2020 KEYSTONE STARS PERFORMANCE STANDARDS

Effective August 1, 2020
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OCDEL strives to review and consider stakeholder feedback related to Keystone STARS Performance Standards. As a result of ongoing feedback received, the following clarifications and changes are being made to:

- Improve the readability of the STARS quality indicators through adding bullet points and wording changes
- Further clarify the intent behind the STARS quality indicators by including additional information to certain indicators
- Provide greater detail as to how quality indicators can be applied to specific provider types such as school age child care, group child care homes, and family child care homes
- Provide thoughtful questions for self-assessment by providers and to guide discussions between programs and their quality coach
- Further define Professional Development (PD) Registry participation requirements (SQ 2.2)
- Further clarify the role of PD Plans in a program's Continuous Quality Improvement (CQI) Plan (SQ 3.4.1)
- Integrate the PA Early Childhood Education (ECE) Career Pathway into the staff qualifications quality indicator (SQ 3.4.2)
- Provide clear definitions of commonly used terms through the addition of a Glossary of Terms (page 7)
- Retract previously defined timelines for implementing higher staff qualifications by removing the previous Appendix A

In addition to the changes and clarifications listed above, the COVID-19 epidemic has required temporary changes be made to the role an external Program Quality Assessment (PQA) has in the Keystone STARS Performance Standards. Due to the current and ongoing conditions of COVID-19, the following changes have been made for the 20/21 Fiscal Year*:

- Replace “self-assessment” with the term “internal assessment”
- Remove PQA minimum threshold scores for STAR 3 and 4 programs
- Integrate a program's Child Care Facility COVID-19 Health and Safety Plan into CQI activities (EC 2.1 and EC 3.4.5)
- Transition from the use of a formal external PQA to an Internal Assessment Process that will guide programs in their CQI activities (EC 3.4.5)
- Provide programs the opportunity to consult with a Program Quality Assessor at the completion of their internal assessment process (EC 3.4.6)

A more detailed crosswalk between the 2018 Keystone STARS Performance Standards and this current version has been developed and is available for discussion with your quality coach.

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*Changes to temporarily suspend the requirement for an external Program Quality Assessment (PQA) using ERS or CLASS in the 2020-21 STARS Performance Standards are related to best practices in the mitigation of the spread of COVID-19. Future STARS designations may require an external PQA to move up or maintain a STAR 3 or 4 designation.
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 and 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 providers (ECE) 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 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.

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% 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% 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 3 required Staff Qualifications and Professional Development quality indicators at STAR 2. At STAR 3 and 4, there is 1 required Staff Qualifications and Professional Development and 9 optional points-based quality indicators.
• Early Childhood Education program (EC) - There are 5 required Early Childhood Education quality indicators at STAR 2. At STAR 3 and 4, there is 1 required Early Childhood Education quality indicator and 5 optional points-based quality indicators.
• Partnerships with Families and Communities (FC) - There are 4 required Partnerships with Families and Communities quality indicators at STAR 2. At STAR 3 and 4, there are 8 optional points-based quality indicators in this category.
• Leadership and Management (LM) There are 5 required Leadership and Management quality indicators at STAR 2. At STAR 3 and 4, there are 11 optional points-based quality indicators in this category.

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.

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. At STAR 2 and above, programs are required to develop a CQI Plan that includes long and short term goals, goals beyond minimum requirements under the program’s Child Care Facility COVID-19 Health and Safety Plan, annual updates, and is informed by internal assessments and ongoing needs of staff (EC 2.1)  At STAR 3 and STAR 4, a culture of ongoing CQI ensures that programs routinely evaluate their strengths and needed areas of improvement through the use of internal assessments, surveys of families and staff, and other formative tools. Specifically, STAR 3 and 4 programs should use the following to inform their CQI plans:
  • Program staff’s professional development plans (SQ 3.4.1)
  • Program’s Internal Assessment Process which must include goals and action steps for ongoing improvements to health and safety practices (EC 3.4.5)
  • Additional internal assessments using different program observation instrument and consultation with a Program Quality Assessor (EC 3.4.6)
  • Strengthening Families Protective Factors Framework or other similar focused evidence-based tool internal assessment (FC 3.4.6)
  • Program Administration Scale (PAS) or Business Administration Scale (BAS) internal assessment (LM 3.4.9)

Role of Continuous Quality Improvement Plans in Keystone STARS Designation Process
A program’s CQI Plan should serve as a roadmap in goal setting based on an analysis of the program’s strengths and areas in which improvement is needed in order to improve the experiences of children and families. The CQI Plan should be reflective in nature and, as such, should be updated to include progress made in meeting previous goals as well as the addition of new goals that further pushes the pendulum to higher quality practices. CQI Plans are by their very nature dynamic and will change over time.

