



ECELS Tools to Meet Keystone STARS Standards

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DEDICATED TO THE HEALTH OF ALL CHILDREN™

Pennsylvania Chapter

Criteria #	Keystone STARS Standard	ECELS Recommended Resources
Staff Qualifications and Professional Development		
SQ.2.3	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.	Child Care Health Advocate Course ECELS Self-Learning Modules ECELS Webinars ECELS Workshops Medication Administration Workshop ECELS Developed Modules in the PD Registry on the following topics: Asthma, Infectious Disease, Safe Infant Sleep, Food Allergy Health and Safety: Beyond the Basics Workshops (Infant Toddler; Preschool and School Age)
Early Care and Education Program		
EC.2.1	Program conducts self-assessments using evidence-based tools and creates CQI Plan with goals and action items to support improvement	ECELS Health and Safety Checklist California Health and Safety Checklist Health and Safety Checklist for Home Based Family providers ECELS Technical Assistance CCHC Technical Assistance
EC.2.2	Pennsylvania’s Early Learning Standards are used as a resource for staff to support planning and documentation of children’s learning. Lessons plans reflect a balance of activities that support developmentally appropriate learning through play.	ECELS Tools to implement health education – Health Capsules EMail Alerts – Sign Up ECELS Self-Learning Modules

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		Content: Oral Health; Nutrition; Physical Activity and Injury Prevention
EC.2.3	A research-based developmental screening tool is used within 45 days of enrollment to identify children who may need additional evaluation and/or intervention strategies. 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. N/A for SACC only programs or for children enrolled in K-12 programs receiving SACC services at a Keystone STARS Program.	Share results of developmental screening with the child’s health care provider via the family. Early education professionals have valuable information to share with health professional to support the health of children.
EC.2.4	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	Model Child Care Health Policies - Section 10: Health Plan ECELS Special Needs Care Plan and Process to Enroll : Care Plan Form and Explanation, Process to Support Enrollment, Care Plan Checklist ECELS Medical and Developmental Special Needs – Inclusive Practices Module ECELS Technical Assistance CCHC Technical Assistance American Academy of Pediatrics’ Manual, <i>Managing Chronic Health Needs in Child Care and Schools</i> , 2 nd Edition.
EC.2.5	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.	Model Child Care Health Policies - Section 3: Planned Program, Teaching, and Guidance ECELS Managing Challenging Behaviors in Young Children Module ECELS Managing Challenging Behavior in School Age Children Module Managing Challenging Behaviors Webinar How to Encourage Positive Behavior Behavior Problems – An Overview ECELS Discipline Fact Sheet Repetitive Behavior Fact Sheet

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		Behavioral Data Collection Sheet ECELS Behavior Care Plan
Partnerships with Families and Communities		
FC.2.3	Program has a policy and/or practice in place to support and encourage family engagement. A minimum of one family conference is offered per year to discuss children’s progress and behavioral, social, and physical needs.	ECELS Technical Assistance CCHC Technical Assistance PA AAP Programs: Traffic Injury Prevention Project (TIPP); Healthy Teeth-Healthy Children and EPIC Obesity Health Capsules
FC.2.4	A current Family Handbook is distributed to outline program policies and practices beyond those required by Certification.	Model Child Care Health Policies - Section 18: Review and Revision of Policies, Plans, and Procedures Exclusion for Illness guidelines American Academy of Pediatrics’ Manual, <i>Managing Infectious Diseases in Child Care and Schools</i> , 4 th Edition, (Chapter 4).
Leadership and Management		
LM.2.2	Current personnel and program operation policies are utilized to support understanding of program policies, procedures, roles and responsibilities	Model Child Care Health Policies - Section 16: Human Resources/Personnel Policies Staff Health Protection Policies and Procedures Staff health (breaks/adult immunization/adaptations for child bearing and pregnant caregivers)
LM.2.3	Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences.	Incident Report Form Caring for Our Children, 3 rd Ed. (CFOC3) Appendix F - Enrollment Attendance Symptom Record Model Child Care Health Policies – Section 11: Care of Children and Staff Members Who Are Acutely Ill or Injured

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LM.2.4	A system of site safety review is in place including strategies for supervising children.	Active Play Safety Checklist Daily/Monthly Playground Maintenance Form ECELS Health and Safety Checklist California Health and Safety Checklist Health and Safety Checklist for Home Based Family Providers
LM.2.5	Program uses <i>Caring for our Children</i> to establish policies and practices regarding care plans for children with special needs, asthma, medical needs, food allergies, and medication administration.	Model Child Care Health Policies - Section 10: Health Plan Care Plan for Children with Special Needs Special Needs Care Plan Care Plan for Children with Special Needs and Process to Enroll Care Plan for A Child with Behavioral Concerns ECELS Developed Modules in the PD Registry on the following topics: Asthma, Food Allergy ECELS Medical and Developmental Special Needs – Inclusive Practices Module American Academy of Pediatrics’ Manual, <i>Managing Chronic Health Needs in Child Care and Schools</i> , 2 nd Edition.

