



# Crosswalk of 2022 Keystone STARS Performance Standards to 2020 Keystone STARS Performance Standards

**July 1, 2022**

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### [Guide to the Keystone STARS Performance Standards Crosswalk Document](#)

This crosswalk document can be used to compare the most recent version of the Keystone STARS Performance Standards, released in 2020, to the new standards that will take effect on July 1, 2022.

The comparison of the individual quality indicators uses color coding to illustrate the indicators that were changed from the 2020 version of Keystone STARS Performance Standards to the 2022 version. If a quality indicator was changed in any way (language, formatting, addition of clarification), the previous version will be shown in **pink box background**. In cases where no changes were made to the quality indicator from the previous version, both versions of the indicator will be the same **blue box background** color.

STAR 1: Required Performance Standard

Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>CC.1</b>	<p><b>Certification and Compliance</b></p> <p>Early childhood education and school age programs holding a regular Certificate of Compliance from Pennsylvania’s Department of Human Services (DHS)</p> <p>Preschool programs holding a private academic license from the Pennsylvania Department of Education (PDE)</p>	<p><b>Certification and Compliance</b></p> <p>Early childhood education and school age programs holding a regular Certificate of Compliance from Pennsylvania’s Department of Human Services (DHS)</p> <p>Preschool programs holding a private academic license from the Pennsylvania Department of Education (PDE)</p>

STAR 2: Required Performance Indicators

Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>SQ 2.1</b>	<p>All current on-site Leadership Team* members and Teaching Staff* complete <i>Overview of Keystone STARS: Pennsylvania’s Quality Rating and Improvement System</i> by the time of their next designation occurring after October 1, 2022. Ongoing, all newly hired onsite Leadership Team and Teaching Staff complete the course within 90 days of hire unless previously completed.</p>	<p>All on-site Leadership Team* members and Teaching Staff* complete Keystone STARS 101 and 102 (within 90 days of hire)</p> <p>STARS 101 – Overview of STARS System and CQI Principles</p> <p>STARS 102 – Elements of Assessing and Building Quality</p> <p><b>Clarification for Family Child Care Homes (FCCH) and Group Child Care Homes (GCCH):</b> Owner/Operators fulfill the role of Program Leadership.</p>
<b>SQ 2.2</b>	<p>On-site leadership team members* and teaching staff* <b>complete</b> their Profile (Career Pathway) in the Professional Development (PD) Registry within 60 days of hire. Annually, all onsite leadership team members and teaching staff must renew their Profile (Career Pathway) in the PD Registry. A profile is considered complete when Career Pathway status is listed as “<i>applied</i>” or “<i>verified</i>” in the PD Registry.</p>	<p>On-site leadership team members and teaching staff complete their profile in the Professional Development (PD) Registry within 60 days of hire. A profile is considered complete when Career Pathway status is listed as “<i>applied</i>” or “<i>verified</i>” in the PD Registry.</p>

Quality Indicator #	Quality Indicator	Previous Quality Indicator
<p><b>SQ 2.3</b></p>	<p>All onsite program leadership team members* and teaching staff* complete their Professional Development Plans (PDP) in the PD Registry to support educational achievement and professional growth.</p> <p>These PDPs are:</p> <ul style="list-style-type: none"> <li>• based on individual needs identified in the PD Self-Assessment using the Big Ideas Framework</li> <li>• informed by internal assessments using evidence-based tools</li> <li>• informed by instructional observations or performance evaluations</li> <li>• include goals to support further education</li> <li>• updated annually at a minimum</li> <li>• used to inform program’s CQI plan and overall PD activities</li> </ul> <p><b>Clarification for FCCH and GCCH:</b> When FCCH and GCCH leadership teams include additional peers or support persons, they should be included in the PD Plans.</p>	<p>All on-site program leadership team members and teaching staff complete Professional Development Plans (PDP) in the PD Registry to support educational achievement and professional growth.</p> <p>These PDPs are:</p> <ul style="list-style-type: none"> <li>• based on individual needs identified in Big Ideas Framework</li> <li>• informed by self-assessments using evidence-based tools</li> <li>• informed by performance evaluations</li> <li>• include goals to support further education</li> <li>• updated annually at a minimum</li> </ul> <p><b>Clarification for FCCH and GCCH:</b> Owner/Operators fulfill the role of Program Leadership. When FCCH and GCCH leadership teams include additional peers or support persons, they should be included in the PDPlans.</p>
<p><b>EC 2.1</b></p>	<p>Program develops a Continuous Quality Improvement (CQI) Plan that:</p> <ul style="list-style-type: none"> <li>• Is informed by annually conducted internal assessment(s)using an approved program observation instrument (POI)*</li> <li>• Is updated annually to:                             <ul style="list-style-type: none"> <li>○ Remove goals that were successfully met or deemed no longer relevant</li> <li>○ Add new long term and short-term goals</li> <li>○ Indicate progress in meeting previous CQI Plan’s goals</li> </ul> </li> <li>• Includes actions items to support overall quality improvement</li> </ul>	<p>Program develops a Continuous Quality Improvement (CQI) Plan that:</p> <ul style="list-style-type: none"> <li>• Is informed by internal assessment using an approved program observation instrument (POI) (please see the chart of approved POIs on page 37)</li> <li>• Includes both long-term and short-term goals</li> <li>• Includes actions items to support overall quality improvement</li> <li>• Updated annually to reflect achieved goals and new CQI activities that will be implemented</li> <li>• Includes goals for increasing staff qualifications</li> <li>• Includes goals beyond minimum requirements and actions steps under the program’s <i>Child Care Facility COVID-19 Health and Safety Plan</i></li> </ul>