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. 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 and other internal assessment activities
  • Discuss any goals no longer deemed necessary
  • Indicate individuals responsible for achieving goals
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 PA Keys website at [www.pakeys.org](http://www.pakeys.org) as well as in the Keystone STARS Program Manual.
Glossary of Terms

**Completed Profile in PD Registry:** 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](http://www.pakeys.org). All program staff at STAR 2 programs and above must have completed their profile in the PD Registry (SQ 2.1).

**Continuous Quality Improvement (CQI) Plan:** At STAR 2 and above, programs are required to develop a CQI Plan that includes long and short term goals, goals beyond minimum requirements under the program’s Child Care Facility COVID-19 Health and Safety Plan, annual updates, and is informed by internal assessments and ongoing needs of staff (EC 2.1). At STAR 3 and STAR 4, a culture of ongoing CQI ensures that programs routinely evaluate their strengths and needed areas of improvement through the use of internal assessments, surveys of families and staff, and other formative tools. In addition, programs are required to submit a CQI Plan update to their Quality Coach as part of their annual paperwork renewal. There are 2 examples of CQI Plans in the Keystone STARS Program Manual for programs to use. Programs choosing to use a different CQI plan template must ensure that their plan includes at minimum all of the information shown in the CQI plan examples.

**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 PA 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/](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:** Previously referred to as a self-assessment, internal assessment is the process of using an evidence-based tool to objectively measure the quality of observed classroom practices, environments, and experiences for children during a defined period of time. Internal assessment for CQI happens within the classroom while children are present and is most meaningful when the observer is familiar with the tool being used. Results from internal assessment do not confer a definitive or permanent status of high or low program quality; they are a guide to support goal setting within a program-driven plan for growth.

**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.

**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)

<table>
<thead>
<tr>
<th>Quality Indicator #</th>
<th>Quality Indicator</th>
<th>Meets Standard?</th>
<th>Possible Evidence</th>
<th>Thoughtful Questions for Quality Coaches &amp; Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.1</td>
<td>Certification and Compliance</td>
<td>☐ Yes ☐ No</td>
<td>• DHS Certificate of Compliance</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Early childhood education and school age programs holding a regular Certificate of Compliance from Pennsylvania’s Department of Human Services (DHS)</td>
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<td></td>
<td>Preschool programs holding a private academic license from the Pennsylvania Department of Education (PDE)</td>
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**Required STAR 1 Indicator Met: ☐ Yes ☐ No**
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</table>
| SQ 2.1              | **All on-site Leadership Team** members* and Teaching Staff* complete Keystone STARS 101 and 102 (within 90 days of hire) STARS 101 – Overview of STARS System and CQI Principles STARS 102 – Elements of Assessing and Building Quality Clarification for Family Child Care Homes (FCCH) and Group Child Care Homes (GCCH): Owner/Operators fulfill the role of Program Leadership. | ☐ Yes ☐ No    | • PD Registry report, *Staff Detailed Training Report*  
• *Facility Staff Qualification Grid* (located in Keystone STARS Program Manual)                                                                                                                                     | How do you define who is part of your leadership team?  
How do you ensure that newly hired teaching staff and on-site leadership team members in your program have taken or are scheduled to take STARS 101 and 102? |
| SQ 2.2              | **On-site leadership team members** and teaching staff* complete their profile in the Professional Development (PD) Registry within 60 days of hire. A profile is considered complete when Career Pathway status is listed as “applied” or “verified” in the PD Registry. | ☐ Yes ☐ No    | • PD Registry Report, *Staff Report*  
• *Facility Staff Qualification Grid* (located in Keystone STARS Program Manual)                                                                                                                                     | When a new teaching staff or member of on-site leadership team is hired at your program, how do you ensure they are registered in PD Registry?  
How do you ensure that your teaching staff and on-site leadership team members complete all relevant information in PD Registry? |
| SQ 2.3              | **All on-site program leadership team members** and teaching staff* complete Professional Development Plans (PDP) in the PD Registry to support educational achievement and professional growth. These PDPs are:  
• based on individual needs identified in Big Ideas Framework  
• informed by internal assessments using evidence-based tools  
• informed by performance evaluations  
• include goals to support further education  
• updated annually at a minimum | ☐ Yes ☐ No    | • PD Registry Report, *Staff Report*  
• *Facility Staff Qualification Grid* (located in Keystone STARS Program Manual)                                                                                                                                     | What sources of evidence are used to develop PDPs?  
Describe how leadership supports individual teaching staff’s PD plan.  
What resources are available to teaching staff and on-site leadership team members as they develop short and long-term PD goals?  
Describe the extent to which PD plans are reviewed with teaching staff and on-site leadership team members. |
Clarification for FCCH and GCCH:
Owner/Operators fulfill the role of Program Leadership. When FCCH and GCCH leadership teams include additional peers or support persons, they should be included in the PD Plans.

