



KEYSTONE STARS PERFORMANCE STANDARDS

Effective July 1, 2022

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Changes to the Keystone STARS Performance Standards, Effective July 1, 2022

For clarity, the updates that have been made in the 2022 Keystone STARS Performance Standards are outlined below by Performance Category.

Updates and Edits to the Staff Qualifications and Professional Development (SQ) Indicators:

- SQ 2.1 – Indicator has been updated to reflect the new training entitled *Overview of Keystone STARS: Pennsylvania’s Quality Rating and Improvement System*. This new course will replace the STARS 101 **and** STARS 102 effective July 1, 2022. All onsite leadership team members and teaching staff will need to take this new training by the time of their next designation occurring after October 1, 2022. Ongoing, all newly hired onsite Leadership Team and Teaching Staff will be required to complete the course within 90 days of hire unless previously completed.
- SQ 2.2 – Indicator has been updated to include the expectation that Professional Development (PD) Registry profiles must be renewed annually even if no changes have taken place. Updating one’s PD Registry will result in one’s Career Pathway (CP) placement being renewed as well.
- SQ 2.3 – Indicator has been updated to require that a program use its staff’s PD Plans to inform its Continuous Quality Improvement (CQI) Plan.
- SQ 3.4.1 – The indicator’s intent has been refocused on a program’s implementation of a system to support the staff’s education and career development based upon their PDPs.
- SQ 3.4.3 through SQ 3.4.9 – Indicators now include additional information about the Pennsylvania (PA) Professional Standards and Competencies for Early Childhood and Education (PSCECE) Standard Areas to which the PD Topic is most closely aligned. More information about the PA PSCECE can be found [here](#).
- SQ 3.4.6, SQ 3.4.7, and SQ 3.4.8 – Indicators now include the updated clarification that staff who take PD in each of these three vendor-related areas are **not** required to take additional training unless the author of the tool releases updates or changes to their product or leadership determines additional PD is indicative of quality teaching practices.

Updates and Edits to the Early Childhood and Education Program (EC) Quality Indicators:

- EC 2.1 – Clarifications to indicator were made to more clearly identify the annual expectations related to (CQI) plans.
- EC 3.4.1 – Additional information added to indicator regarding process for applying to have homegrown curriculum approved by OCDEL.
- EC 3.4.2 – Clarification specific for programs serving School-Age children has been added. Programs who serve school age children are not required to perform an observation-based assessment for school aged children if assessment information is made available from student’s school and/or the family and the provided assessment includes evidence of assessment across all learning domains covered in the Pennsylvania Early Learning Standards.
- EC 3.4.5 – Additional information has been added to the indicator enhancing the expectations related to the Internal Assessment Process (IAP). Additional information on the changes to the IAP can be found later in this document and in upcoming related

Policy Announcements.

- EC 3.4.6 – Additional information has been added to the indicator enhancing the expectations related to the use of an additional Program Observation Instrument (POI) and clarifying that neither the Program Administration Scale (PAS) or the Business Administration Scale (BAS) can be used as the additional POI for the indicator. Additional information on the changes to the IAP can be found later in this document and in upcoming related Policy Announcements.

Updates and Edits to the Partnerships with Families and Communities (FC) Quality Indicators:

- FC 3.4.3 – Additional information has been added to the quality indicator which further defines the concept of continuity of care.
- FC 3.4.5 – Additional language has been added to the quality indicator which requires that programs evaluate educational workshop activities in terms of participation and, as appropriate, develops and adds new goals to their CQI Plan related to improving participation.

Updates and Edits at the Leadership and Management (LM) Quality Indicators:

- LM 3.4.1 - Clarification added to allow equivalency of a PA Director's Credential to meet the indicator.
- LM 3.4.3 - Language added to ensure that classroom observations of teaching staff offer feedback on their instructional strategies in addition to job performance.
- LM 3.4.4 – Language added to ensure that instructional observations can also be used to inform performance evaluations of teaching staff.
- LM 3.4.9 – Language added to indicator to ensure that all elements of the IAP, as outlined in EC 3.4.5, are met when using PAS and/or BAS as a POI.

Other Updates to Supplementary Information of 2022 Keystone STARS Performance Standards:

- The concept of the “Three I’s” or Intent, Implementation, and Impact is now included in the Introduction.
- Additional terms and definitions have been added to the Glossary including Continuity of Care, Instructional Observation, and Internal Assessment Team
- Definitions for Completed PD Registry Profile, Continuous Quality Improvement Plan, and Internal Assessment have been enhanced.
- Column has been renamed “Suggested, but Not Required, Evidence” to clarify that all items listed are not required of programs in order to show full implementation.
- Items listed under “Suggested, but Not Required, Evidence” have been further supplemented and clarified as needed.
- Questions listed under “Thoughtful Questions for Quality Coaches and Providers” have been supplemented and clarified as needed.
- Updated *PA Early Childhood Education Career Pathway for Educators and Qualifying Achievements* included in Standards.
- Updated chart of Program Observational Instruments (POI) included in Standards.

Additional Bonus Point Activity Added to Partnerships with Families and Communities

Beginning July 1, 2022, the Child and Adult Care Food Plan (CACFP) has been added as an OCDEL-approved Bonus Points quality initiative. Programs who demonstrate successful of CACFP will receive 2 Bonus Points in the FC Performance Standard area. More information about CACFP and expectations for Keystone STARS can be found in the 2022 Keystone STARS Program Manual as well on the PA Keys website. (www.pakeys.org)

Welcome to Keystone STARS

Keystone STARS is a program of Pennsylvania's Office of Child Development and Early Learning (OCDEL). Keystone STARS is a responsive system to improve, support, and recognize the continuous quality improvement (CQI) efforts of early learning programs in Pennsylvania. Our system is guided by three core principles:

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

Inclusion, diversity, equity, and respect are foundational values embedded in these principles.

Keystone STARS has four primary goals:

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

OCDEL's Keystone STARS Program supports all ECE programs in making quality improvements. Programs are encouraged to think about the Keystone STARS Performance Standards as a tool to support CQI that positively impacts services to the children and families in their care.

The Keystone STARS Performance Standards are intended to support programs in developing a meaningful, individualized CQI Plan. The standards are written to be respectful of the broad diversity of ECE providers in Pennsylvania. Keystone STARS is a hybrid system with required quality indicators at each STAR level combined with the additional ability to earn points among optional quality indicators at the STAR 3 and 4 levels.

Participation in Keystone STARS

All child care providers with a regular certificate of compliance issued by the Pennsylvania Department of Human Services (DHS) and preschool programs licensed by the Pennsylvania Department of Education (PDE) will be awarded a STAR 1 to indicate foundational achievement in meeting health and safety standards. Programs may choose to participate in ongoing quality improvement activities to move to higher STAR levels.

Structure of Keystone STARS

Keystone STARS has four levels:

- STAR 1 (Certification Compliance) – Programs must meet this required quality indicator before moving to a higher STAR Level
- STAR 2 (Required quality indicators) - Programs meet all required quality indicators at STAR 2 before moving to a higher STAR level
- STAR 3 (Combination of required quality indicators and optional points-based quality indicators) - Programs at STAR 3 must meet 2 required quality indicators (SQ 3.4.1 and EC 3.4.5) and earn a minimum of 70 percent of optional points available in each of the 4 Performance Standard categories
- STAR 4 (Combination of required quality indicators and optional points-based quality indicators) - Programs at STAR 4 must meet 2 required quality indicators (SQ 3.4.1 and EC 3.4.5) and earn a minimum of 85 percent of optional points available in each of the 4 Performance Standard categories

Programs can move directly to a higher STAR level without being designated at a lower level. For example, a STAR 2 program can move directly to a STAR 4 by successfully meeting all STAR 4 performance indicators without first being designated as a STAR 3.

Performance Standard Categories

There are 4 categories in Keystone STARS Performance Standards, each of which have quality indicators at STAR 2, 3 and 4 levels:

- Staff Qualifications and Professional Development (SQ) - There are three required Staff Qualifications and Professional Development quality indicators at STAR 2. At STAR 3 and 4, there is one required Staff Qualifications and Professional Development and nine optional points-based quality indicators.
- ECE program - There are five required ECE quality indicators at STAR 2. At STAR 3 and 4, there is one required ECE quality indicator and five optional points-based quality indicators.
- Partnerships with Families and Communities (FC) - There are four required Partnerships with Families and Communities quality indicators at STAR 2. At STAR 3 and 4, there are eight optional points-based quality indicators in this category.
- Leadership and Management (LM) There are five required Leadership and Management quality indicators at STARS 2. At STAR 3 and 4, there are 11 optional points-based quality indicators in this category.

Intent, Implementation, and Impact: The Three I's in Keystone STARS

When using the Keystone STARS Performance Standards, programs are encouraged to examine each individual quality indicator in terms of their Intent, Implementation, and Impact. Each of the 3 I's is explained in further detail below:

INTENT refers to the purpose of each quality indicator and their importance for the experiences of the children and families enrolled as well as to the program staff. Identifying the intent of each quality indicator will also help programs think about how they will implement the quality activity.

IMPLEMENTATION refers to the methods a program uses to carry out the intent of the quality indicator. When thinking about implementation strategies, it is important to realize that these strategies may look different in each program due to the flexibility built into the Keystone STARS Performance Standards. Implementation strategies can be thought of as what it might look like, feel like, and sound like in a program that is fully applying the intent of each quality indicator. The strategies a program chooses to implement

each quality indicator will dictate what sources of evidence and documentation the program will submit to their Quality Coach and Designator.

IMPACT refers to the how implementing the quality indicator will enrich, or positively impact, the experiences of children and families enrolled at the program. Beyond children and families enrolled at the program, the impact of the quality indicator can also be thought of in terms of how staff working at the program will be positively affected.