Quality Indicator #	Quality Indicator	Previous Quality Indicator
	<ul style="list-style-type: none"> <li>• Includes goals for increasing staff qualifications</li> <li>• Includes goals beyond minimum requirements and actions steps under the program’s Child Care Facility COVID-19 Health and Safety Plan</li> </ul> <p>*Please see the chart of suggested POIs found in this document and the STARS Program Manual</p> <p>**There are 2 CQI plan templates in the Keystone STARS Program Manual</p>	<p>*There are two CQI plan templates in the Keystone STARS Program Manual. See the Glossary of Terms for additional information on CQI Plan.</p>
<p><b>EC 2.2</b></p>	<p>Lesson plans:</p> <ul style="list-style-type: none"> <li>• are developed using Pennsylvania’s Early Learning Standards (ELS) as a resource for staff to support planning and documentation of children’s learning</li> <li>• reflect a balance of activities that support developmentally appropriate learning through play</li> </ul>	<p>Lesson plans:</p> <ul style="list-style-type: none"> <li>• are developed using Pennsylvania’s Early Learning Standards (ELS) as a resource for staff to support planning and documentation of children’s learning</li> <li>• reflect a balance of activities that support developmentally appropriate learning through play</li> </ul>
<p><b>EC 2.3</b></p>	<p>A research-based developmental screening tool is used within 45 days of each child’s 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 screenings are communicated with families, support for referrals are offered as needed.</p> <p><b>Clarification for School Age Child Care (SACC):</b> N/A for SACC only programs or for children enrolled in K-12 programs receiving SACC services at a Keystone STARS Program. SACC programs will receive credit for meeting this indicator.</p>	<p>A research-based developmental screening tool is used within 45 days of each child’s 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 screenings are communicated with families, support for referrals are offered as needed.</p> <p><b>Clarification for School Age Child Care (SACC):</b> N/A for SACC only programs or for children enrolled in K-12 programs receiving SACC services at a Keystone STARS Program. SACC programs will receive credit for meeting this indicator.</p>



Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>EC 2.4</b>	Program adopts policies, practices, and supports regarding inclusion. The program develops a process to address the local steps in the OCDEL Inclusion Announcement, <i>Inclusion of All Children in Early Childhood Programs in Pennsylvania</i> . Programs may choose to collaborate with the local Early Intervention Program to support this activity.	Program adopts policies, practices, and supports regarding inclusion. The program develops a process to address the local steps in the OCDEL Inclusion Announcement, <i>Inclusion of All Children in Early Childhood Programs in Pennsylvania</i> . Programs may choose to collaborate with the local Early Intervention Program to support this activity.
<b>EC 2.5</b>	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. The program develops a process to address the local steps in the OCDEL Reduction of Suspension and Expulsion Announcement, <i>Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania</i> . Programs may choose to collaborate with the local Early Intervention Program to support this activity.	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. The program develops a process to address the local steps in the OCDEL Reduction of Suspension and Expulsion Announcement, <i>Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania</i> . Programs may choose to collaborate with the local Early Intervention Program to support this activity.
Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>FC 2.1</b>	Program has a written policy that states that Individualized Family Service Plan (IFSP), Individualized Educational Program (IEP), 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 IFSP/IEP meeting which must include family members, an early childhood teacher, Early Intervention (EI) specialists, and director or administrator.	Program has a written policy that states that Individualized Educational Plan (IEP) or Individualized Family Service Plan (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, Early Intervention (EI) specialists, and director or administrator.
<b>FC 2.2</b>	Program has a written policy to demonstrate how children are helped to transition between developmental stages. Policy includes a plan to	Program has a written policy to demonstrate how children are helped to transition between developmental stages. Policy includes a plan to share information with