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<th>Thoughtful Questions for Quality Coaches &amp; Providers</th>
</tr>
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<tbody>
<tr>
<td>Early Childhood Education Program</td>
<td>Program develops a Continuous Quality Improvement (CQI) Plan that:</td>
<td>☐ Yes ☐ No</td>
<td>• CQI Plan that includes:</td>
<td>Please explain the process of creating a CQI plan for your program.</td>
</tr>
<tr>
<td>EC 2.1</td>
<td>• Is informed by internal assessment using an approved program observation instrument (POI) (please see the chart of approved POIs on page 37)</td>
<td></td>
<td>o annual updates</td>
<td>What sources of evidence do you use to inform your CQI Plan?</td>
</tr>
<tr>
<td></td>
<td>• Includes both long term and short-term goals</td>
<td></td>
<td>o long &amp; short-term goals</td>
<td>Who has input into your program’s CQI?</td>
</tr>
<tr>
<td></td>
<td>• Includes actions items to support overall quality improvement</td>
<td></td>
<td>o action items to support overall quality improvement</td>
<td>Explain the process your program uses to review and update your CQI Plan.</td>
</tr>
<tr>
<td></td>
<td>• Updated annually to reflect achieved goals and new CQI activities that will be implemented</td>
<td></td>
<td>o goals for increasing staff qualifications</td>
<td>Who is involved in this process?</td>
</tr>
<tr>
<td></td>
<td>• Includes goals for increasing staff qualifications</td>
<td></td>
<td>o Includes goals beyond minimum requirements and actions steps under the program’s Child Care Facility COVID-19 Health and Safety Plan</td>
<td>What type(s) of internal assessment(s) are used to inform your program’s CQI Plan?</td>
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<td></td>
<td>• Includes goals beyond minimum requirements and actions steps under the program’s Child Care Facility COVID-19 Health and Safety Plan</td>
<td></td>
<td>• Copy of internal assessment used</td>
<td>Describe how your Child Care Facility COVID-19 Health and Safety Plan was used to inform your CQI Plan.</td>
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<tr>
<td></td>
<td>*There are 2 CQI plan templates in the Keystone STARS Program Manual. See the Glossary of Terms for additional information on CQI Plan.</td>
<td></td>
<td>• Child Care Facility COVID-19 Health and Safety Plan</td>
<td></td>
</tr>
<tr>
<td>EC 2.2</td>
<td>Lesson plans:</td>
<td>☐ Yes ☐ No</td>
<td>• Lesson plans from each class/age group that show:</td>
<td>Explain how lesson plans are shared with program leadership before implementation.</td>
</tr>
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<td></td>
<td>• are developed using Pennsylvania’s Early Learning Standards (ELS) as a resource for staff to support planning and documentation of children’s learning</td>
<td></td>
<td>o references to PA ELS</td>
<td>What resources does your program offer to teachers in their creation of lesson plans that are based on PA ELS and/or individualized based on children’s differing abilities?</td>
</tr>
<tr>
<td></td>
<td>• reflect a balance of activities that support developmentally appropriate</td>
<td></td>
<td>o a balance of activities</td>
<td></td>
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</table>
| EC 2.3 | 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. **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. | □ Yes □ No | • 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 | Why did you choose ______ for your program’s screening tool?  
Describe your staffs’ familiarity with the adopted screening tool.  
Explain any steps and/or support to ensure the screening tool is being utilized with fidelity.  
What is the process for referring a family to community services when deemed appropriate?  
Explain how screenings are tracked within your program. |
| EC 2.4 | Program adopts policies, practices, and supports regarding inclusion. The program develops a process to address the local steps in the OCDEL Inclusion Announcement, *Inclusion of All Children in Early Childhood Programs in Pennsylvania.* Programs may choose to collaborate with the local Early Intervention Program to support this activity. | □ Yes □ No | • Program’s policy regarding inclusion  
• Associated practices regarding evidence of practice of inclusion  
• Collaborative meetings with Early Intervention, Intermediate Units, etc | How does your program seek to include all children, including those with disabilities, and their families?  
Since the OCDEL Policy Announcement was released in 2017, what steps has your program taken to implement more inclusive practices?  
What steps do you plan to take in the future?  
What local partners are you collaborating with in helping promote inclusive practices?  
What are some examples of inclusive practices in your classrooms? |
| EC 2.5 | Program adopts policies, practices, and supports regarding suspension and expulsion and has policies and practices in place to support the social and emotional development of children served. The program develops a process to address the local steps in the OCDEL Reduction of Suspension and Expulsion Announcement, | □ Yes □ No | • Program’s policy regarding reduction of suspension and expulsion  
• Associated practices regarding evidence of reducing suspension and expulsion | How does your program seek to create a positive climate and focus on prevention of behavior issues?  
What policies does your program have in place that communicate clear, appropriate and consistent |
Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania. Programs may choose to collaborate with the local Early Intervention Program to support this activity.