Through thinking about each STARS quality indicator in terms of the 3 I's, programs should:

- have a better understanding of the purpose and importance of each quality indicator for the experiences of children and families enrolled at the program as well as for program staff. (INTENT)
- be able to demonstrate the explain how they are meeting the intent of the indicator within their program (IMPLEMENTATION)
- be able to explain how children and families in their program are positively affected by the quality activity (IMPACT)

Continuous Quality Improvement in Keystone STARS

Keystone STARS is designed to help early childhood education programs develop and implement a continuous quality improvement (CQI) plan that will guide the program in ongoing self-evaluation activities to identify areas where growth would be most beneficial to the children and families served as well as to the overall program.

A program's CQI Plan is a roadmap of activities that builds on existing strengths and includes areas for growth to improve the daily practices and increase staff knowledge. The CQI Plan should reflect a program's journey and growth, including progress toward current goals and new goals for additional improvements. CQI Plans are dynamic, change over time and reflect the total program. CQI plan goals may include but are not limited to:

- Growth in classroom practices
- Growth in family engagement
- Growth in the professional development of program staff
- Growth in leadership and management practices

At STAR 2 (EC 2.1) and above, programs begin their journey in CQI planning by creating a required CQI Plan that:

- Is informed by annually conducted internal assessment using an approved program observation instrument (POI)
- Is updated annually to:
 - Remove goals that were successfully met or deemed no longer relevant
 - Add new long term and short-term goals
 - Indicate progress in meeting previous CQI Plan's goals
- Includes actions items to support overall quality improvement
- Includes goals for increasing staff qualifications
- Includes goals beyond minimum requirements and actions steps under the program's Child Care Facility COVID-19 Health and Safety Plan

At STAR 3 and STAR 4, a culture of ongoing CQI ensures that programs routinely evaluate their strengths and expand their CQI Plan activities to maintain existing quality and continue to grow new practices that support children and families. Throughout the development and

updating of the CQI plan, programs should connect with their Quality Coach and other relevant STARS supports to enhance their CQI journey.

As part of all Keystone STAR 2, 3, and 4 designations and annual reviews, programs are required to submit a copy of their updated annual CQI Plan to their Quality Coach as a source of evidence. Annual updates should include a review of the previous CQI Plan and:

- Summarize progress made toward achievement of both short-term and long-term goals
- Identify new goals and action steps based on reflective activities, internal or external assessments and other work related to the STARS Indicators
- Discuss any goals no longer deemed necessary
- Indicate individuals responsible for achieving goals

The Internal Assessment Process in the 2022 Keystone STARS Performance Standards

Opportunities for programs to collaborate with a member of the Program Quality Assessment (PQA) team began in 2020 and will continue until further notice from OCDEL.

Beginning in 2022, programs renewing or moving to STAR 3 or STAR 4 must share their most recent internal assessment results and CQI plan with a PQA team member. Using the internal assessment results and other relevant information, the program and assessor work together, along with a Quality Coach to create CQI goals informed by the internal assessment, address challenges related to incorporating new goals, and plan for next steps.

Programs working toward or renewing at STAR 3 or 4 may also elect to include an optional activity (EC 3.4.6) into their CQI Plan by adding a minimum of one additional program observation instrument (POI) to their IAP Plan beyond the one selected at EC 3.4.5. Additionally they may request that an OCDEL-approved assessor complete an external assessment for additional CQI support. Programs that elect to complete LM 3.4.9 also include their use of PAS/BAS in their Internal Assessment Process plan, share their most recent internal assessment results with a PQA team member and collaborate with the assessor and their Quality Coach to create CQI plan goals.

Programs designating or renewing at STAR 1 or STAR 2 are also invited to collaborate with the Program Quality Assessment team and their Quality Coach as they begin building their CQI plan.

Keystone STARS Bonus Point Quality Initiatives for STAR 3 and 4 Programs

At STAR 3 and STAR 4, programs can earn additional points by implementing OCDEL-approved quality initiatives. These bonus point quality initiatives allow for programs to earn 2 points that can be applied to specific Performance Standard categories. More information about the current Bonus Point Quality Initiatives can be found on the Pennsylvania Key website at www.pakeys.org as well as in the Keystone STARS Program Manual.

Glossary of Terms

Completed PD Registry Profile: A profile is considered complete when an individual's Career Pathway status is listed as *applied* or *verified* in the PD Registry. For support in completing a Profile in the PD Registry, go to www.pakeys.org. All program staff at STAR 2 programs and above must complete their profile in the PD Registry (SQ 2.1) within 60 days of hire at a program. Ongoing, all staff must update their PD Registry profile annually which will automatically renew their Career Pathway placement.

Continuity of Care: The practice in which primary caregivers and children stay together for as long as possible, preferably for the children's first 3 years, creating opportunities for caregiver-child, caregiver-family, and child-child relationships to develop and deepen over time (Lally & Mangione, n.d.). Continuity of care seeks to minimize the number of transitions that children experience over the course of the day, week, program year, and to the extent possible, during their enrollment, with special attention on children aged birth to age three.

Continuous Quality Improvement (CQI) Plan: A CQI plan can be thought of as a roadmap of activities that builds on existing strengths and includes areas for growth to improve the daily practices and increase staff knowledge. The CQI Plan should reflect a program's journey and growth, including progress toward current goals and new goals for additional improvements. CQI Plans are dynamic, change over time, and reflect the total program.

Equivalent Degree: Institutions of higher education may offer early childhood degrees outside of their schools of education. These degrees are based in early childhood development and learning but may be named differently than Early Childhood Education (ECE). Institutions of higher education have submitted program listings and other documentation to the Pennsylvania Key to support that these degrees contain ECE core content. For a list of equivalent degrees, go to National Association of Education of Young Children's Degree Finder at <https://degreefinder.naeyc.org/>

Group Supervisors/Lead Teachers: Strong, high-quality programs encourage teamwork and support across classrooms. Group Supervisors/Lead Teachers are considered educational leaders. These roles are filled by staff who meet specific credentials and have relevant experience, dispositions, and aptitude for this role. A Group Supervisor/Lead Teacher is responsible for an assigned group of children but also supports other teaching staff, sometimes even outside of his/her classroom. For DHS certification and Keystone STARS designation purposes, a minimum of 1 Group Supervisor/Lead Teacher is required for every group of 45 children.

Internal Assessment: The process of program staff observing current practices through the lens of a program observation instrument (POI). Internal assessment can be used for classroom and teaching practices as well as leadership/management and business practices. Internal assessment of classroom/teaching practices occur while children are present and engaged in activities. Observed practices are used to determine the current quality of key practices included in the specific POI. Internal assessment results are then used to support creating CQI Plan goals.

Instructional Observation: A formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Typically conducted by fellow teachers, administrators, or instructional specialists, instructional observations are often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques.

Internal Assessment Team: Program selected individuals that will work together to plan for and carry out all activities associated with yearly quality assessment of current program practices. At a minimum the team should include members from the program's leadership team, an ELRC Quality Coach, and an OCDEL-approved assessor. Programs are encouraged to consider other individuals for team membership including, but not limited to classroom staff, other coaching/TA individuals who work with the program, parents, etc.

Leadership Team: Members of the program leadership team can be teaching staff such as lead teachers, assistants, and aides but may also be non-instructional staff such as cooks, etc. Programs identify who makes up their leadership team but should consider any staff member who shows program insight and a willingness to help shape policy and procedures. Owner/Operators in Family Child Care Homes (FCCHs) and Group Child Care Homes (GCCHs) fulfill the role of Program Leadership.

Teaching Staff: Teaching staff refers to **all** staff who work directly with children including aides, assistant group supervisors/assistant teachers, and group supervisors/lead teachers who work a minimum of 500 hours per calendar year. Teaching staff responsibilities and duties may include, but are not limited to:

- Planning, implementing, and assisting of daily program activities under the guidance of the group supervisor
- Coordinating daily activities
- Provide coverage in maintaining ratio requirements such as covering breaks and nap rooms
- Provide extra coverage above and beyond ratio requirements.

STAR 1: Certification and Compliance (Must be Met Before Moving to Higher STAR Level)

Quality Indicator #	Quality Indicator	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
CC.1	<p>Certification and Compliance</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>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • DHS Certificate of Compliance • Private academic license through PDE 	N/A

Required STAR 1 Indicator Met: Yes No

STAR 2 Performance Standards (ALL STAR 2 Quality Indicators Must be Met in Order to Move to Higher STAR Level)

Quality Indicator #	Quality Indicator	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Staff Qualifications and Professional Development (*Refer to Glossary of Terms for definitions of Leadership Team and Teaching Staff)				
SQ 2.1	All current onsite Leadership Team* members and Teaching Staff* complete <i>Overview of Keystone STARS: Pennsylvania's Quality Rating and Improvement System (QRIS)</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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i> • <i>Facility Staff Qualification Grid</i> (located in Keystone STARS Program Manual) 	<p><i>How do you define who is part of your onsite leadership team?</i></p> <p><i>How do you ensure that current teaching staff and onsite leadership team members in your program have taken or are scheduled to the Overview of Keystone STARS: Pennsylvania's Quality Rating and Improvement System (QRIS) course?</i></p> <p><i>How do you ensure that newly hired teaching staff and onsite leadership team members in your program have taken or are scheduled to the Overview of Keystone STARS: Pennsylvania's Quality Rating and Improvement System (QRIS) course?</i></p>
SQ 2.2	Onsite leadership team members* and teaching staff* complete 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 "applied" or "verified" in the PD Registry.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Report</i> • <i>Facility Staff Qualification Grid</i> (located in Keystone STARS Program Manual) 	<p><i>When a new teaching staff or member of your onsite leadership team is hired at your program, how do you ensure they have completed their PD Registry Profile to the point at which their Career Pathway status shows as "applied" or "verified"?</i></p> <p><i>How do you ensure that your teaching staff and onsite leadership team members renew their PD Registry Profile annually?</i></p>
SQ 2.3	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. These PDPs are:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Report</i> • <i>Facility Staff Qualification Grid</i> (located in Keystone STARS Program Manual) 	<p><i>What sources of evidence are used to develop PDPs?</i></p> <p><i>Describe how leadership supports individual teaching staff's PD plan.</i></p>