Quality Indicator #	Quality Indicator	Previous Quality Indicator
	share information with families. Policies might include activities that support transition from: <ul style="list-style-type: none"> <li>• role as infant to older child in mixed age group,</li> <li>• teacher directed play to child directed play,</li> <li>• one classroom/group or program to the next,</li> <li>• preschool to kindergarten,</li> <li>• school age program to self-care,</li> <li>• one early learning program to another</li> </ul>	families. Policies might include activities that support transition from: <ul style="list-style-type: none"> <li>• role as infant to older child in mixed age group,</li> <li>• teacher directed play to child directed play,</li> <li>• one classroom/group or program to the next,</li> <li>• preschool to kindergarten,</li> <li>• school age program to self-care,</li> <li>• one early learning program to another</li> </ul>
<b>FC 2.3</b>	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 as well as the family’s goals for their child.	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 as well as the family’s goals for their child.
<b>FC 2.4</b>	A current Family Handbook is distributed to outline program policies and practices beyond those required by Certification.	A current Family Handbook is distributed to outline program policies and practices beyond those required by Certification.
Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>LM 2.1</b>	Program creates an annual operating budget, including a statement of income and expenditures. Program has a plan to address operational or organizational stability.	Program creates an annual operating budget, including a statement of income and expenditures. Program has a plan to address operational or organizational stability.
<b>LM 2.2</b>	Current personnel and program operation policies are distributed and utilized to support understanding of program policies, procedures, roles, and responsibilities.	Current personnel and program operation policies are utilized to support understanding of program policies, procedures, roles and responsibilities.
<b>LM 2.3</b>	Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences.	Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences.
<b>LM 2.4</b>	A system of overall site safety review is implemented which includes active supervision. Supervision strategies involve:	A system of overall site safety review is implemented which includes active supervision. Supervision strategies involve:



Quality Indicator #	Quality Indicator	Previous Quality Indicator
	<ul style="list-style-type: none"> <li>• active watching of,</li> <li>• listening to,</li> <li>• interacting with, and</li> <li>• monitoring of children in care at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• active watching of,</li> <li>• listening to,</li> <li>• interacting with, and</li> <li>• monitoring of children in care at all times.</li> </ul>
<b>LM 2.5</b>	Program uses <u>Caring for our Children</u> to establish policies and practices regarding care plans for children with special medical needs as well as medication administration.	Program uses <u>Caring for our Children</u> to establish policies and practices regarding care plans for children with special medical needs as well as medication administration.

STAR 3 & 4 Performance Standards: Combination of Required and Optional Indicators

Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>SQ 3.4.1</b>	<p><b>REQUIRED STAR 3 &amp; 4 INDICATOR:</b> Program implements a system to support the staff's education and career development which might include:</p> <ul style="list-style-type: none"> <li>• Working with the regional PDO to develop career plans including a focus on the credit-bearing coursework of their teaching staff</li> <li>• Determine overall PD needs of their teaching staff</li> <li>• Schedule on-site PD events to align with the training needs of teaching staff</li> <li>• Support teaching staff in enrolling in PD events and coursework</li> </ul>	<p><b>REQUIRED STAR 3 &amp; 4 INDICATOR:</b> A program's Continuous Quality Improvement (CQI) Plan is informed by the teaching staffs' PDPs. Based on a review of teaching staff PDPs, a program may:</p> <ul style="list-style-type: none"> <li>• Work with the local Professional Development Organization (PDO) and their ELRC to communicate overall PD and credit-bearing coursework needs of their teaching staff</li> <li>• Schedule on-site PD events to align with the training needs of teaching staff</li> <li>• Support teaching staff in enrolling in PD events and coursework</li> </ul>
<b>SQ 3.4.2</b>	<ul style="list-style-type: none"> <li>• 25% or more of all teaching staff are a Rising A or above on the PA Early Childhood Education (ECE) Career Pathway (10 points)</li> </ul>	<ul style="list-style-type: none"> <li>• 25% or more of all teaching staff are a Rising A or above on the PA Early Childhood Education (ECE) Career Pathway (10 points)</li> </ul>

	<ul style="list-style-type: none"> <li>• 50% or more of all teaching staff are a Rising A or above on the PA ECE Career Pathway (15 points)</li> <li>• <b>Clarification for FCCH and GCCH:</b> Owner/Operator is a Rising A or above on the PA ECE Career Pathway (15 points)</li> <li>• 25% of group supervisors/lead teachers are a Level B or above on the PA ECE Career Pathway, <b>and</b> 50% of all additional teaching staff are a Rising A or above on the PA ECE Career Pathway, <b>and</b> At least one member of the Leadership team is a Level B or higher on the PA ECE Career Pathways (20 points)</li> <li>• <b>Clarification for FCCH and GCCH:</b> Owner/Operator is a Level B or higher on the PA ECE Career Pathway (20 points)</li> </ul>	<ul style="list-style-type: none"> <li>• 50% or more of all teaching staff are a Rising A or above on the PA ECE Career Pathway (15 points)</li> <li>• <b>Clarification for FCCH and GCCH:</b> Owner/Operator is a Rising A or above on the PA ECE Career Pathway (15 points)</li> <li>• 25% of group supervisors/lead teachers are a Level B or above on the PA ECE Career Pathway, <b>and</b> 50% of all additional teaching staff are a Rising A or above on the PA ECE Career Pathway, <b>and</b> At least one member of the Leadership team is a Level B or higher on the PA ECE Career Pathways (20 points)</li> <li>• <b>Clarification for FCCH and GCCH:</b> Owner/Operator is a Level B or higher on the PA ECE Career Pathway (20 points)</li> </ul>
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Quality Indicator #	Quality Indicator	Previous Quality Indicator
SQ 3.4.3	Professional development** related to planning and implementing activities that support <b>language development and academic achievement of all children including those who are culturally and linguistically diverse</b> must be completed <b>by all teaching staff* and on-site program leadership* within 1 year of hire at current program or within last three years.</b> Ongoing professional development plans reflect additional PD as relevant for these staff.  <b>Search PD Registry for Courses coded as PA PSCECE Standard Areas 1, 4, and 5.</b>	Professional development* related to planning and implementing activities that support <b>language development and academic achievement of all children including those who are culturally and linguistically diverse</b> must be completed <b>by all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years.</b> Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)
SQ 3.4.4	Professional development** regarding the support of <b>social and emotional development of children</b> must be completed <b>by all teaching staff* and on-site program leadership* within 1 year of hire at current program or within last three years.</b> Possible topics include: Pyramid Model; Social and	Professional development* regarding the support of <b>social and emotional development of children</b> must be completed by <b>all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years.</b> Possible topics include: Pyramid Model; Social and Emotional Development; Trauma-