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<th>Meets Standard?</th>
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<tbody>
<tr>
<td>FC 2.1</td>
<td>Program has a written policy that states that Individualized Educational Plan (IEP) or Individualized Family Service Plan (IFSP) written plans, and/or special needs assessments, with family permission, are appropriately utilized to inform individualized instruction. The policy also recommends that the child’s teacher participate in the IEP/IFSP meeting which must include family members, an early childhood teacher, Early Intervention (EI) specialists, and director or administrator.</td>
<td>☐ Yes ☐ No</td>
<td>• Policy regarding the use of IEPs and IFSPs to be used to inform practices&lt;br&gt;• Associated practices regarding the use of IEPs and IFSPs to include discussion with families&lt;br&gt;• IEP and IFSP meeting notes during which program staff were in attendance&lt;br&gt;• Family acknowledgement form of program’s request to use IEP or IFSP to inform practices</td>
<td>How do you discuss your IEP and IFSP policy with families?&lt;br&gt;How do you help ensure your staff are included in IEP and IFSP meetings?&lt;br&gt;How does your program use the information contained in the IEP and IFSP to inform classroom practices?&lt;br&gt;Is this policy included in your family handbook?</td>
</tr>
<tr>
<td>FC 2.2</td>
<td>Program has a written policy to demonstrate how children are helped to transition between developmental stages. Policy includes a plan to share information with families. Policies might include activities that support transition from:role as infant to older child in mixed age group, teacher directed play to child directed play, one classroom/group or program to</td>
<td>☐ Yes ☐ No</td>
<td>• Transition policies&lt;br&gt;• Transition information given to families (letter, meeting invitation)&lt;br&gt;• Examples of transition plans for each age group</td>
<td>How do you help children as they transition from one age group or classroom to another?&lt;br&gt;How do you keep families informed of any upcoming transitions?&lt;br&gt;Explain how you work with other learning programs to help with a child’s transition.</td>
</tr>
</tbody>
</table>
| FC 2.3 | Program has a policy and/or practice in place to support and encourage family engagement. A minimum of one family conference is offered per year to discuss children’s progress and behavioral, social, and physical needs as well as the family’s goals for their child. | ☐ Yes ☐ No | • Family engagement policy and examples of activities held that engage families  
• Family conference information and evidence of practice (invitation template, schedule of conferences, records of completed conferences) | Detail your connections with local school districts that help children transition to kindergarten.  
To what extent does your program help with other types of transitions such as a new baby, a move, custody changes, etc.?  
How would you describe the term “family engagement?”  
What types of family engagement efforts have worked best in your program?  
Have you tried activities that were not successful in engaging families? What could you do differently?  
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?  
Explain your program’s conference policy in terms of frequency, protocol, and what information is exchanged between family and program. |
|---|---|---|---|---|
| FC 2.4 | A current Family Handbook is distributed to outline program policies and practices beyond those required by Certification. | ☐ Yes ☐ No | • Handbook displayed in entrance area or prominent place for families  
• Handbook that reflects current practices | How often do you review your family handbook for accuracy and to ensure it reflects the most current information for your families?  
Who is involved in developing your family handbook?  
How do you help ensure families take time to read and understand your handbook? |
<table>
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<tbody>
<tr>
<td><strong>Leadership and Management</strong></td>
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<tr>
<td>LM 2.1</td>
<td>Program creates an annual operating budget, including a statement of income and expenditures. Program has a plan to address operational or organizational stability.</td>
</tr>
<tr>
<td>Meets Standard?</td>
<td>☐ Yes ☐ No</td>
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</table>
| Possible Evidence | • Financial record keeping system  
• Operating budget |
| Thoughtful Questions for Quality Coaches & Providers | Describe how the program budget is developed? What are the key decision points in its development?  
If the program director or owner would change, how would the program manage?  
What are the break-even numbers for classrooms?  
What is your waiting list maintenance procedure?  
What is the chain of command in your center and do you have someone who could step in to help run the program?  
What strategies do you use for marketing to new families? To recruit staff? |
| LM 2.2 | Current personnel and program operation policies are distributed and utilized to support understanding of program policies, procedures, roles, and responsibilities. |
| Meets Standard? | ☐ Yes ☐ No |
| Possible Evidence | • Personnel manual available in prominent place for employees  
• Evidence that personnel manual is reviewed and updated on consistent basis |
| Thoughtful Questions for Quality Coaches & Providers | How often do you review your personnel manual for accuracy and to ensure it reflects the most current information for your staff?  
Who is involved in developing your personnel manual?  
How do you help ensure staff are aware of and understand your personnel manual? |
| LM 2.3 | Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences. |
| Meets Standard? | ☐ Yes ☐ No |
| Possible Evidence | • Copy of tracking document in use  
• Evidence that tracking document is regularly reviewed for trends |
| Thoughtful Questions for Quality Coaches & Providers | Describe how your program tracks child and staff illnesses and injuries that occur.  
How often are tracking forms reviewed in order to spot trends in illnesses and injuries? |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
<th>Additional Information</th>
</tr>
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<tbody>
<tr>
<td>LM 2.4</td>
<td>A system of overall site safety review is implemented which includes active supervision. Supervision strategies involve: • active watching of, • listening to, • interacting with, and • monitoring of children in care at all times.</td>
<td>☐ Yes ☐ No</td>
<td>• Supervision checklist in use by center • Site safety review in use • Evidence that supervision checklists and site safety reviews are regularly reviewed for trends</td>
<td>How often do you conduct a site safety review/checklist? How often do you review completed safety reviews/checklists? Describe your supervision policy and implementation in classrooms, while outside, on field trips, and during nap time. How do you define supervision? Have you discovered any lapses in safety or supervision practices through using the tools? What types of corrective action did you employ as a result?</td>
</tr>
<tr>
<td>LM 2.5</td>
<td>Program uses Caring for our Children to establish policies and practices regarding care plans for children with special medical needs as well as medication administration.</td>
<td>☐ Yes ☐ No</td>
<td>• 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</td>
<td>Explain the process through which a care plan for a child is implemented in your program. How are staff helped to both understand and feel comfortable with care plans? Have staff ever felt overwhelmed with implementing a child’s care plan? How did you resolve this apprehension? Describe the process for administration of medication in your program. How do families learn about the program’s care plans and medication administration policies?</td>
</tr>
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</table>