	<ul style="list-style-type: none"> based on individual needs identified in the PD Self-Assessment using the Big Ideas Framework informed by internal assessments using evidence-based tools informed by instructional observations or performance evaluations include goals to support further education updated annually at a minimum used to inform program’s CQI plan and overall PD activities <p>Clarification for FCCH and GCCH: When FCCH and GCCH leadership teams include additional peers or support persons, they should be included in the PDPs.</p>			<p><i>What resources are available to teaching staff and onsite leadership team members as they develop short and long-term PD goals?</i></p> <p><i>Describe the extent to which PD plans are reviewed with teaching staff and onsite leadership team members.</i></p>
Quality Indicator #	Quality Indicator	Meets Standard?	Possible, but not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Early Childhood Education Program				
EC 2.1	<p>Program develops a Continuous Quality Improvement (CQI) Plan that:</p> <ul style="list-style-type: none"> Is informed by annually-conducted internal assessment(s) using an approved program observation instrument (POI)* Is updated annually to: <ul style="list-style-type: none"> Remove goals that were successfully met or deemed no longer relevant Add new long term and short-term goals Indicate progress in meeting previous CQI Plan’s goals Includes actions items to support overall quality improvement Includes goals for increasing staff qualifications Includes goals beyond minimum requirements and actions steps under the program’s Child Care Facility COVID-19 Health and Safety Plan 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Completed CQI plan using a template in the Keystone STARS Program Manual or program created CQI plan those addresses, at minimum, all information outlined in EC 2.1. Annual updates to CQI Plan template or program created CQI Plan to reflect completed/new goals Copy of annual internal assessment results Child Care Facility COVID-19 Health and Safety Plan 	<p><i>What is the process for creating, reviewing, and updating your program’s CQI plan?</i></p> <p><i>How do you review your current program practices and policies and use that information to inform your CQI plan?</i></p> <p><i>What sources of evidence do you use to inform your CQI Plan?</i></p> <p><i>Who has input into developing and reviewing your program’s CQI Plan?</i></p> <p><i>How do you work with a Program Quality Assessor to select and utilize your chosen program observation instrument?</i></p> <p><i>What type(s) of internal assessment(s) are used to inform your program’s CQI Plan? Have you attended training on</i></p>

	<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><i>the POI you have selected to support conducting internal assessments appropriately?</i></p> <p><i>Describe how your Child Care Facility COVID-19 Health and Safety Plan was used to inform your CQI Plan.</i></p>
<p>EC 2.2</p>	<p>Lesson plans:</p> <ul style="list-style-type: none"> are developed using Pennsylvania’s Early Learning Standards (ELS) as a resource for staff to support planning and documentation of children’s learning reflect a balance of activities that support developmentally appropriate learning through play 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Lesson plans from each class/age group that show:</p> <ul style="list-style-type: none"> references to PA ELS a balance of activities targeting the different key learning areas found within the PA ELS differentiation for children as appropriate 	<p>For Program Leadership: <i>What resources does your program offer to teaching staff in their creation of lesson plans that are based on PA ELS and/or individualized based on children’s differing abilities?</i></p> <p>For Teaching Staff: <i>Tell me how you develop your lesson plans and what resources you use to help in your planning.</i></p> <p><i>Explain how lesson plans are shared with program leadership before implementation.</i></p> <p><i>Tell me about a typical day in your classroom.</i></p>
<p>EC 2.3</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>Clarification for School Age Child Care (SACC): 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><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<ul style="list-style-type: none"> Identified screening tool Policy statements in family handbook and employee handbook regarding screening tools Parent/family signature showing information was shared Policy regarding offering referrals for supportive services as needed 	<p><i>Why did you choose _____ for your program’s screening tool?</i></p> <p><i>Describe your staff’s’ familiarity with the adopted screening tool.</i></p> <p><i>Explain any steps and/or supports you offer to your staff who conduct the screening to ensure the tool is being utilized with fidelity.</i></p> <p><i>What is the process for referring a family to community services when deemed appropriate?</i></p> <p><i>Can you tell me about a time when a referral was made based on screening results?</i></p>

				<p><i>Explain how screenings are tracked within your program.</i></p>
<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, <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.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<ul style="list-style-type: none"> • Program’s policy regarding inclusion • Associated practices regarding evidence of practice of inclusion • Collaborative meetings with Early Intervention, Intermediate Units, etc 	<p><i>How does your program seek to include all children, including those with disabilities, and their families?</i></p> <p><i>What steps has your program taken to implement more inclusive practices since the most recent Inclusion Announcement issued by OCDEL? What steps do you plan to take in the future?</i></p> <p><i>What local partners are you collaborating with in helping promote inclusive practices?</i></p> <p><i>What are some examples of inclusive practices in your classrooms?</i></p>
<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. 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.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<ul style="list-style-type: none"> • Program’s policy regarding reduction of suspension and expulsion • Associated practices regarding evidence of reducing suspension and expulsion • Data sources that track and support a reduction in suspensions/expulsions over time • Collaborative meetings with Early Intervention, Intermediate Units 	<p><i>How does your program seek to create a positive climate and focus on prevention of behavior issues?</i></p> <p><i>What policies does your program have in place that communicate clear, appropriate, and consistent expectations and consequences for disruptive behaviors?</i></p> <p><i>How does your program use family engagement to help reduce suspension and expulsion?</i></p> <p><i>Since the OCDEL Policy Announcement was released in 2017, what steps has your program taken to reduce suspension and expulsion? What steps do you plan to take in the future?</i></p>

Quality Indicator #	Quality Indicator	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Partnerships with Families and Communities				
FC 2.1	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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Policy regarding the use of IFSPs and IEPs to be used to inform practices • Associated practices regarding the use of IFSPs and IEPs to include discussion with families • IFSP and IEP meeting notes during which program staff were in attendance • Family acknowledgement form of program’s request to use IFSP or IEP to inform practices 	<p><i>How do you discuss your IFSP and IEP policy with families? Is this policy included in your family handbook?</i></p> <p><i>How do you help ensure your relevant teaching staff are included in IFSP and IEP meetings? Can you tell me about a particular instance in which this took place?</i></p> <p><i>How does your program use the information contained in the IFSP and IEP to inform classroom practices?</i></p>
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: <ul style="list-style-type: none"> • 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, • preschool to kindergarten, • school age program to self-care, • one early learning program to another 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Written transition policies • Transition information given to families (letter, meeting invitation) • Examples of transition plans for each age group or developmental stage 	<p><i>How do you help children as they transition from one age group, developmental stage, or classroom to another?</i></p> <p><i>How do you keep families informed of any upcoming transitions?</i></p> <p><i>Explain how you work with other learning programs to help with a child’s transition.</i></p> <p><i>Detail your connections with local school districts that help children transition to kindergarten.</i></p> <p><i>To what extent does your program help with other types of transitions such as a new baby, a move, custody changes, etc?</i></p>
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	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Family engagement policy and examples of activities held that engage families 	<p><i>How would you describe the term “family engagement?”</i></p>

	children’s progress and behavioral, social, and physical needs as well as the family’s goals for their child.		<ul style="list-style-type: none"> Family conference information and evidence of practice (invitation template, schedule of conferences, records of completed conferences) 	<p><i>What types of family engagement efforts have worked best in your program?</i></p> <p><i>Have you tried activities that were not successful in engaging families? What could you do differently?</i></p> <p><i>How has your program utilized the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework to help shape your family engagement policy and practices?</i></p> <p><i>Explain your program’s conference policy in terms of frequency, protocol, and what information is exchanged between families and your program.</i></p>
FC 2.4	A current Family Handbook is distributed to outline program policies and practices beyond those required by the OCDEL Bureau of Certification.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Handbook displayed in entrance area or prominent place for families Handbook that reflects current practices Documentation that families receive the handbook at time of enrollment 	<p><i>How often do you review your family handbook for accuracy and to ensure it reflects the most current information for your families?</i></p> <p><i>Who is involved in developing your family handbook?</i></p> <p><i>How do you help ensure families take time to review and understand the information in your handbook?</i></p>
Quality Indicator #	Quality Indicator	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Leadership and Management				
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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Financial record keeping system Operating budget 	<p><i>Describe how your program’s budget is developed. What are the key decision points in its development?</i></p> <p><i>If your program experienced a change in director or owner, how well would your program manage? What steps could you take now to ensure future success at navigating this change?</i></p>

				<p><i>What are the break-even numbers for your classrooms? Your overall program?</i></p> <p><i>What is your waiting list maintenance procedure?</i></p> <p><i>What is the chain of command in your program? Do you have someone who could step in to help run the program in the director's or owner's absence?</i></p> <p><i>What strategies do you use for marketing your program to new families? To recruit staff?</i></p>
LM 2.2	Current personnel and program operation policies are distributed and utilized to support understanding of program policies, procedures, roles, and responsibilities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Personnel manual available in prominent place for employees • Evidence that personnel manual is reviewed and updated on consistent basis 	<p><i>How often do you review your personnel manual for accuracy and to ensure it reflects the most current information for your staff?</i></p> <p><i>Who is involved in developing your personnel manual?</i></p> <p><i>How do you help ensure staff are aware of and understand the information in your personnel manual?</i></p>
LM 2.3	Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Copy of tracking document in use • Evidence that tracking document is regularly reviewed for trends • Plans of action implemented based on review of tracking documents 	<p><i>Describe how your program tracks child and staff illnesses and injuries that occur.</i></p> <p><i>How often are tracking forms reviewed in order to spot trends in illnesses and injuries?</i></p> <p><i>Describe an action plan that your program implemented in response to the tracking of illnesses and injuries. Was the plan successful in reducing illnesses and injuries?</i></p>
LM 2.4	<p>A system of overall site safety review is implemented which includes active supervision. Supervision strategies involve:</p> <ul style="list-style-type: none"> • active watching of, • listening to, 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Supervision checklist in use by program • Site safety review in use 	<p><i>How do you define supervision?</i></p> <p><i>Describe your supervision policy and implementation in classrooms, while</i></p>