	<p>Emotional Development; Trauma-Informed Care; and Infant Early Childhood Mental Health. Ongoing professional development plans reflect additional PD as relevant for these staff.</p> <p><b>Search PD Registry for Courses coded as PA PSCECE Standard Areas 1, 4, 5, and 7.</b></p>	<p>Informed Care; and Infant Early Childhood Mental Health. Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>
<b>SQ. 3.4.5</b>	<p>Professional development** that promotes <b>positive interactions with children and families</b> must be completed by <b>all teaching staff* and on-site program leadership* within 1 year of hire at current program or within last three years.</b> Ongoing professional development plans reflect additional PD as relevant for these staff.</p> <p><b>Search PD Registry for Courses coded as PA PSCECE Standard Areas 1, 2, 3, and 4.</b></p>	<p>Professional development* that promotes <b>positive interactions with children and families</b> must be completed by <b>all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years.</b> Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>
<b>SQ 3.4.6</b>	<p>Professional development** in the <b>curriculum</b> selected by the program must be completed by <b>all teaching staff* and onsite program leadership* within 1 year of hire at current program or within last three years.</b> Additional PD is required only if the curriculum is updated or revised by the author/vendor or if leadership determines additional PD is indicative of quality teaching practices.</p> <p><b>Clarification for SACC only programs:</b> SACC only programs can earn points in the indicator if all teaching staff and onsite leadership team members take PD in PA PSCECE Standard Area 5.</p>	<p>Professional development* in the <b>curriculum</b> selected by the program must be completed by <b>all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years.</b> Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p> <p><b>Clarification for SACC only programs:</b> PD taken in topics relevant to working with school age populations including art, STEM, technology, etc. would fulfill this indicator. (2 points)</p>
<b>SQ 3.4.7</b>	<p>Professional development** in the administration of the program’s adopted <b>developmental screening tool</b> must be completed by <b>all teaching staff* and onsite program leadership* within 1 year of hire at current program or within last three years.</b> Additional PD is required only if the screening tool is</p>	<p>Professional development* in the administration of the program’s adopted <b>developmental screening tool</b> must be completed by <b>all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years.</b> Ongoing professional development plans reflect additional PD as relevant for</p>

	<p>updated or revised by the author/vendor or if leadership determines additional PD is indicative of quality teaching practices.</p> <p><b>Clarification for SACC only programs:</b> SACC only programs can earn points in the indicator if all teaching staff and onsite leadership team members take PD in PA PSCECE Standard Area 3.</p>	<p>staff.</p> <p><b>Clarification for SACC only programs:</b> PD taken in topics relevant to working with school age populations including identification of behavioral and health issues in older children, working with school districts to address concerns, etc. would fulfill this indicator. (2 points)</p>
<p><b>SQ 3.4.8</b></p>	<p>Professional development** in the administration of the program’s adopted <b>observation-based assessment</b> of children’s development must be completed <b>by all teaching staff* and onsite program leadership* within 1 year of hire at current program or within last three years.</b> Additional PD is required only if the assessment tool is updated or revised by the author/vendor or if leadership determines additional PD is indicative of quality teaching practices.</p> <p><b>Clarification for SACC only programs:</b> SACC only programs can earn points in the indicator if all teaching staff and onsite leadership team members take PD in PA PSCECE Standard Area 3.</p>	<p>Professional development* in the administration of the program’s adopted <b>observation-based assessment</b> of children’s development must be completed by <b>all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years.</b> Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>
<p><b>SQ 3.4.9</b></p>	<p>Professional development** that prepares staff to work with children with disabilities and other at-risk populations must be completed by <b>all teaching staff* and on-site program leadership* within 1 year of hire at current program or within last three years.</b> Possible topics include:</p> <ul style="list-style-type: none"> <li>• strategies for supporting inclusion</li> <li>• working with developmentally, culturally, linguistically and/or racially diverse populations</li> </ul>	<p>Professional development* that prepares staff to work with <b>children with disabilities and other at-risk populations</b> must be completed by <b>all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years.</b> Possible topics include:</p> <ul style="list-style-type: none"> <li>• strategies for supporting inclusion</li> <li>• working with developmentally, culturally, linguistically and/or racially diverse populations</li> <li>• Strengthening Families’ Protective Factors, and</li> </ul>