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 2 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% 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% 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.

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<tr>
<th>Quality Indicator #</th>
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<th>Meets Standard?</th>
<th>Possible Evidence</th>
<th>Thoughtful Questions for Quality Coaches &amp; Providers</th>
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</table>
| SQ 3.4.1            | REQUIRED STAR 3 & 4 INDICATOR: A program’s Continuous Quality Improvement (CQI) Plan is informed by the teaching staff’s* PDPs. Based on a review of teaching staff* PDPs, a program may:  
- Work with the local Professional Development Organization (PDO) and their ELRC to communicate overall PD and credit-bearing coursework needs of their teaching staff*  
- Schedule on-site PD events to align with the training needs of teaching staff*  
- Support teaching staff* in enrolling in PD events and coursework | N/A | ☐ Yes  ☐ No | • PDP with progress in meeting goals identified  
• PD Registry report, Staff Report  
• CQI Plan that shows PDPs were used to inform CQI goals | Describe the process for using individual teaching staff PDPs to inform your overall program’s CQI activities.  
How often is the CQI plan reviewed?  
Explain the process through which teaching staff and management team discuss PDPs and use PDPs for overall program professional development.  
Describe interactions your program has had with your local PDO and ELRC to communicate overall PD and credit-bearing coursework needs of your teaching staff. |
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<th>Quality Indicator #</th>
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</table>
| SQ 3.4.2            | • 25% or more of all teaching staff* are a Rising A or above on the PA Early Childhood Education (ECE) Career Pathway | 10          | □ Yes ☐ No     | • PD Registry Report, *Staff Report*  
• *Facility Staff Qualification Grid* (located in Keystone STARS Program Manual)  
• Career Pathway Certificate from PD Registry | How does your program ensure that staff are involved in credit-bearing opportunities?  
What community resources have helped your program meet this quality indicator?  
What resources do you feel are most needed in order for your program to meet higher point levels in this quality indicator? |
|                     | • 50% or more of all teaching staff* are a Rising A or above on the PA ECE Career Pathway | 15          | □ Yes ☐ No     | • PD Registry Report, *Staff Report*  
• *Facility Staff Qualification Grid* (located in Keystone STARS Program Manual)  
• Career Pathway Certificate from PD Registry | How does your program ensure that staff are involved in credit-bearing opportunities?  
What community resources have helped your program meet this quality indicator?  
What resources do you feel are most needed in order for your program to meet higher point levels in this quality indicator? |
|                     | • *Clarification for FCCH and GCCH*: Owner/Operator is a Rising A or above on the PA ECE Career Pathway |             |                | • PD Registry Report, *Staff Report*  
• *Facility Staff Qualification Grid* (located in Keystone STARS Program Manual)  
• Career Pathway Certificate from PD Registry | How does your program ensure that staff are involved in credit-bearing opportunities?  
What community resources have helped your program meet this quality indicator?  
What resources do you feel are most needed in order for your program to meet higher point levels in this quality indicator? |
|                     | • 25% of group supervisors/lead teachers* are a Level B or above on the PA ECE Career Pathway, **and** 50% 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. | 20          | □ Yes ☐ No     | • PD Registry Report, *Staff Report*  
• *Facility Staff Qualification Grid* (located in Keystone STARS Program Manual)  
• Career Pathway Certificate from PD Registry | How does your program ensure that staff are involved in credit-bearing opportunities?  
What community resources have helped your program meet this quality indicator?  
What resources do you feel are most needed in order for your program to meet higher point levels in this quality indicator? |
**Professional Development Expectations in Keystone STARS**