	<ul style="list-style-type: none"> interacting with, and monitoring of children in care at all times. 		<ul style="list-style-type: none"> Evidence that supervision checklists and site safety reviews are regularly reviewed for trends 	<p><i>outside, on field trips, and during nap time.</i></p> <p><i>How often do you conduct a site safety review/checklist? How often do you review completed safety reviews/checklists?</i></p> <p><i>Have you discovered any lapses in safety or supervision practices through using the review? If so, what types of corrective action did you employ as a result?</i></p>
<p>LM 2.5</p>	<p>Program uses <i>Caring for our Children</i> to establish policies and practices regarding care plans for children with special medical needs as well as medication administration.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<ul style="list-style-type: none"> Policy regarding use of care plans Policy regarding medication administration Evidence that policies have been shared with both staff and families Examples of care plans in place for children at program 	<p><i>Explain the process through which a care plan for a child is implemented in your program.</i></p> <p><i>How are staff helped to both understand and feel comfortable with care plans?</i></p> <p><i>Have staff ever felt overwhelmed with implementing a child's care plan? How did you support staff in this situation?</i></p> <p><i>Describe the process for administration of medication in your program.</i></p> <p><i>How do you ensure families are aware of and understand your program's policies regarding special care plans and medication administration policies?</i></p>

Required STAR 2 Indicators Met: Yes No If not, program will be designated as a STAR 1
 If no, which quality indicators were not met? Please list (For example, LM 2.5) _____

STAR 3 & 4 Performance Standards: (Combination of required quality indicators and optional points-based quality indicators)

At STAR 3 and 4, programs must meet all STAR 1 and STAR 2 required quality indicators and two additional required STAR 3 and 4 quality indicators (**SQ 3.4.1** and **EC 3.4.5**). The remaining STAR 3 and 4 quality indicators are optional and points-based allowing programs to choose which indicators best exemplify quality practices in their programs.

In order to be designated as a STAR 3, programs need to earn a minimum of **70 percent** of possible points in each of the 4 Performance Standard categories as well as meet required indicators **SQ 3.4.1** and **EC 3.4.5**.

In order to be designated as a STAR 4, programs need to earn a minimum of **85 percent** of possible points in each of the 4 Performance Standard categories as well as meet required indicators **SQ 3.4.1** and **EC 3.4.5**.

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Staff Qualifications and Professional Development (*Refer to Glossary of Terms for definitions of Leadership Team, Group Supervisor/Lead Teacher and Teaching Staff)					
SQ 3.4.1	<p>REQUIRED STAR 3 & 4 INDICATOR: Program implements a system to support the staff’s education and career development which might include:</p> <ul style="list-style-type: none"> Working with regional PDO to develop career plans including a focus on the credit-bearing coursework of their teaching staff Determine overall PD needs of their teaching staff Schedule onsite PD events to align with the training needs of teaching staff Support teaching staff in enrolling in PD events and coursework 	N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Staff’s completed PDPs PD Registry Report, <i>Staff Report</i> Documentation of outreach to PDOs Documentation of PD events scheduled as a result of program staff needs 	<p><i>Describe the process for supporting staff’s education and career development.</i></p> <p><i>In what ways do you work with staff to support their career development and ongoing professional development needs?</i></p> <p><i>Describe interactions your program has had with your local PDO regarding the credit-bearing coursework needs of your teaching staff.</i></p>
Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers

SQ 3.4.2	<ul style="list-style-type: none"> 25% or more of all teaching staff* are a Rising A or above on the PA Early Childhood Education (ECE) Career Pathway 	10	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> PD Registry Report, <i>Staff Report</i> <i>Facility Staff Qualification Grid</i> (located in Keystone STARS Program Manual) Career Pathway Certificate from PD Registry 	<p><i>How does your program encourage staff to enroll in credit-bearing opportunities? Are any incentives offered? (e.g., release time, increasing compensation)?</i></p> <p><i>What OCDEL-funded opportunities (e.g. TEACH, PDOs, RSTA) or other community resources have helped your program meet this quality indicator?</i></p> <p><i>What resources do you feel are most needed in order for your program to meet higher point levels in this quality indicator?</i></p>
	<ul style="list-style-type: none"> 50 percent or more of all teaching staff* are a Rising A or above on the PA ECE Career Pathway Clarification for FCCH and GCCH: Owner/Operator is a Rising A or above on the PA ECE Career Pathway 	15	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<ul style="list-style-type: none"> 25 percent of group supervisors/lead teachers* are a Level B or above on the PA ECE Career Pathway, and 50 percent of all additional teaching staff* are a Rising A or above on the PA ECE Career Pathway, and At least one member of the Leadership team* is a Level B or higher on the PA ECE Career Pathways. Clarification for FCCH and GCCH: Owner/Operator is a Level B or higher on the PA ECE Career Pathway 	20	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Professional Development Expectations in Keystone STARS

Keystone STARS seeks to ensure that ECE professionals are well-educated and skilled in key areas related to child development and best practices in the classroom. The following subject areas were identified as key components that should be included in every teaching staff's professional development plan (PDP):

- **language development and academic achievement of all children including those who are culturally and linguistically diverse (SQ 3.4.3)**
- **social and emotional development of children (SQ 3.4.4)**
- **positive interactions with children and families (SQ 3.4.5)**
- **implementation of curriculum selected by the program (SQ 3.4.6)**
- **administration of the program's adopted developmental screening tool (SQ 3.4.7)**
- **administration of the program's adopted observation-based assessment (SQ 3.4.8)**
- **work with children with disabilities and other at-risk populations (SQ 3.4.9)**

All teaching staff and onsite leadership team members must have received training in all the topic areas above **within 1 year of hire at current program or within last 3 years** or be currently enrolled in credit-bearing coursework in order to receive points in each of the optional indicators, SQ 3.4.3 through SQ 3.4.9. Moving forward, the assessment of ongoing professional development (PD) needs in the topics should be an annual discussion between program leadership and teaching staff. As the needs of the children served in the classroom and program change, the PD needs of teaching staff working with those children and families will certainly change as well. And, while a foundational course in the topic areas above may suffice for a teaching staff's PD needs initially, more scaffolded PD courses that extend learning and quality practices should be included in future PDP plans. For a program to earn points in each of the quality indicators listed above, at minimum, all teaching staff and onsite leadership team members must take PD in each of the topic areas every 3 years unless they are enrolled in credit-bearing coursework.

There is special consideration given to the vendor-related tools of curriculum, developmental screening tool, and observation-based assessment tool in SQ 3.4.6, SQ 3.4.7, and SQ 3.4.8. Because these three areas are specific to the curriculum, screening tool, and assessment in use by a program, staff who take vendor-specific PD in each of these three areas will **not** be required to take additional training unless the author of the tool releases updates/changes to their product or program leadership determines additional PD is indicative of quality teaching practices. Programs, as part of their annual CQI activities, should determine if updates have been released by the vendor for the curriculum, screening tool, and assessment tool they use. When these updates and revisions are identified, teaching staff and onsite leadership team members will be expected to participate in relevant updated trainings offered by the vendor.

Flexibility in PD is inherent in the STARS Professional Development and Staff Qualifications and is intended to offer ECE professionals the opportunity to assess their needs as well as identify areas in which further growth is needed. Additionally, program leadership should take an active role in the assessment of their teaching staff's PD needs. These assessments should be informed by classroom observations, performance evaluations, instructional observations, and the current needs of enrolled children and families. At no point should this flexibility be interpreted as diminished PD expectations for Keystone STARS.

Teaching staff and onsite leadership team members that are enrolled and making active progress in a credit-bearing academic program may consider their coursework to equate to PD in some of the subject areas above. Discussions between leadership and teaching staff should help to determine if additional PD in certain topic areas would be supportive of quality practices for these staff. These discussions should take place annually at minimum and help shape each staff person’s PDP including goals for ongoing PD needs and career and educational advancement.

When determining the amount of points a program will earn within SQ 3.4.3 through SQ 3.4.9, quality coaches and program leadership should discuss both how the PD needs of the entire teaching staff are assessed and how additional PD expectations for teaching staff will be identified.

For additional information on the expectations of PD in Keystone STARS including PQAS requirements, see the Pennsylvania Key website at www.pakeys.org. In addition, the *PD Tracking Grid for Teaching Staff* in the Keystone STARS Program Manual and the *Staff Detailed Training Report* in the PD Registry can be used to help programs assess the PD needs of their teaching staff.

With the release of Pennsylvania’s Professional Standards and Competencies for Early Childhood Educators (PA PSCECE), by July 31, 2022, all courses in the PD Registry will be coded with the PA PASCECE Standard Area(s). Suggestions for each relevant STAR 3 and STAR 4 PD indicator are provided to ease in selecting courses in the PD Registry. While there will be overlap in the PA PSCECE Standard Areas identified in the STARS Standards, ECE staff should continue to evaluate PD courses considering the topic area identified in the STARS quality indicator. For example, a single PD course aligned to PA PSCECE Standard Area 1 will not always fulfill the intent of SQ 3.4.3, SQ 3.4.4, and SQ 3.4.9.

Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Staff Qualifications and Professional Development **For additional information on the expectations of PD in Keystone STARS including PQAS requirements, see The Pennsylvania Key website at www.pakeys.org					
SQ 3.4.3	Professional development** related to planning and implementing activities that support language development and academic achievement of all children including those who are culturally and linguistically diverse must be completed by all teaching staff* and onsite program leadership* within 1 year of hire at current program or within last three years. Ongoing PDPs reflect additional PD as relevant for these staff.	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> PD Registry Report, <i>Staff Detailed Training Report</i> <i>PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i> (located in STARS Program Manual) 	<p><i>How are individual teaching staff person’s foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for teaching staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>Describe instructional practices that promote language development in various age groups.</i></p>

	<p>Search PD Registry for Courses coded as PA PSCECE Standard Areas 1, 4, and 5.</p>				<p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional PD related to language development?</i></p>
<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 onsite program leadership* within 1 year of hire at current program or within last three years. Possible topics include: Pyramid Model; Social and 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>Search PD Registry for Courses coded as PA PSCECE Standard Areas 1, 4, 5, and 7.</p>	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • PD Registry Report, Staff Detailed Training Report • PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff (located in STARS Program Manual) 	<p><i>How are individual teaching staff person's foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>Describe instructional practices that promote social and emotional development in various age groups.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional PD related to social and emotional development?</i></p>
<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 onsite program leadership* within 1 year of hire at current program or within last three years. Ongoing professional development plans reflect additional PD as relevant for these staff.</p> <p>Search PD Registry for Courses coded as PA PSCECE Standard Areas 1, 2, 3, and 4.</p>	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • PD Registry Report, Staff Detailed Training Report • PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff (located in STARS Program Manual) 	<p><i>How are individual teaching staff person's foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for teaching staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>Describe instructional practices that promote positive interactions with children and families.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic</i></p>

					<p><i>program have sufficient knowledge in this area and are not required to take additional PD related to promoting positive interactions with children and families?</i></p>
SQ 3.4.6	<p>Professional development** in the curriculum selected by the program must be completed by all teaching staff* and onsite program leadership* within 1 year of hire at current program or within last three years.</p> <p>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>Clarification for SACC only programs: 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>	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i> (located in STARS Program Manual) 	<p><i>How are individual teaching staff person's foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for teaching staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional PD related to the curriculum selected by the program?</i></p>
SQ 3.4.7	<p>Professional development**in the administration of the program's adopted developmental screening tool must be completed by all teaching staff* and onsite program leadership* within 1 year of hire at current program or within last three years.</p> <p>Additional PD is required only if the screening tool is updated or revised by the author/vendor or if leadership determines additional PD is indicative of quality teaching practices.</p> <p>Clarification for SACC only</p>	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i> (located in STARS Program Manual) 	<p><i>How are individual teaching staff person's foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for teaching staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional PD related to the screening tool adopted by the program?</i></p>

	<p>programs: 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>				
SQ 3.4.8	<p>Professional development** in the administration of the program's adopted observation-based assessment of children's development must be completed by all teaching staff* and onsite program leadership* within 1 year of hire at current program or within last three years. 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>Clarification for SACC only programs: 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>	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i> (located in STARS Program Manual) 	<p><i>How are individual teaching staff person's foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for teaching staff?</i></p> <p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional PD related to the observation-based assessment adopted by the program?</i></p>
SQ 3.4.9	<p>Professional development** that prepares staff to work with children with disabilities and other at-risk populations must be completed by all teaching staff* and onsite program leadership*</p>	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff</i> (located in STARS Program Manual) 	<p><i>How are individual teaching staff person's foundational knowledge in this topic evaluated? How is it decided that more advanced or refresher PD is needed for teaching staff?</i></p>

	<p>within 1 year of hire at current program or within last three years. Possible topics include:</p> <ul style="list-style-type: none"> • strategies for supporting inclusion • working with developmentally, culturally, linguistically and/or racially diverse populations • Strengthening Families' Protective Factors, and • working with families dealing with substance misuse and homelessness. <p>Ongoing PDPs reflect additional PD as relevant for these staff.</p> <p>Search PD Registry for Courses coded as PA PSCECE Standard Areas 1, 3, and 4.</p>				<p><i>Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.</i></p> <p><i>Describe instructional practices that prepare teaching staff to work with children with disabilities and other at-risk populations.</i></p> <p><i>How do you ensure teaching staff who are enrolled in a CDA or other academic program have sufficient knowledge in this area and are not required to take additional PD related to working with children with disabilities and other at-risk populations?</i></p>
SQ 3.4.10	<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>Clarification: 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>	1	<input type="checkbox"/> Yes <input type="checkbox"/> No (1 pt.)	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i>, if applicable • <i>PD Tracking Grid for STAR 3 and 4 Programs: Non-Instructional Staff</i> (located in STARS Program Manual) 	<p><i>How does your program define non-instructional staff?</i></p> <p><i>How many non-instructional staff are part of your program?</i></p> <p><i>How are non-instructional staff person's foundational knowledge in these topics evaluated? How is it decided that more advanced or refresher PD is needed for staff?</i></p> <p><i>What type of information is shared with non-instructional staff and in what format? (face to face, self-paced reading, formal PD events)</i></p>
Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Early Childhood Education Program					

<p>EC 3.4.1</p>	<p>Program implements an OCDEL-approved developmentally and culturally appropriate learning curriculum* that:</p> <ul style="list-style-type: none"> • 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 <p>*A current list of OCDEL-approved curricula can be found here</p> <p>Programs using a homegrown curriculum may apply to have their curriculum approved by contacting OCDEL at RA-PWPAELS@pa.gov</p> <p>Clarification for SACC only programs: 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>5</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (5 pts.)</p>	<ul style="list-style-type: none"> • Curriculum aligned with PA ELS or follow process for documenting alignment • Lesson plans that demonstrate alignment to PA ELS, a balance of active and passive learning experiences and individualization to children's interests and abilities 	<p><i>How was the chosen curriculum(a) selected? Who was involved in the selection process?</i></p> <p><i>What is the process for evaluating the implementation of the chosen curriculum?</i></p> <p><i>How does program leadership support teaching staff who may need additional help in implementing the curriculum to fidelity?</i></p> <p><i>What additional resource materials related to the curriculum selected are available to your teaching staff?</i></p>
<p>EC 3.4.2</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 partners for research and evaluation.</p> <p>*A current list of OCDEL-</p>	<p>4</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)</p>	<ul style="list-style-type: none"> • Identification of observation-based assessment which includes onsite tools, resources, and supports • Work samples, checklists, and anecdotal records • Internal data tracking system 	<p><i>How was the chosen assessment tool(s) selected? Who was involved in the selection process?</i></p> <p><i>Describe how the observation-based assessment is used in your program including the frequency of observations and methods for documenting results.</i></p> <p><i>What is the process for evaluating the implementation of the chosen assessment(s)?</i></p>

	<p>approved development assessment tools can be found here</p> <p>Clarification for Programs Serving School Age Children: 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><i>How are new teaching staff oriented in your program’s observation-based assessment?</i></p> <p><i>How does program leadership support teaching staff who may need additional help in implementing the assessment(s) to fidelity?</i></p> <p><i>For school age children in your program, How is student assessment information attained from other resources (I.e. student’s school and/or family) and how is this information used by program staff to identify and meet student needs? tell me about assessment information from partner schools and/or families is shared with you and your teaching staff?</i></p>
<p>EC 3.4.3</p>	<p>Results from observation-based assessments of children’s development are:</p> <ul style="list-style-type: none"> • Used to inform curriculum planning and instruction, • Used for individual child planning • Evaluated for possible referrals to community resources, and • Shared with families. 	<p>5</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (5 pts.)</p>	<ul style="list-style-type: none"> • Assessments used, and documentation of results utilized to plan and/or modify practices • Lesson/Activity plans that reflect individualization of children’s needs • Materials for different abilities and interests are present in the learning space 	<p><i>Describe how teaching staff use the results of observation-based assessments to inform curriculum and lesson planning.</i></p> <p><i>Help me understand how your program uses results of the assessments to inform planning for children both long-term and short-term. Provide an example.</i></p> <p><i>Help me understand how your program uses results of the assessments to inform decisions about teacher professional development needs, program CQI, and any other areas.</i></p> <p><i>Tell me about a time when a referral was made to a community resource based on results from an observation-based assessment.</i></p> <p><i>How does your program share the results of assessments with families?</i></p>
<p>EC 3.4.4</p>	<p>Program policies/practices are in place to support language development and academic</p>	<p>4</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)</p>	<ul style="list-style-type: none"> • Copy of policies supporting dual language learners 	<p><i>Describe the policies and practices in place that support language development of all children.</i></p>

	<p>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.</p>			<ul style="list-style-type: none"> • Use of communication devices, sign language, and/or gestures • Family Needs Assessment that informs practices related to supporting dual language learners 	<p><i>What different languages are spoken by families in your program? What languages are spoken in your local community?</i></p> <p><i>How would you ensure that families whose first language is not English feel welcome and understood in your program?</i></p> <p><i>How does your program see language diversity as an asset for all enrolled families?</i></p> <p><i>How does your program reflect family's home cultures, languages, and experiences within your classrooms?</i></p> <p><i>How does your program reflect and plan for the engagement of children who are culturally and linguistically diverse within the physical environment, routines, transitions, daily schedule, curriculum, play, other learning opportunities, ongoing assessment, and interactions?</i></p>
<p>EC 3.4.5</p>	<p>REQUIRED STAR 3 & 4 INDICATOR</p> <p>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* (IAP) includes:</p> <ul style="list-style-type: none"> • Identifying the members of the Internal Assessment Team (IA Team). • Selecting a program observation instrument (POI) for each age group. Please see the chart of suggested POIs found in this 	<p>N/A</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<ul style="list-style-type: none"> • Completed IAP template located in the Keystone STARS Program Manual • Completed internal assessments • Meeting notes from consultation with a member of PQA Team • Copy of updated CQI Plan reflecting the addition of goals related to work on practices identified for growth 	<p><i>Would you share your prior experience with classroom observations? What did you learn from those experiences?</i></p> <p><i>If you have previously had an external assessment, did that experience help you in planning for your IAP?</i></p> <p><i>How have you used feedback about current classroom practices to plan for and make improvements.</i></p> <p><i>How are staff involved in planning for and completing the internal assessment process?</i></p> <p><i>What type of information is shared with staff when internal assessments are completed?</i></p>