	<ul style="list-style-type: none"> <li>• Strengthening Families’ Protective Factors, and</li> <li>• working with families dealing with substance misuse and homelessness.</li> </ul> <p>Ongoing professional development plans reflect additional PD as relevant for these staff.</p> <p><b>Search PD Registry for Courses coded as PA PSCECE Standard Areas 1, 3, and 4.</b></p>	<ul style="list-style-type: none"> <li>• working with families dealing with substance misuse and homelessness.</li> </ul> <p>Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>
<p><b>SQ 3.4.10</b></p>	<p>Non-instructional staff receive information and professional development on topics of relevance which might include developmentally appropriate practices; diversity; age-appropriate standards; and appropriate child-adult interactions.</p> <p><b>Clarification:</b> Non-instructional staff may include household members, lunch assistants, bus drivers, and maintenance personnel. Non-instructional staff can be employed by the program or serve as volunteers.</p>	<p>Non-instructional staff receive information and professional development on topics of relevance which might include developmentally appropriate practices; diversity; age-appropriate standards; and appropriate child-adult interactions.</p> <p><b>Clarification:</b> Non-instructional staff may include household members, lunch assistants, bus drivers, and maintenance personnel. Non-instructional staff can be employed by the program or serve as volunteers.</p>
<p><b>Quality Indicator #</b></p>	<p><b>Quality Indicator</b></p>	<p><b>Previous Quality Indicator</b></p>
<p><b>EC 3.4.1</b></p>	<p>Program implements an OCDEL- approved developmentally and culturally appropriate learning curriculum* that:</p> <ul style="list-style-type: none"> <li>• is responsive to the emerging and changing interests of young children,</li> <li>• aligns with the PA ELS</li> <li>• is play based, and</li> <li>• represents a balance of active and passive learning opportunities</li> </ul> <p>*A current list of OCDEL-approved curricula can be found <a href="#">here</a></p>	<p>Program implements an OCDEL- approved developmentally and culturally appropriate learning curriculum* that is:</p> <ul style="list-style-type: none"> <li>• responsive to the emerging and changing interests of young children,</li> <li>• aligns with the PA ELS</li> <li>• is play based, and</li> <li>• represents a balance of active and passive learning opportunities</li> </ul> <p>*A current list of OCDEL-approved curricula can be found <a href="#">here</a>.</p> <p><b>Clarification for SACC only programs:</b> SACC-only programs do not have to use an OCDEL-approved</p>

Quality Indicator #	Quality Indicator	Previous Quality Indicator
	<p>Programs using a homegrown curriculum may apply to have their curriculum approved by contacting OCDEL at <a href="mailto:RA-PWPAELS@pa.gov">RA-PWPAELS@pa.gov</a></p> <p><b>Clarification for SACC only programs:</b> SACC-only programs do not have to use an OCDEL-approved curriculum. However, they do need to show that the curriculum they are using is aligned to PA ELS standards in order to meet this indicator.</p>	<p>curriculum. However, they do need to show that the curriculum they are using is aligned to PA ELS standards in order to meet this indicator.</p>
<p><b>EC 3.4.2</b></p>	<p>Program utilizes a valid and reliable observation-based assessment* of children’s development in accordance with the tool’s recommendations. Program maintains internal data regarding child outcomes and is prepared to share this data with Pennsylvania state partners for research and evaluation.</p> <p>*A current list of OCDEL-approved development assessment tools can be found <a href="#">here</a></p> <p><b>Clarification for Programs Serving School Age Children:</b> Programs who serve school age children are not required to perform an observation-based assessment for the school aged children if assessment information is made available from student’s school and/or the family.</p>	<p>Program utilizes a valid and reliable observation-based assessment of children’s development in accordance with the tool’s recommendations. Program maintains internal data regarding child outcomes and is prepared to share this data with Pennsylvania state partners for research and evaluation.</p> <p>*A current list of OCDEL-approved development assessment tools can be found <a href="#">here</a></p>
<p><b>EC 3.4.3</b></p>	<p>Results from observation-based assessments of children’s development are:</p> <ul style="list-style-type: none"> <li>• Used to inform curriculum planning and instruction,</li> <li>• Used for individual child planning</li> <li>• Evaluated for possible referrals to community resources, and</li> <li>• Shared with families.</li> </ul>	<p>Results from observation-based assessments of children’s development are:</p> <ul style="list-style-type: none"> <li>• Used to inform curriculum planning and instruction,</li> <li>• Used for individual child planning</li> <li>• Evaluated for possible referrals to community resources, and</li> <li>• Shared with families.</li> </ul>



Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>EC 3.4.4</b>	Program policies/practices are in place to support language development and academic achievement of all children including those who are culturally and linguistically diverse. Children whose first language is not English are supported in using home language, gestures, communication devices, sign language, etc. when needed.	Program policies/practices are in place to support language development and academic achievement of all children including those who are culturally and linguistically diverse. Children whose first language is not English are supported in using home language, gestures, communication devices, sign language, etc. when needed.
<b>EC 3.4.5</b>	<p><b>REQUIRED STAR 3 &amp; 4 INDICATOR</b> In partnership with a Quality Coach and an OCDEL-approved assessor, the program creates and implements an Internal Assessment Process plan that will inform and support CQI goals and opportunities for professional development.</p> <p>The Internal Assessment Process* includes:</p> <ul style="list-style-type: none"> <li>Identifying the members of the Internal Assessment Team (IA Team).</li> <li>Selecting a program observation instrument (POI) for each age group. Please see the chart of suggested POIs found in this document and the STARS Program Manual**</li> <li>Creating a timeline for the current year’s internal assessment activities including the completion of internal (or external when applicable) assessments and other action steps.</li> <li>Providing the completed assessments to the IA Team including the OCDEL-approved assessor (initial year completing this indicator and every three years thereafter)</li> <li>IA Team consultation with the OCDEL-approved assessor and Quality Coach for CQI Plan goals (initial year completing</li> </ul>	<p><b>REQUIRED STAR 3 &amp; 4 INDICATOR</b> In partnership with a Quality Coach and an OCDEL-approved assessor, the program creates an Internal Assessment Process that includes:</p> <ul style="list-style-type: none"> <li>Use of the approved program observation instrument(s) (POI) selected in EC 2.1 for assessment of practices in each classroom or enrolled age-group</li> <li>Addition of goals to CQI Plan based on information gathered during the internal assessment(s) that reflect the program’s priorities for growth (<b>must include goals and action steps for ongoing improvements to health and safety practices</b>)</li> <li>Additional elements as outlined by OCDEL</li> </ul> <p>*Please see the Keystone STARS Program Manual for additional information and an Internal Assessment Process Template.</p>

Quality Indicator #	Quality Indicator	Previous Quality Indicator
	<p>this indicator and every three years thereafter)</p> <p>*Please see the Keystone STARS Program Manual for additional information and an Internal Assessment Process Template.</p> <p>**Clarification: PAS and BAS which support LM 3.4.9 cannot be used as a POI for this quality indicator.</p>	
<p><b>EC 3.4.6</b></p>	<p>The program is invested in Continuous Quality Improvement and:</p> <ul style="list-style-type: none"> <li>• Includes within the IAP Plan required in EC 3.4.5 a minimum of one additional POI for internal assessment <b>OR</b> requests an external assessment for CQI completed by an OCDEL-approved assessor to support creating goals for growth and planning for professional development</li> <li>• carries out all other IAP activities as outlined in EC 3.4.5.</li> </ul> <p>Please see the chart of suggested POIs found in this document and the STARS Program Manual. *</p> <p>*Please see the Keystone STARS Program Manual for additional information and an Internal Assessment Process Template.</p> <p>**<b>Clarification:</b> PAS and BAS which support LM 3.4.9 cannot be used as a POI for this quality indicator.</p>	<p>The program is invested in Continuous Quality Improvement and:</p> <ul style="list-style-type: none"> <li>• Uses an additional POI, beyond the one used in EC 2.1 to inform their CQI Plan goals for classroom practice improvements. (A list of approved POIs can be found on page 37)</li> <li>• Consults with an OCDEL-approved assessor after completing internal assessments to review results for alignment with POI scoring rubric and Pennsylvania specific classroom quality practice guidelines</li> </ul>

Quality Indicator #	Quality Indicator	Previous Quality Indicator
FC 3.4.1	A plan is written and implemented describing procedures to refer families to social, mental health, educational, wellness, and medical services when appropriate.	A plan is written and implemented describing procedures to refer families to social, mental health, educational, wellness, and medical services when appropriate.
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.	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.
FC 3.4.3	Program implements practices that support continuity of care that help ensure children and families are engaged in continued, high-quality early learning experiences through stable relationships with caregivers and seeks to minimize the number of transitions children experience over the course of a day, week, program year, and to the extent possible, during the course of their participation with special emphasis on children aged birth to age three.	Program implements practices that support continuity of care that helps ensure children and families are engaged in continued, high-quality early learning experiences through stable relationships with caregivers.
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.	Families are engaged in ways that demonstrate their participation in shaping the policies and procedures of the program and encourages family networking. (3 points)
FC 3.4.5	Opportunities for families to attend education workshops are provided on topics such as: early literacy; adult/family literacy; positive family-child interactions; cultural awareness; substance misuse, 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.	Opportunities for families to attend education workshops are provided on topics such as: early literacy; adult/family literacy; positive family-child interactions; cultural awareness; substance misuse, 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.