STAR 3 and 4		
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Professional Development – All		
SQ.3.4.1	<p>Required Indicator Annual individualized professional development (PD) plans for each staff member are included in the program’s CQI Plan. PD Plans include a system to support the staff’s education and career development and are developed based on needs identified in the Big Ideas and Individual Professional Development Plan (IPDP). PD Plans:</p> <ul style="list-style-type: none"> • align with the Career Pathway; • show a progression in meeting professional development goals; • support educational advancement; and - identify credit bearing education opportunities that address the needs and goals identified. 	<p>Child Care Health Advocate Course ECELS Self-Learning Modules ECELS Webinars ECELS Developed Modules in the PD Registry on the following topics: Asthma, Infectious Disease, Safe Infant Sleep, Food Allergy</p> <p>Health and Safety: Beyond the Basics Medication Administration Workshop</p>
SQ.3.4.4	<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>	<p>ECELS Managing Challenging Behaviors in Young Children Module</p> <p>ECELS Managing Challenging Behavior in School Age Children Module Managing Challenging Behaviors Webinar</p>
SQ.3.4.5	<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>	<p>ECELS Infant Toddler SLM – Coming Soon!</p>
SQ.3.4.9	<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>	<p>ECELS Medical and Developmental Special Needs – Inclusive Practices Module</p>

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Early Care and Education Program		
EC.3.4.5	<p>REQUIRED INDICATOR 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.</p>	<p>Programs using ITERS – R; ECERS -R; ECERS-3 review the following scales for CQI: Personal Care Routines; Space and Furnishings; Program Structure; ECELS Technical Assistance CCHC Technical Assistance</p>
Partnerships with Families and Communities		
FC.3.4.1	<p>A plan is written and implemented describing procedures to refer families to appropriate social, mental health, educational, wellness, and medical services.</p>	<p>Model Child Care Health Policies -Section 1: Admission, Enrollment, Attendance; Section 2: Supervision and Provision of Social-Emotional Supportive Care; Section 11: Care of Children and Staff Members Who Are Acutely Ill or Injured; Section 13: Emergencies and Disasters Health Capsules EMail Alerts – Sign Up ECELS Technical Assistance CCHC Technical Assistance</p>
FC.3.4.5	<p>C.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 yr. =2 pt. 2x per year</p>	<p>PA AAP Programs: Traffic Injury Prevention Project (TIPP); Healthy Teeth-Healthy Children and EPIC Obesity ECELS Workshops (e.g. Head Bumps Matter) ECELS Technical Assistance CCHC Technical Assistance</p>
FC.3.4.7	<p>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.</p>	<p>Health Capsules ECELS website resources, search by topic, Email Alerts ECELS Technical Assistance CCHC Technical Assistance</p>

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Leadership and Management		
LM.3.4.1	A member of the program’s on-site leadership team is enrolled in or holds a current PA Director’s Credential N/A for home-based programs	Child Care Health Advocate Course
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.	Child Care Health Consultant Business Partnership Agreement Child Care Service Encounter Form ECELS Technical Assistance to locate and mentor a Child Care Health Consultant ECELS Choose and Use a Child Care Health Consultant Module
Bonus Points - 2 pts each (applicable ONLY to the specified Performance Standard Category)		
	Leadership and Management - Program participates in an organized effort to promote environmental health improvements in their early learning program, making their facility and program healthier and less likely to negatively affect the health of children and early learning program staff. (example: PA Healthy and Green Child Care)	Indoor Air Quality Module Work with CCHC to implement Eco-Healthy Child Care
	Partnerships with Families and Communities - Program participates in an organized effort to promote nutritional health for children. (example: farm to early learning, obesity prevention activities, food security initiatives)	Fitness and Nutrition: Moving and Munching - Supporting Wellness in Early Learning Programs Module Obesity (What Adults Can Do to Reduce Childhood Obesity) Workshop Work with CCHC to Implement Obesity Prevention Policy and Procedure
Continuous Quality Improvement (CQI) -Example 1 from STARS Manual (page 34)		
Risk Management Assessment	Use checklists to assess risk related to immunization; exclusion due to illness; documentation of monitoring supervision; injury risk in indoor and outdoor play; child and staff health. Plan to include policies and procedures to address these areas and support the identification of potential operational risks. Policies help address specify ways to reduce or eliminate risks.	ECELS Health and Safety Checklist California Health and Safety Checklist Health and Safety Checklist for Home Based Family providers Active Play Safety Checklist Model Child Care Health Policies - Sections 2: Supervision and Provision of Social-Emotional

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		Supportive Care; 10: Health Plan; Section 11: Care of Children and Staff Members Who Are Acutely Ill or Injured
Illness and Injury Tracking	Do children and/or staff have frequent illness or injury?	ECELS Technical Assistance CCHC Technical Assistance See STARS Standard LM 2.3
ERS (ITERS-R; ECERS-R; ECERS-3)	How are the program staff performing in Personal Care Routines, Space and Furnishings, Program Structure? What do scores indicate?	ECELS Technical Assistance CCHC Technical Assistance Based on content area, use resources in this document to make an improvement plan.

Contact ECELS for technical assistance at 800/243-2357 or ecels@paaap.org