	<p>document and the STARS Program Manual**</p> <ul style="list-style-type: none"> • 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. • Providing the completed assessments to the IA Team including the OCDEL-approved assessor (initial year completing this indicator and every three years thereafter) • IA Team consultation with the OCDEL-approved assessor and Quality Coach for CQI Plan goals (initial year completing this indicator and every three years thereafter) <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><i>How does the IA Team and individual teachers use the IA information to create CQI goals for individual classrooms and program-wide growth?</i></p> <p><i>Based on your most recent internal assessments, what do you see as your program's strengths? Areas for improvement?</i></p> <p><i>Have you considered using an additional POI for internal and/or external assessment to inform coaching and professional development planning?</i></p>
<p>EC 3.4.6</p>	<p>The program is invested in Continuous Quality Improvement and:</p> <ul style="list-style-type: none"> • Includes within the IAP Plan required in EC 3.4.5. a minimum of one additional POI* for internal assessment OR requests an external assessment for CQI completed by an OCDEL-approved assessor to support creating goals for growth and planning for professional development • carries out all other IAP activities as outlined in EC 3.4.5. 	<p>2</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)</p>	<ul style="list-style-type: none"> • Copy of completed IAP Template with activities for the selected additional POI(s) included in the plan • Copy of completed internal assessment(s) and/or external assessment feedback • Meeting notes from consultation with a member of PQA Team • Copy of updated CQI Plan reflecting the addition of 	<p><i>What aspects of your program quality have you identified as areas for additional growth?</i></p> <p><i>What other POI has your program used to inform your CQI Plan?</i></p> <p><i>What information led your program to choose this additional POI?</i></p> <p><i>How will you use the results from this additional observation to identify long-term and short-term goals?</i></p> <p><i>How did the consultation with a member of the PQA Team help to interpret and</i></p>

	<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>**Clarification: PAS and BAS which support LM 3.4.9 cannot be used as a POI for this quality indicator.</p>			<p>goals related to work on practices identified for growth.</p>	<p><i>evaluate results of the internal assessment(s)?</i></p>
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Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Partnerships with Families and Communities					
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.	1	<input type="checkbox"/> Yes <input type="checkbox"/> No (1 pt.)	<ul style="list-style-type: none"> • Policy regarding referrals to community agencies • Evidence of collaboration with local agencies including mental, social, educational, and medical 	<p><i>Describe the process for referring families to social, mental health, educational, wellness, and medical services.</i></p> <p><i>Provide an example of a time when a family in your program was referred to a community agency.</i></p> <p><i>To what types of local agencies have you referred families?</i></p> <p><i>How does your program use the results of developmental screenings and observation-based assessments to help families connect with relevant community resources?</i></p>
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.	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • Policy on family conferences included in Family handbook • Evidence of conference offerings • Completed conference forms 	<p><i>At what times of the year does your program offer conferences?</i></p> <p><i>Describe a typical family conference.</i></p> <p><i>To what extent are families engaged as partners in their child’s development and</i></p>

					<p><i>learning during the conference? at other times?</i></p> <p><i>What types of information is exchanged during a family conference?</i></p> <p><i>What program staff routinely participate in family conferences?</i></p> <p><i>How do you strive to understand and work with families to assure participation in the offered conferences?</i></p>
FC 3.4.3	<p>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.</p>	3	<input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> Continuity of care policy in Family Handbook Documentation of assigning a specific caregiver who is mainly responsible for an infant/toddler from care entry to at least age 3 when the child would move to a preschool classroom. Documentation of mixed age groups in which children of different ages remain with the same teacher over time during which time the care that they receive is designed to meet their individual needs and the environment is adjusted to meet their developmental needs. 	<p><i>How does your program define continuity of care for children and families?</i></p> <p><i>Does your program include any type of “looping”? If so, describe how that process works.</i></p> <p><i>Does your program offer additional practices that promote stable relationships between children and caregivers? Between children and other children? Between families and caregivers?</i></p> <p><i>How does your program seek to minimize the number of transitions children experience in a day? Week? Program year?</i></p> <p><i>How does your program pay special attention to children aged birth through age 3 in continuity of care practices?</i></p>
FC 3.4.4	<p>Families are engaged in ways that demonstrate their participation in shaping the policies and procedures of the program and encourages family networking.</p>	3	<input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> Family engagement policy in Family Handbook Family group meeting agendas 	<p><i>How are policies and procedures shaped by your families? Provide an example(s) of a policy or procedure that has been shaped through family involvement.</i></p> <p><i>How does your program encourage family networking?</i></p>

				<ul style="list-style-type: none"> • Sign-in sheets from family networking activities • Examples of networking opportunities offered to families 	<p><i>What activities have you found to be most successful in engaging families?</i></p> <p><i>How has your program utilized the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework to help shape your family engagement policy and practices?</i></p>
FC 3.4.5	<p>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.</p> <ul style="list-style-type: none"> • 1x per year = 2 pts. • 2x per year = 3 pts. <p>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.</p>	2 or 3	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.) <input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> • Communications regarding workshops • Agendas and sign-in sheets • List of topics and/or presenters for workshops 	<p><i>In the past year, what educational workshop opportunities have been offered to families?</i></p> <p><i>What topics do you feel are the most timely and relevant for your current families? How do you know?</i></p> <p><i>What types of services do you offer to encourage participation in these workshops (e.g. translation services, child care, transportation, meals)?</i></p> <p><i>Describe a workshop that was well attended by families. What could you do to build upon that workshop topic in the future?</i></p> <p><i>Tell me about a time when you offered a workshop for families and there was a low attendance rate. What did you or might you do differently in the future to engage more families in attending?</i></p>
Quality Indicator #	Quality Indicator	# of Points	Meets Standard?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
Partnerships with Families and Communities					
FC 3.4.6	<p>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</p>	4	<input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)	<ul style="list-style-type: none"> • Strengthening Families Self-Assessment Tool Results • CQI Plan which show evidence of being informed by the Strengthening 	<p><i>Explain how your program has used the Strengthening Families or other similar evidence-based tools to assess family engagement.</i></p> <p><i>What types of trainings have helped program staff implement the</i></p>

	are used to inform the program's CQI plan.			Families Framework Self-Assessment results	<p><i>Strengthening Families Protective Framework?</i></p> <p><i>How often does your program complete a self-assessment?</i></p> <p><i>Who reviews the results of the self-assessment and incorporates the findings into CQI goals and planning?</i></p> <p><i>How has your program utilized the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework to help shape your family engagement policy and practices?</i></p>
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.	1	<input type="checkbox"/> Yes <input type="checkbox"/> No (1 pt.)	<ul style="list-style-type: none"> • Current community resource handbook and materials • Documentation of collaboration with community partners who serve as resources 	<p><i>What types of community resources are most important and relevant for your currently enrolled families? Explain why they are most relevant.</i></p> <p><i>How often are the community resource handbook or materials reviewed for accuracy? How do you ensure families are aware of the updated information contained in the handbook?</i></p> <p><i>Tell me about your current working relationships with community agencies. How do you help create new working relationships?</i></p> <p><i>How do families know about the community resources offered in your program?</i></p>
FC 3.4.8	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.	3	<input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> • Evidence of communication strategies, e.g., newsletters, letters, family workshops, flyers 	<p><i>Describe your program's communication strategies used with families.</i></p> <p><i>What communication methods do you feel work best with your currently-enrolled families? How do you assess the success of the communication strategies that you use?</i></p>

Quality Indicator #	Quality Indicator	# of Points	Meets Standard ?	Possible, but Not Required, Evidence	Thoughtful Questions for Quality Coaches & Providers
<i>How do you and your teaching staff help families learn about curriculum objectives and goals?</i>					
Leadership and Management (*Refer to Glossary of Terms for definitions of Leadership Team, Group Supervisor/Lead Teacher and Teaching Staff)					
LM 3.4.1	<p>A member of the program’s onsite leadership team* is enrolled in or holds a current PA Director’s Credential or equivalent.</p> <p>Clarification for FCCHs and GCCHs: This indicator is N/A for FCCH and GCCH programs. FCCHs and GCCHs will automatically receive 3 points for meeting this indicator.</p>	3	<input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Report</i> • <i>Facility Staff Qualifications Grid</i>, (located in Keystone STARS Program Manual) • Documentation of enrollment • Certificate of Completion 	<p><i>Which leadership team staff holds or is enrolled in the PA Director’s Credential?</i></p> <p><i>Does your program have other staff who are interested in obtaining their PA Director’s Credential?</i></p> <p><i>Who acts in place of the Director in his/her absence? Does this person hold a Director’s Credential?</i></p>
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"> • 1 hour per month = 2 points • 2 - 3 hours per month = 3 points • 4+ hours per month = 4 points 	2, 3 or 4	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.) <input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.) <input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)	<ul style="list-style-type: none"> • Documentation of schedule for planning and preparation time 	<p><i>How often are group supervisors/lead teachers afforded opportunities for lesson planning and preparation? Are these planning times scheduled on a consistent basis?</i></p> <p><i>Who covers for group supervisors/lead teachers in the classrooms when they have scheduled planning times?</i></p> <p><i>Does your program have resources that group supervisors/lead teachers can use when lesson planning and prepping?</i></p> <p>For FCCH and GCCH: <i>How do you ensure that you are compensated for planning time during hours that children are not in your care?</i></p>
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>	4	<input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)	<ul style="list-style-type: none"> • Copies of observations • Policy regarding classroom observations in staff handbook 	<p><i>How often are classroom observations conducted? Are all observations conducted at similar times every year?</i></p> <p><i>What tools/assessments are used to conduct the classroom observations?</i></p>