	Ongoing, the program evaluates these activities in terms of participation and, as appropriate, develops and adds new goals to their CQI Plan aimed at improving family participation.	
<b>FC 3.4.6</b>	The Strengthening Families Protective Factor Framework or a similarly focused evidence-based tool is used to assess engagement of and interactions with families. The results of the self-assessment are used to inform the program’s CQI plan.	The Strengthening Families Protective Factor Framework or a similarly focused evidence-based tool is used to assess engagement of and interactions with families. The results of the self-assessment are used to inform the program’s CQI plan.
<b>FC 3.4.7</b>	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.	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.
<b>FC 3.4.8</b>	To support learning at home, a variety of methods are used to communicate with families about curriculum objectives, early childhood education goals, and effective strategies for supporting their child’s development.	To support learning at home, a variety of methods are used to communicate with families about curriculum objectives, early childhood education goals, and effective strategies for supporting their child’s development.
<b>Quality Indicator #</b>	<b>Quality Indicator</b>	<b>Previous Quality Indicator</b>
<b>LM 3.4.1</b>	<p>A member of the program’s on-site leadership team* is enrolled in or holds a current PA Director’s Credential or equivalent.</p> <p><b>Clarification for FCCHs and GCCHs:</b> This indicator is N/A for FCCH and GCCH programs. FCCHs and GCCHs will automatically receive 3 points for meeting this indicator.</p>	<p>A member of the program’s on-site leadership team is enrolled in or holds a current Pennsylvania Director’s Credential.</p> <p><b>Clarification for FCCHs and GCCHs:</b> This indicator is N/A for FCCH and GCCH programs. FCCHs and GCCHs will automatically receive 3 points for meeting this indicator.</p>

Quality Indicator #	Quality Indicator	Previous Quality Indicator
LM 3.4.2	<p>Group Supervisors/Lead Teachers* are provided paid curriculum and lesson planning/preparation time away from children.</p> <ul style="list-style-type: none"> <li>• 1 hour per month = 2 points</li> <li>• 2 - 3 hours per month = 3 points</li> <li>• 4+ hours per month = 4 points</li> </ul>	<p>Group Supervisors/Lead Teachers are provided paid curriculum and lesson planning/preparation time away from children.</p> <ul style="list-style-type: none"> <li>• 1 hour per month = 2 points</li> <li>• 2 - 3 hours per month = 3 points</li> <li>• 4+ hours per month = 4 points</li> </ul>
LM 3.4.3	<p>Annually, at least two classroom/group observations are conducted, and feedback is provided to teaching staff* regarding job performance and instructional strategies based on the observations.</p> <p><b>Clarification for FCCH and GCCHs:</b> FCCHs and GCCHs document how they use self-reflection activities, peer support networks, or communities of practice to inform their classroom practices.</p>	<p>Annually, at least two classroom/group observations are conducted, and feedback is provided to teaching staff regarding job performance based on the observations.</p> <p><b>Clarification for FCCH and GCCHs:</b> FCCHs and GCCHs document how they use self-reflection activities, peer support networks, or communities of practice to inform their classroom practices</p>
LM 3.4.4	<p>Annual performance evaluations based on job descriptions are provided in writing to all teaching staff*. The evaluations can utilize written feedback from enrolled families, quality coaches and technical assistance providers, certification representatives, peer support network, instructional observations, and their community of practice. Teaching staff receive opportunities to discuss their areas of strengths and opportunities for growth with supervisors and/or peers. Annual performance evaluations are used to shape teaching staff's* PDPs.</p> <p><b>Clarification for FCCHs and GCCHs:</b> FCCHs and GCCHs document how they use self-reflection activities, peer support networks, or communities of practice to inform their classroom practices.</p>	<p>Annual performance evaluations based on job descriptions are provided in writing to all teaching staff. The evaluations can utilize written feedback from enrolled families, quality coaches and technical assistance providers, certification representatives, peer support network and their community of practice. Staff receive opportunities to discuss their areas of strengths and opportunities for growth with supervisors and/or peers. Annual performance evaluations are used to shape staff's PDPs.</p> <p><b>Clarification for FCCHs and GCCHs:</b> FCCHs and GCCHs document how they use self-reflection activities, peer support networks, or communities of practice to inform their classroom practices.</p>
LM 3.4.5	Employee benefits are available to full time staff (pro-	Employee benefits are available to full time staff (pro-rated

