use by program with date of PD and date of hire for each staff</li> <li>• Documentation of attendance at conferences</li> </ul>
<p>SQ.3.4.7</p>	<p>Professional development in the administration of the Program's adopted developmental screening tool must be completed by all teaching staff and program leadership within 1 year of hire. Ongoing professional development plans reflect additional PD as relevant for staff.</p>	<ul style="list-style-type: none"> <li>• Professional development indicated in PD registry</li> <li>• Transcript demonstrating credit issued for course completion</li> <li>• 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</li> <li>• Documentation of attendance at conferences</li> </ul>
<p>SQ.3.4.8</p>	<p>Professional development in the administration of observation-based assessment of children's development must be completed by all teaching staff and program leadership within 1 year of hire. Ongoing professional development plans reflect additional PD as relevant for staff.</p>	<ul style="list-style-type: none"> <li>• Professional development indicated in PD registry</li> <li>• Transcript demonstrating credit issued for course completion</li> <li>• 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</li> <li>• Documentation of attendance at conferences</li> </ul>

<p>SQ.3.4.9</p>	<p>Professional development that prepares staff to work with young children who have special needs must be completed by all teaching staff and program leadership within 1 year of hire. Possible topics could include: strategies for supporting inclusion; supporting teacher-child interactions; supporting English language learners (ELL); cultural competence; transition; and the Strengthening Families' Protective Factors. Ongoing professional development plans reflect additional PD as relevant for staff.</p>	<ul style="list-style-type: none"> <li>Professional development indicated in PD registry</li> <li>Transcript demonstrating credit issued for course completion</li> <li>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</li> <li>Documentation of attendance at conferences</li> </ul>
<p>SQ.3.4.10</p>	<p>Non-instructional staff receive information and professional development on: developmentally appropriate practices; diversity; age-appropriate standards; and appropriate child adult interactions. Note: Non-instructional household members, volunteers and/or staff include: lunch assistants, bus drivers, maintenance personnel. Non-instructional staff can be employed by the program or serve as volunteers.</p>	<ul style="list-style-type: none"> <li>Samples of information distributed</li> <li>Sign in sheets for professional development activities for non-instructional staff</li> <li>Tracking form showing completion of PD by non-instructional staff</li> <li>Transcript demonstrating credit issued for course completion</li> <li>Documentation of attendance at conferences</li> </ul>
<p>EC.3.4.1</p>	<p>Program implements an approved developmentally and culturally appropriate learning curriculum that is responsive to the emerging and changing interests of young children, aligns with the PA ELS, is play based, and represents a balance of active and passive learning opportunities. Note: <b>SACC</b> only programs do not have to have an approved curriculum approved by OCDEL but they do need to show that the curriculum is aligned to PA ELS standards.</p>	<ul style="list-style-type: none"> <li>Curriculum aligned with PA ELS or follow process for documenting alignment</li> <li>Demonstrate implementation through lesson plans</li> <li>Staff policy and procedure manual discusses use of developmentally appropriate learning curriculum</li> <li>Family handbook discusses use of developmentally appropriate learning curriculum</li> </ul>

<p>EC.3.4.2</p>	<p>Program utilizes a valid and reliable observation-based assessment (in accordance with the tools recommendations). Program maintains internal data regarding child outcomes, and is prepared to share this data with Pennsylvania state partners for research and evaluation.</p>	<ul style="list-style-type: none"> <li>• Assessment instrument information available</li> <li>• Documentation of child assessments</li> <li>• Documentation of data collected</li> <li>• PELICAN demographics</li> <li>• Evidence of modification of practices based on data</li> </ul>
<p>EC.3.4.3</p>	<p>Results from observation-based assessments of children’s development are used for curriculum planning and instruction, individual child planning, and referral to community resources. Teachers modify practices based on child assessment data. Accommodations are based on individual strengths /needs. Observation-based assessment results are shared with families.</p>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Copies of lesson plans showing individualization of activities</li> <li>• Materials for different abilities and interests</li> <li>• Individualization shown in children’s records after assessments</li> <li>• Examples of referrals to community resources (where applicable)</li> <li>• Screening and Assessment Policy</li> <li>• Family Reports</li> <li>• Evidence of family conferences</li> <li>• Conference notices and meeting notes</li> <li>• Copies of signed parent teacher conference reports and/or assessment results</li> <li>• Process and documentation of information shared with</li> </ul>

		families that do not attend a conference
EC.3.4.4	Program policies / practices are in place to support language development and academic achievement of children who are culturally and linguistically diverse. Children whose first language isn't English are supported in using home language, gestures, communication devices, sign language, etc. when needed.	<ul style="list-style-type: none"> <li>• Copy of policies and practices related to supporting language development of children who are culturally and linguistically diverse</li> <li>• Topic is included in family handbook and staff policy and procedure manual</li> <li>• Home Language Policy</li> <li>• Labeling in home language</li> <li>• Materials, books, etc. in home language</li> </ul>
EC.3.4.5	<b>REQUIRED INDICATOR</b> The program has an ERS or CLASS program quality assessment, conducted by an OCDEL- approved assessor. A program must meet the minimum scores thresholds based on the instrument used. The PQA results are used by the program to inform their CQI Plan. Minimum score thresholds are based on the instrument utilized.	<ul style="list-style-type: none"> <li>• Assessment by OCDEL approved Program Quality Assessor</li> <li>• Copy of CQI Plan</li> <li>• Evidence of staff meetings and opportunities to support CQI goals</li> </ul>
EC. 3.4.6.	A program is invested in Continuous Quality Improvement and utilizes program observation instruments to inform their CQI plan and Technical Assistance Goals above and beyond their required ERS or CLASS assessments. A program thoughtfully chooses which POI may offer them the most valuable feedback and opportunities to grow. A list of suggested POIs that can be used to inform a program's CQI plan is available on the following page as well as on the PA Keys website.	<ul style="list-style-type: none"> <li>• Copy of CQI Plan</li> <li>• Evidence of thoughtful process used to choose Program Observation Instrument to further define their CQI Plan</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Family handbook policy</li> </ul>