	<p>Clarification for FCCH and GCCHs: FCCHs and GCCHs document how they use self-reflection activities, peer support networks, or communities of practice to inform their classroom practices.</p>				<p><i>Which teaching staff are observed in classrooms?</i></p> <p><i>Who conducts the classroom observations? Are peer observations ever completed?</i></p> <p><i>Describe how staff receive feedback from the observations and an opportunity to discuss the feedback.</i></p> <p>For FCCHs and GCCHs: Describe how you use self-reflection activities, peer support networks and/or communities of practice in order to evaluate your program.</p>
<p>LM 3.4.4</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, 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>Clarification for FCCHs and GCCHs: FCCHs and GCCHs document how they use self-reflection activities, peer support networks, or communities of practice to inform their classroom practices.</p>	<p>4</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)</p>	<ul style="list-style-type: none"> • Description of the annual performance evaluation process • Copy of evaluation • Policy shared with teaching staff 	<p><i>What areas of the performance evaluation do you feel are most important for teaching staff?</i></p> <p><i>What types of feedback are used when completing performance evaluations for your teaching staff?</i></p> <p><i>Tell me about how a typical performance evaluation is implemented.</i></p> <p><i>How are teaching staff allowed to contribute to their own evaluations?</i></p> <p><i>Explain how teaching performance evaluations are used to inform the staff's PDPs.</i></p> <p><i>Describe how teaching staff evaluations are used to discover program patterns and needs that might be addressed in the program's CQI plan.</i></p> <p>For FCCHs and GCCHs: How do you use peer support networks or communities of practice to help in your reflection practices and inform your practices?</p>
<p>LM 3.4.5</p>	<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> <ul style="list-style-type: none"> • 1 benefit = 1 pt. 	<p>1, 2 or 3</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (1 pt.) <input type="checkbox"/> Yes</p>	<ul style="list-style-type: none"> • Information on benefits offered • Information regarding benefits in Staff Handbook 	<p><i>How does your program decide upon employee benefits?</i></p> <p><i>How do staff learn about employee benefits?</i></p>

	<ul style="list-style-type: none"> • 2 benefits = 2 pts. • 3 or more benefits = 3 pts. <p>Employee benefits may include health insurance, paid time off, child care, education compensation, etc.</p> <p>Clarification for FCCHs and GCCHs: FCCHs and GCCHs should be able to demonstrate paid benefits for owner/operators such as paid planning time, vacation time, health benefits, and retirement.</p>		<input type="checkbox"/> No (2 pts.) <input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)		<p><i>Has your program had to change benefits offered due to rising costs? How did you manage this transition of benefits?</i></p> <p><i>What benefits do staff consider to be the most important to them? How do you know?</i></p> <p>For FCCHs and GCCHs: Explain how you are compensated for paid planning time, paid days off, etc.</p> <p>For FCCHs and GCCHs: Do you have paid health insurance through your work as a Family Child Care/Group Child Care Provider?</p>
<p>LM 3.4.6</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>Clarification for FCCHs and GCCHs: FCCHs and GCCHs 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>1</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No (1 pt.)	<ul style="list-style-type: none"> • Evidence of meetings • Agendas from meetings • Sign in sheets from meetings 	<p><i>How often are staff meetings conducted in your program?</i></p> <p><i>Who is required to attend these staff meetings?</i></p> <p><i>If meetings are conducted during program hours, how do you ensure staff who are not able to attend receive the information?</i></p> <p><i>How are meeting topics decided upon?</i></p> <p><i>Do staff have opportunities to share with each other and network at these meetings?</i></p> <p><i>Outside of staff meetings, how is information conveyed to all staff?</i></p> <p>For FCCHs and GCCHs: Explain how regular activities such as self-reflection, peer support networks, and communities of practice are used to inform your quality practices.</p> <p><i>Tell me about a time when you made changes to your practices or procedures because of information received from self-reflection, peer support networks, or a community of practice.</i></p>
<p>LM 3.4.7</p>	<p>A salary scale based on level of education/training and experience is utilized.</p>	<p>2</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • Copy of salary scale that shows increases in pay 	<p><i>How is your program's salary scale calculated?</i></p> <p><i>How often are program staff eligible for raises?</i></p>

	<p>Clarification for FCCHs and GCCHs: FCCHs and GCCHs demonstrate budget considerations that support fair compensation.</p>			based on education, training, and experience	<p><i>What are staff raises based upon?</i></p> <p>For FCCHs and GCCHs: How do you ensure that you are compensated fairly to include benefits such as paid time off and insurance?</p>
LM 3.4.8	<p>All staff members are offered daily regular personal breaks.</p> <p>Clarification for FCCHs and GCCHs: FCCHs and GCCHs have a plan in place to ensure children are safe and supervised when staff are taking care of personal needs.</p>	2	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts.)	<ul style="list-style-type: none"> • Copy of break schedule • Policy statement on staff breaks in personnel handbook 	<p><i>How are program staff offered routine daily breaks?</i></p> <p><i>What is done to ensure proper ratios and supervision is in place during teaching staff breaks?</i></p> <p><i>Explain how you ensure staff are able to take care of personal needs outside the times of regularly scheduled breaks.</i></p> <p>For FCCHs and GCCHs: How do you ensure that children are safe and supervised when taking care of personal needs?</p>
LM 3.4.9	<p>Programs utilize PAS or BAS as an internal assessment to reflect on business and administrative practices.</p> <ul style="list-style-type: none"> • 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. 	4	<input type="checkbox"/> Yes <input type="checkbox"/> No (4 pts.)	<ul style="list-style-type: none"> • Copy of completed Internal Assessment Process Template with PAS/BAS activities included in the plan • Meeting notes from consultation with a member of PQA Team • Copy of updated CQI Plan reflecting the addition of goals related to work on business/administrative practices. 	<p><i>What information did you hope to discover through the use of PAS/BAS as an internal assessment tool?</i></p> <p><i>Were you surprised by anything you discovered through using PAS/BAS as an internal assessment?</i></p> <p><i>How did the PAS/BAS internal assessment results help to inform your CQI Plan?</i></p>
LM 3.4.10	<p>Program utilizes a licensed or certified health professional or health care consultant to establish and maintain health policies above those required by certification.</p>	3	<input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> • Copy of work agreement • Description of services offered by health care professional/consultant • Evidence that information from health care 	<p><i>How did your program identify the health care professional/consultant that you currently use?</i></p> <p><i>What types of questions do you refer to the health care professional/consultant for guidance?</i></p>

				<p>professional/consultant has been used to improve practices</p> <ul style="list-style-type: none"> • Documentation of ongoing emails, phone calls, meetings between program and health care professional/consultant • Evidence that information from health care professional/consultant is used to engage/communicate with families 	<p><i>Explain how a health care professional/consultant has helped guide policy and procedures in your program.</i></p> <p><i>How do you ensure that your teaching staff receive information from a health care professional/consultant that can help them in their classroom practices?</i></p> <p><i>Tell me about a time when you reached out to a health care professional/consultant for guidance. How did the information received help inform your program's practices or policies?</i></p> <p><i>How often do you and a health care professional/consultant communicate?</i></p>
LM 3.4.11	Program participates in shared services opportunities which support cost savings, greater efficiencies related to operations, and/or program quality enhancements.	3	<input type="checkbox"/> Yes <input type="checkbox"/> No (3 pts.)	<ul style="list-style-type: none"> • Copy of shared services agreement • Evidence of shared services activities 	<p><i>What types of shared services is your program currently participating in?</i></p> <p><i>Explain how shared services has helped support cost savings or greater operational efficiency.</i></p> <p><i>What other types of shared services would you hope to find in the future?</i></p>

Required STAR 3 & 4 Indicators Met:

SQ.3.4.1 Yes No if no, Designation = STAR 2

EC 3.4.5 Yes No if no, Designation = STAR 2

Keystone STARS Bonus Point Quality Initiatives for STAR 3 and 4 Programs

At STAR 3 and 4, programs can also earn up to 2 Bonus Points to be applied to specific Performance Standards categories. **Programs can earn a maximum of 2 points in each of the Performance Standard categories.** The table below indicates the current quality initiatives that have been approved for use as bonus points and the Performance Standard category in which the points would be applied. For more information on each of these quality initiatives, please refer to the Keystone STARS Program Manual or the PA Keys website at www.pakeys.org

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)	
Performance Standard Category & Related Quality Initiative	Bonus Pts. Earned
Early Childhood Education Program - Program participates in the implementation of Positive Behavioral Interventions and Supports (PBIS) and has been recognized for fidelity Implementation by the PA PBIS Network	
Leadership and Management - Program utilizes the After-School Quality (ASQ) Team Approach to develop a CQI Plan	
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. (PA Eco Healthy Child Care)	
Partnerships with Families and Communities - 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 (PA NAP SACC), and Child and Adult Care Food Plan (CACFP)]	

Keystone STARS Scoring Rubric

Required Quality Indicators

Required STAR 1 Indicator Met: Yes No

Required STAR 2 Indicators Met: Yes No (If no, program will be designated as a STAR 1)

Required STAR 3 and STAR 4 Required Indicator SQ 3.4.1 Met: Yes No (If no, program will be designated as a STAR 2)

Required STAR 3 and STAR 4 Required Indicator EC 3.4.5 Met: Yes No (If no, program will be designated as a STAR 2)

STAR 3 and 4 Optional Points Based Quality Indicators

STAR 3 = minimum of 70% of total points in each Standard Category

STAR 4 = minimum of 85% of total points in each Standard Category

Performance Standard	Total Points Available	Total Points Earned	Percentage Total Points Available	Percentage Total Points Earned	STAR 3 Minimum Pts. Required	Y/N	STAR 4 Minimum Pts. Required	Y/N
Staff Qualifications and Professional Development	35		32%		24		29	
Early Childhood Education Program	20		19%		14		17	
Partnerships with Families and Communities	20		19%		14		17	
Leadership and Management	33		30%		23		28	
TOTAL	108		100%		75		91	
<p>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)</p>								
<p>Early Childhood Education Program - Program participates in the implementation of Positive Behavioral Interventions and Supports (PBIS) and has been recognized for fidelity Implementation by the PA PBIS Network</p>								
<p>Leadership and Management - Program utilizes the After-School Quality (ASQ) Team Approach to develop a CQI Plan</p>								
<p>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. (PA Eco Healthy Child Care)</p>								
<p>Partnerships with Families and Communities - 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 (PA NAP SACC), and Child and Adult Care Food Plan (CACFP)]</p>								

Suggested Program Observation Instruments (POIs) Programs Can Use to Support and Inform their CQI goals (EC 2.1, EC 3.4.5, EC 3.4.6 & LM 3.4.9) *

Programs at all STAR levels are invited and encouraged to collaborate with the Program Quality Assessment team around selection and use of POIs. The PQA team can provide resources and learning opportunities on the different options, assist with implementation, and support conversations on connecting internal assessment results to CQI planning.