Quality Indicator #	Quality Indicator	Previous Quality Indicator
	<p>rated for PT staff) and are explained in the program’s policy and procedure manual.</p> <ul style="list-style-type: none"> <li>• 1 benefit = 1 pt.</li> <li>• 2 benefits = 2 pts.</li> <li>• 3 or more benefits = 3 pts.</li> </ul> <p>Employee benefits may include health insurance, paid time off, child care, education compensation, etc.</p> <p><b>Clarification for FCCHs and GCCHs: FCCHs and GCCHs</b> should be able to demonstrate paid benefits for owner/operators such as paid planning time, vacation time, health benefits, and retirement.</p>	<p>for PT staff) and are explained in the program’s policy and procedure manual.</p> <ul style="list-style-type: none"> <li>• 1 benefit = 1 pt.</li> <li>• 2 benefits = 2 pts</li> <li>• 3 or more benefits = 3 pts</li> </ul> <p>Employee benefits may include health insurance, paid time off, child care, education compensation, etc.</p> <p><b>Clarification for FCCHs and GCCHs: FCCHs and GCCHs</b> should be able to demonstrate paid benefits for owner/operators such as paid planning time, vacation time, health benefits, and retirement.</p>
<p><b>LM 3.4.6</b></p>	<p>Staff meetings are held at least once per month with the expectation that all teaching staff* are in attendance for a portion of the meetings. Agendas are focused on professional development activities, consistency in best practices, and quality.</p> <p><b>Clarification for FCCHs and GCCHs: FCCHs and GCCHs</b> document how they use self-reflection, peer support networks, communities of practice, and family engagement to consider program’s strengths and challenges to inform improvement.</p>	<p>Staff meetings are held at least once per month with the expectation that all teaching staff are in attendance for a portion of the meetings. Agendas are focused on professional development activities, consistency in best practices and quality.</p> <p><b>Clarification for FCCHs and GCCHs: FCCHs and GCCHs</b> document how they use self-reflection, peer support networks, communities of practice, and family engagement to consider program’s strengths and challenges to inform improvement.</p>
<p><b>LM 3.4.7</b></p>	<p>A salary scale based on level of education/training and experience is utilized.</p> <p><b>Clarification for FCCHs and GCCHs: FCCHs and GCCHs</b> demonstrate budget considerations that support fair compensation.</p>	<p>A salary scale based on level of education/training and experience is utilized.</p> <p><b>Clarification for FCCHs and GCCHs: FCCHs and GCCHs</b> demonstrate budget considerations that support fair compensation.</p>
<p><b>LM 3.4.8</b></p>	<p>All staff members are offered daily regular personal breaks.</p> <p><b>Clarification for FCCHs and GCCHs: FCCHs and GCCHs</b> have a plan in place to ensure children are safe</p>	<p>All staff members are offered daily regular personal breaks.</p> <p><b>Clarification for FCCHs and GCCHs: FCCHs and GCCHs</b> have a plan in place to ensure children are safe and supervised when staff are taking care of personal needs.</p>



Quality Indicator #	Quality Indicator	Previous Quality Indicator
	and supervised when staff are taking care of personal needs.	
<b>LM 3.4.9</b>	Programs utilize PAS or BAS as an internal assessment to reflect on business and administrative practices. <ul style="list-style-type: none"> <li>Program adds the PAS/BAS to their IAP Plan for the year and works with the IAP Team including the Quality Coach and OCDEL-approved assessor to carry out all IAP activities as outlined in EC 3.4.5. using this additional POI.</li> </ul>	Programs utilize PAS or BAS as an internal assessment to reflect on business and administrative practices. Information obtained from the internal assessment is used to inform the program's CQI plan.
<b>LM 3.4.10</b>	Program utilizes a licensed or certified health professional or health care consultant to establish and maintain health policies above those required by certification.	Program utilizes a licensed or certified health professional or health care consultant to establish and maintain health policies above those required by certification.
<b>LM 3.4.11</b>	Program participates in shared services opportunities which support cost savings, greater efficiencies related to operations, and/or program quality enhancements.	Program participates in shared services opportunities which support cost savings, greater efficiencies related to operations, and /or program quality enhancements.

<b>Bonus Points – (2 pts. Each) Bonus points are applicable ONLY to the Performance Standard Category specified. Programs can earn a maximum of 2 points within each Bonus Point category; (i.e., a program who participates in both Farm to ECE and NAP SACC would not be eligible to receive 4 points within the Partnerships with Families and Communities Bonus Points Category)</b>	
<b>Performance Standard Category &amp; Related Quality Initiative</b>	<b>Bonus Pts. Earned</b>
<b>Early Childhood Education Program</b> - Program participates in the implementation of Positive Behavioral Interventions and Supports (PBIS) and has been recognized for fidelity Implementation by the PA PBIS Network	
<b>Leadership and Management</b> - Program utilizes the After-School Quality (ASQ) Team Approach to develop a CQI Plan	
<b>Leadership and Management</b> - 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. (PA Eco Healthy Child Care)	
<b>Partnerships with Families and Communities</b> - Program participates in an organized effort to promote nutritional health for children. [Farm to Early Childhood Education (ECE), PA Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC), Child and Adult Care Food Plan (CACFP)]	