Keystone STARS seeks to ensure that early childhood 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 on-site leadership team members must have received training in all of 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. 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. In order for a program to earn points in each of the quality indicators listed above, at minimum, all teaching staff and on-site leadership team members must take PD in each of the topic areas every 3 years unless they are enrolled in credit-bearing coursework.

Flexibility in PD is inherent in the STARS Professional Development and Staff Qualifications and is intended to offer early childhood education 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 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 on-site 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. However, they may still have certain PD needs that would be supportive of quality practices and, in these cases, would be expected to participate in additional PD events. Again, thoughtful discussions between teaching staff and leadership should take place annually at minimum and help shape each staff person’s PDP.

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 teachings 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](http://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.
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<th>Quality Indicator #</th>
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</table>
| 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](http://www.pakeys.org)** | 2           | ☐ Yes ☐ No (2 pts.) | • PD Registry Report, *Staff Detailed Training Report*  
• PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff (located in STARS Program Manual)                                                                 | 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?  
Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.  
Describe instructional practices that promote language development in various age groups.  
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? |
| 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 on-site 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. | 2           | ☐ Yes ☐ No (2 pts.) | • PD Registry Report, *Staff Detailed Training Report*  
• PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff (located in STARS Program Manual)                                                                 | 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?  
Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.  
Describe instructional practices that promote language development in various age groups.  
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? |
| SQ 3.4.4 | Professional development** regarding the support of *social and emotional development of children* must be completed by all teaching staff* and on-site 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. | 2           | ☐ Yes ☐ No (2 pts.) | • PD Registry Report, *Staff Detailed Training Report*  
• PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff (located in STARS Program Manual)                                                                 | 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?  
Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.  
Describe instructional practices that promote social and emotional development in various age groups.  
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? |
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<th># of Points</th>
<th>Meets Standard?</th>
<th>Possible Evidence</th>
<th>PD related to social and emotional development?</th>
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</table>
| SQ. 3.4.5           | Professional development** that promotes positive interactions with children and families must be completed by all teaching staff* and on-site 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. | 2 | ☐ Yes ☐ No (2 pts.) | - PD Registry Report, Staff Detailed Training Report  
- PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff (located in STARS Program Manual) | 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?  
Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.  
Describe instructional practices that promote positive interactions with children and families.  
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 promoting positive interactions with children and families? |
| SQ 3.4.6            | Professional development** in the curriculum selected by the program must be completed by all teaching staff* and on-site 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.  
**Clarification for SACC only programs: PD taken in topics relevant to working with school age populations including art, STEM, technology, etc. would fulfill this indicator. | 2 | ☐ Yes ☐ No (2 pts.) | - PD Registry Report, Staff Detailed Training Report  
- PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff (located in STARS Program Manual) | 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?  
Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.  
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?
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<tr>
<td>SQ 3.4.7</td>
<td>Professional development** in the administration of the program’s adopted developmental screening tool must be completed by all teaching staff* and on-site 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.</td>
<td>2</td>
<td>☐ Yes □ No (2 pts.)</td>
<td>• PD Registry Report, Staff Detailed Training Report&lt;br&gt;• PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff (located in STARS Program Manual)</td>
<td>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?&lt;br&gt;Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.&lt;br&gt;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?</td>
</tr>
<tr>
<td>SQ 3.4.8</td>
<td>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 on-site 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.</td>
<td>2</td>
<td>☐ Yes □ No (2 pts.)</td>
<td>• PD Registry Report, Staff Detailed Training Report&lt;br&gt;• PD Tracking Grid for STAR 3 and 4 Programs: Teaching Staff (located in STARS Program Manual)</td>
<td>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?&lt;br&gt;Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.&lt;br&gt;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?</td>
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### SQ 3.4.9

Professional development** that prepares staff to work with children with disabilities and other at-risk populations must be completed by all teaching staff* and on-site program leadership* within 1 year of hire at current program or within last three years. Possible topics include:

- 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.