Assessors are also able to complete observations or use the program’s internal assessments to support coaching activities and professional development planning.

Program Observation Instrument	Age Level (if applicable)	Supports CQI Goal Setting For:
Environment Rating Scale (ERS) Suite		
Infant/Toddler Environment Rating Scale - Revised (ITERS-R)	Birth to 36 months	Classroom practices that support infants’ and toddlers’ physical, social-emotional, and cognitive development
Infant/Toddler Environment Rating Scale – Third Edition (ITERS-3)	Birth to 36 months	Classroom practices that support infants’ and toddlers’ physical, social-emotional, and cognitive development
Early Childhood Environment Rating Scale - Revised (ECERS-R)	37 months to kindergarten	Classroom practices that support preschoolers’ physical, social-emotional, and cognitive development
Early Childhood Environment Rating Scale – Third Edition (ECERS-3)	37 months to kindergarten	Classroom practices that support preschoolers’ physical, social-emotional, and cognitive development
School-age Environment Rating Scale – Updated (SACERS-U)	Younger School-Age/Older School-Age	Classroom practices that support school age children’s physical, social-emotional, and cognitive development
Family Child Care Environment Rating Scale – Revised (FCCERS-R)	Birth to Older School-Age	Classroom practices that support infants’, toddlers’, preschoolers’ and school age children’s physical, social-emotional, and cognitive development in home-based settings
Family Child Care Environment Rating Scale – Third Edition (FCCERS-3)	Birth to Older School-Age	Classroom practices that support infants’, toddlers’, preschoolers’ and school age children’s physical, social-emotional, and cognitive development in home-based settings
Classroom Assessment Scoring System (CLASS) Suite		
Infant CLASS	Birth to One Year	Interactions between teachers and infants, and teacher supports for their learning and development
Toddler CLASS	1-3 Years	Interactions between teachers and toddlers, and teacher supports for their learning and development
Pre-K CLASS	3-5 Years	Interactions between teachers and preschoolers, and teacher supports for their learning and development
K-3 CLASS	School-Age Children	Interactions between teachers and school-age children, and teacher supports for their learning and development
Business Administration Scale (BAS) Can be used for EC 2.1 at STAR 2. Can be used for LM 3.4.9 at STAR 3 & 4	N/A	Family child care business practices

Climate of Healthy Interactions for Learning and Development (CHILD)*	3-5 Years	Interactions that support children’s social/emotional development
Developmental Environment Rating Scale (DERS)*	3-12 years	Practices that support children’s executive functioning, literacy, and social-emotional development.
Inclusive Classroom Profile (ICP)*	2-5 Years with IFSP/IEP*	Inclusive classroom practices supporting educational and developmental needs of children with disabilities
Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)*	3 months – 6 years, 1 month old*	Adult behaviors and interactions linked to child outcomes
Program Administration Scale (PAS) Can be used for EC 2.1 at STAR 2. Can be used for LM 3.4.9 at STAR 3 & 4	N/A	Center-based administration and leadership practices
Rating Observation Scale for Inspiring Environments (ROSIE)	Preschool	Function and adaptability of the classroom space to meet the needs and interests of the current group
School-age Program Quality Assessment (SPQA)	Kindergarten through 6 th Grade	Enacting best classroom practices that support the needs of school-age children
Social Emotional Learning Program Quality Assessment (SEL-PQA)	Kindergarten through 6 th Grade	Practices that support social and emotional learning for school-age children.
Teaching Pyramid Infant Toddler Observation Scale (TPITOS)	Infant/Toddler	Adult behaviors and classroom environment variables supporting and promoting the social-emotional development of infants and toddlers.
Teaching Pyramid Observation Tool (TPOT)	Preschool	Teaching and support practices that support social-emotional competence and address challenging behaviors of preschool children.

*Some POIs have additional information beyond what is provided in the chart that must be considered when determining if it is an appropriate instrument for the children/CQI area where feedback is needed. Please see the POI section of the Program Manual for more information.

OCDEL-Approved Alternate Pathways to STARS Designation

The following table provides information on OCDEL-approved Alternate Pathways and their corresponding STAR designation. Alternate pathway options apply to individual program locations. For more information on OCDEL-approved alternate pathways, please reach out to your local ELRC.

Accrediting Agency	Evidence / Documentation	STAR Level
Association of Christian Schools International (ACSI) Accreditation plus regular DHS Certificate of Compliance or PDE private academic license	Accreditation Certificate (5 year), electronic database listing and by calling or emailing ACSI (no annual letter issued)	STAR 3
Head Start / Early Head Start (HS/EHS) grantee in good standing with Office of Head Start	Annual Re-Funding Letter provided by Office of Head Start	STAR 4
Montessori Recognition (AMI) or Accreditation (AMS) by: Association Montessori Internationale (AMI/USA) Recognition or American Montessori Society (AMS) Accreditation plus regular DHS Certificate of Compliance or PDE private academic license	Certificate of Accreditation from AMS (issued every August) and by calling or emailing AMS Certificate of Recognition and annual letter from AMI	STAR 4
National Association of Education of Young Children (NAEYC) Accreditation plus regular DHS Certificate of Compliance or PDE private academic license	Accreditation Certificate (5 year) or electronic database listing and NAEYC Annual Report	STAR 4
National Association for Family Child Care (NAFCC) Accreditation plus regular DHS Certificate of Compliance or PDE private academic license	Accreditation Certificate (3 Year) or electronic database listing and NAFCC Annual Report	STAR 4
National Early Childhood Program Accreditation (NECPA) plus regular DHS Certificate of Compliance or PDE private academic license	Accreditation Certificate (3 Year) or electronic database listing and, NECPA Annual Report	STAR 4
Out of School Time (OST) Only Providers School Age Child Care (SACC) Accreditation through Council of Accreditation (COA) plus regular DHS Certificate of Compliance, as appropriate	Accreditation Certificate or electronic database listing and by calling or emailing COA (COA does not issue annual letters)	STAR 4
Compliant 21st Century Community Learning Centers plus regular certificate of compliance or PDE private academic license	Designation Certificate or electronic database listing and, as applicable 21CCLC Annual Report	STAR 4

Pennsylvania's Early Childhood Education Career Pathway Levels and Qualifying Achievements

<p>Entry Level</p> <ul style="list-style-type: none"> • High School Diploma or GED • Documentation to verify high school enrollment • Documentation to verify DHS certification aide status 	<p>Level A</p> <ul style="list-style-type: none"> • Holds a current CDA certificate from the Council for Professional Recognition • Current School Age Credential • 9 Early Childhood Education (ECE) credits 	<p>Level B</p> <ul style="list-style-type: none"> • ECE focused ASB or AST • AA/AS in ECE • AA/AS/BA/BS in related field with 18 ECE credits • AA/AS/BA/BS in an unrelated field with 30 ECE credits • Elementary Ed Degree with 12 ECE credits 	<p>Level C</p> <ul style="list-style-type: none"> • BA/BS in ECE • BA/BS related field with 30 ECE credits • Elementary Ed with 18 ECE credits • Any field with PreK-4 Certification 	<p>Level D</p> <ul style="list-style-type: none"> • Master's in ECE <p>Meets Level C AND:</p> <ul style="list-style-type: none"> • Achieved a Master's Degree in a related field, • Master's Degree in Elementary Education with 18 ECE credits • Master's Degree in any field & PreK-4 certification
<p>Rising Level A</p> <ul style="list-style-type: none"> • Verified Child Development Associate (CDA) ready Career and Technology (CTE) graduate OR Enrolled CDA coursework • Enrolled School-Age Professional Credential (SAPC) • Enrolled in an OCDEL-Approved Certificate or Credential • Enrolled ECE Program OR 6 Early Childhood Credits (ECE) credits 	<p>Level A Plus</p> <p>Meets Level A and has completed:</p> <ul style="list-style-type: none"> • 12 or more ECE credits towards an AA/AAS degree in ECE <p>OR is a Level A AND currently has a one of the following:</p> <ul style="list-style-type: none"> • Director's Credential • Infant Toddler Mental Health Endorsement • Infant Toddler Credential • Apprenticeship Completion Certificate 	<p>Level B Plus</p> <p>Meets Level B AND has completed:</p> <ul style="list-style-type: none"> • 12 or more ECE credits towards a BA/BS degree in ECE <p>OR currently has one of the following:</p> <ul style="list-style-type: none"> • Director's Credential • Infant Toddler Mental Health Endorsement • Infant Toddler Credential • Current School Age Credential • Apprenticeship Completion Certificate 	<p>Level C Plus</p> <p>Meets Level C AND has completed:</p> <ul style="list-style-type: none"> • 12 or more ECE credits towards a Master's degree in ECE <p>OR currently has one of the following:</p> <ul style="list-style-type: none"> • Director's Credential • Infant Toddler Mental Health Endorsement • Infant Toddler Credential • Current School Age Credential • Apprenticeship Completion Certificate 	<p>Level E</p> <ul style="list-style-type: none"> • Ph.D/Ed. D in an ECE related area • Doctorate in related field and meets Level C or Level D

*All verified credits must be from a regionally accredited institution.