FC.3.4.2	A minimum of two family conferences are offered per year to discuss children's strengths, progress, behavioral, social, and physical needs, and the family's goals for their child.	<ul style="list-style-type: none"> <li>• Family handbook policy</li> <li>• Conference notices to include sign-up sheets</li> <li>• Evidence of conference offerings</li> <li>• Conference notes to include next steps and goals with signatures of staff and parents</li> </ul>
FC.3.4.3	Program implements practices that support continuity of care to support continued, long-term relationships between a child and their primary teacher(s).	<ul style="list-style-type: none"> <li>• Family handbook policy</li> <li>• Documentation of implementation</li> <li>• List of activities for each age group transition</li> <li>• Evidence that staff follow children year to year</li> </ul>
FC.3.4.4	Families are engaged in ways that demonstrate their participation in shaping the policies and procedures of the program and encourages family networking.	<ul style="list-style-type: none"> <li>• Family handbook policy</li> <li>• Family group meeting agendas and meeting notes</li> <li>• Sign-in sheets</li> <li>• Evidence of activities offered</li> </ul>
FC.3.4.5	Opportunities for families to attend education workshops are provided or accessed 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 per year = 2 pts 2x per year = 3 pts	<ul style="list-style-type: none"> <li>• Documentation of communication with families</li> <li>• Flyers and invitations to meetings and events</li> <li>• Communication regarding workshops</li> </ul>
FC.3.4.6	The Strengthening Families Protective Factor Framework or a similarly focused evidence- based tool is used to assess engagement of and interactions with families.	<ul style="list-style-type: none"> <li>• Strengthening Families self-assessment tool and CQI plan that includes strengths and areas of growth and input from staff and families</li> </ul>

FC.3.4.7	A current 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.	<ul style="list-style-type: none"> <li>Evidence of community resource handbook/materials</li> <li>Evidence of community resource handbook and materials</li> <li>Information shared with families indicating materials is available and should be included in family handbook and available as needed</li> </ul>
FC.3.4.8	To support learning at home, a variety of methods are used to communicate with families about curriculum objectives, early care and education goals, and effective strategies.	<ul style="list-style-type: none"> <li>Evidence of communication strategies, e.g., newsletters, letters, family workshops, flyers</li> </ul>
LM.3.4.1	<p>A member of the program’s on-site leadership team is enrolled in or holds a current PA Director’s Credential.</p> <p>N/A for home-based programs</p>	<ul style="list-style-type: none"> <li>Documentation of enrollment</li> <li>Certificate of completion</li> </ul>
LM.3.4.2	Lead Teaching Staff are provided paid curriculum and lesson planning/preparation time away from children. 1 hour/month = 2 point. 2-3 hours/month = 3 points 4+ hours/month = 4 points	<ul style="list-style-type: none"> <li>Documentation of schedule for planning and preparation time</li> <li>Policy shared with staff</li> </ul>
LM.3.4.3	Annually, at least two classroom/group observations are conducted and feedback is provided to teachers regarding job performance based on the observations. Programs may choose to participate in self-reflection activities, peer support networks or community of practice.	<ul style="list-style-type: none"> <li>Copies of observations</li> <li>Policy in staff handbook</li> </ul>
LM.3.4.4	Annual performance evaluations based on job descriptions are provided in writing to all staff. Providers can utilize written feedback from enrolled families, Quality Coaches and technical assistance providers, Certification Representatives, peer support network, community of practice. Providers and staff receive opportunities to discuss their areas of strengths and opportunities for growth with supervisors and/or peers.	<ul style="list-style-type: none"> <li>Description of the annual performance evaluation process and copy of evaluation</li> <li>Policy shared with staff</li> </ul>
LM.3.4.5	<p>Employee benefits are available to full time staff (pro-rated for PT staff) and are explained in the program’s Policy and Procedure Manual.</p> <p>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</p>	<ul style="list-style-type: none"> <li>Copy of benefits offered (in staff handbook)</li> </ul>

LM.3.4.6	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. FCCHs document how they use self-reflection and family engagement to consider program's strengths and challenges to inform improvement.	<ul style="list-style-type: none"> <li>• Copy of benefits offered (in staff handbook)</li> </ul>
LM.3.4.7	A salary scale based on level of education/training and experience is utilized. Home-based programs demonstrate budget considerations that support fair compensation.	<ul style="list-style-type: none"> <li>• Copy of salary scale</li> </ul>
LM. 3.4.8	All staff members are offered regular personal breaks. FCC providers have a plan in place to ensure children are safe and supervised when taking care of personal needs.	<ul style="list-style-type: none"> <li>• Copy of schedule</li> <li>• Policy statement</li> </ul>
LM.3.4.9	Programs utilize PAS or BAS to self- assess and reflect on business and administrative practices.	<ul style="list-style-type: none"> <li>• Program Administration Scale Self assessment</li> <li>• Business Administration Scale Self assessment</li> </ul>
LM.3.4.10	Program utilizes a licensed or certified health professional or health care consultant to establish and maintain health policies above those required by certification.	<ul style="list-style-type: none"> <li>• Copy of work agreement</li> </ul>
LM 3.4.11	Program participates in shared services opportunities which support cost savings, greater efficiencies related to operations and/or program quality enhancements.	<ul style="list-style-type: none"> <li>• Copy of Shared Services Agreement</li> </ul>