Ongoing professional development plans reflect additional PD as relevant for these staff.

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<tr>
<th></th>
<th>Yes</th>
<th>No (2 pts.)</th>
<th>PD Registry Report, <strong>Staff Detailed Training Report</strong></th>
<th>PD Tracking Grid for STAR 3 and 4 Programs: <strong>Teaching Staff</strong> (located in STARS Program Manual)</th>
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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?

Describe how any teaching staff identified as not needing PD in this topic demonstrate quality practices in the classroom related to this topic.

Describe instructional practices that prepare teaching staff to work with children with disabilities and other at-risk populations.

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?

### SQ 3.4.10

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.

**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.

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<tr>
<th></th>
<th>Yes</th>
<th>No (1 pt.)</th>
<th>PD Registry report, <strong>Staff Detailed Training Report</strong>, if applicable</th>
<th>PD Tracking Grid for STAR 3 and 4 Programs: <strong>Non-Instructional Staff</strong> (located in STARS Program Manual)</th>
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How does your program define non-instructional staff?

How many non-instructional staff are part of your program?

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?

What type of information is shared with non-instructional staff and in what format? (face to face, self-paced reading, formal PD events)
# KEYSTONE STARS PROGRAM PERFORMANCE STANDARDS

**Effective August 1, 2020**

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<tr>
<th>Quality Indicator #</th>
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<tr>
<td><strong>Early Childhood Education Program</strong></td>
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| EC 3.4.1 | Program implements an OCDEL-approved developmentally and culturally appropriate learning curriculum* that is:  
• responsive to the emerging and changing interests of young children,  
• aligns with the PA ELS  
• is play based, and  
• represents a balance of active and passive learning opportunities | 5 | Yes ☐ No ☐ (5 pts.) | • 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 | How was the chosen curriculum(a) selected? Who was involved in the selection process?  
What is the process for evaluating the implementation of the chosen curriculum?  
How does program leadership support teaching staff who may need additional help in implementing the curriculum to fidelity?  
What additional resource materials related to the curriculum selected are available to your teaching staff? |
| EC 3.4.2 | Program utilizes a valid and reliable observation-based assessment* of children’s development in accordance with the tool’s recommendations. Program maintains internal data regarding child outcomes and is prepared to share this data with Pennsylvania state partners for research and evaluation. | 4 | Yes ☐ No ☐ (4 pts.) | • Identification of observation-based assessment which includes on-site tools, resources, and supports  
• Modification of practices based on data on lesson plans  
• Internal data tracking system | How was the chosen assessment tool(s) selected? Who was involved in the selection process?  
Describe how the observation-based assessment is used in your program including the frequency of observations and methods for documenting results.  
What is the process for evaluating the implementation of the chosen assessment(s)? |

*A current list of OCDEL-approved curricula can be found [here](#).

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.
approved development assessment tools can be found here

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<th># of Points</th>
<th>Meets Standard?</th>
<th>Possible Evidence</th>
<th>Thoughtful Questions for Quality Coaches &amp; Providers</th>
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| Early Childhood Education Program | Results from observation-based assessments of children's development are:  
• Used to inform curriculum planning and instruction,  
• Used for individual child planning  
• Evaluated for possible referrals to community resources, and  
• Shared with families. | 5           | ☐ Yes  
☐ No (5 pts.) | • Assessments used, and documentation of results utilized to plan and/or modify practices  
• Performance-Based Assessment  
• Lesson/Activity plans  
• Materials for different abilities and interests | Describe how teaching staff use the results of observation-based assessments to inform curriculum planning.  
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.  
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.  
Tell me about a time when a referral was made to a community resource based on results from an observation-based assessment.  
How does your program share the results of assessments with families? |

| EC 3.4.3 | Program policies/practices are in place to support language development and academic achievement of all children including those who are culturally and linguistically diverse. Children whose first language is not English are supported in using home | 4           | ☐ Yes  
☐ No (4 pts.) | • Copy of policies  
• Use of communication devices, sign language, and/or gestures | Describe the policies and practices in place that support language development of all children.  
What different languages are spoken by families in your program?  
What languages, outside of English, are spoken in your local community? |
## Early Childhood Education Program

**EC 3.4.5 REQUIRED STAR 3 & 4 INDICATOR**

In partnership with a Quality Coach and an OCDEL-approved assessor, the program creates an Internal Assessment Process that includes:

- Use of the approved program observation instrument(s) (POI) selected in EC 2.1 for assessment of practices in each classroom or enrolled age-group
- Addition of goals to CQI Plan based on information gathered during the internal assessment(s) that reflect the program’s priorities for growth (must include goals and action steps for ongoing improvements to health and safety practices)

### Quality Indicator # | Quality Indicator | # of Points | Meets Standard? | Possible Evidence | Thoughtful Questions for Quality Coaches & Providers
---|---|---|---|---|---
EC 3.4.5 | REQUIRED STAR 3 & 4 INDICATOR | N/A | ☐ Yes ☐ No | • Copy of the created Internal Assessment Process  
• Additional goals for classroom practices and health and safety practices added to CQI Plan  
• [Child Care Facility COVID-19 Health and Safety Plan](#) | When did your program have their last external PQA? How did your classrooms score?  
Tell me about how you used the results of your most recent external and internal assessment results to make improvements in your practices.  
What type of information is shared with staff when internal assessments are completed?  
Based on your most recent internal assessments, what do you see as your program’s strengths? Areas for improvement?  
Have you considered using a different POI during your next internal assessment cycle?
**KEYSTONE STARS PROGRAM PERFORMANCE STANDARDS**

- Additional elements as outlined by OCDEL

*Please see the Keystone STARS Program Manual for additional information and an Internal Assessment Process Template.

**EC 3.4.6**

The program is invested in Continuous Quality Improvement and:
- Uses an additional POI, beyond the one used in EC 2.1 to inform their CQI Plan goals for classroom practice improvements. (A list of approved POIs can be found on page 37)
- Consults with an OCDEL-approved assessor after completing internal assessments to review results for alignment with POI scoring rubric and PA specific classroom quality practice guidelines

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<td>2</td>
<td>□ Yes □ No (2 pts.)</td>
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- Copy of CQI Plan
- Copy of internal assessment used
- Meeting notes from consultation with member of PQA Team

What other POI has your program used to inform your CQI Plan?
What information led your program to choose this POI?
How did the results of using this POI help to identify long-term and short-term goals?
How did the consultation with a member of the PQA Team help to interpret and evaluate results of the internal assessment(s)?
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<td><strong>Partnerships with Families and Communities</strong></td>
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<td><strong>FC 3.4.1</strong> A plan is written and implemented describing procedures to refer</td>
<td>1</td>
<td>☐ Yes ☐ No (1 pt.)</td>
<td>• Policy regarding referrals to community agencies</td>
<td>Describe the process for referring families to social, mental health, educational, wellness, and medical services. Provide an example of a time when a family in your program was referred to a community agency. To what types of local agencies have you referred families? How does your program use the results of developmental screenings and observation-based assessments to help families connect with relevant community resources?</td>
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<td>families to social, mental health, educational, wellness, and medical services</td>
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<td>• Evidence of collaboration with local agencies including mental, social, educational, and medical</td>
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<td>when appropriate.</td>
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<td><strong>FC 3.4.2</strong> A minimum of two family conferences are offered per year to discuss</td>
<td>2</td>
<td>☐ Yes ☐ No (2 pts.)</td>
<td>• Family handbook policy</td>
<td>At what times of the year does your program offer conferences? Describe a typical family conference. To what extent are families engaged as partners in their child’s development and learning during the conference? at other times? What types of information is exchanged during a family conference? What program staff participate in family conferences? How do you strive to understand and work with families to assure participation in the offered conferences?</td>
</tr>
<tr>
<td></td>
<td>children’s strengths, progress, behavioral, social, and physical needs, and the</td>
<td></td>
<td></td>
<td>• Evidence of conference offerings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>family’s goals for their child.</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
## Part 1: Partnerships with Families and Communities

<table>
<thead>
<tr>
<th>Quality Indicator #</th>
<th>Quality Indicator</th>
<th># of Points</th>
<th>Meets Standard?</th>
<th>Possible Evidence</th>
<th>Thoughtful Questions for Quality Coaches &amp; Providers</th>
</tr>
</thead>
</table>
| FC 3.4.3            | Program implements practices that support continuity of care that helps ensure children and families are engaged in continued, high-quality early learning experiences through stable relationships with caregivers. | 3           | ☐ Yes ☐ No (3 pts.) | • Family handbook policy  
• Documentation of implementation                                                      | How does your program define continuity of care for children and families?  
Does your program include any type of “looping”? If so, describe how that process works.  
Does your program offer additional practices that promote stable relationships between children and caregivers? |
| FC 3.4.4            | Families are engaged in ways that demonstrate their participation in shaping the policies and procedures of the program and encourages family networking. | 3           | ☐ Yes ☐ No (3 pts.) | • Family handbook policy  
• Family group meeting agendas  
• Sign-in sheets  
• Networking activities                                                        | How are policies and procedures shaped by your families? Provide an example(s) of a policy or procedure that has been shaped through parental involvement.  
How does your program encourage family networking?  
What activities have you found to be most successful in engaging families?  
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? |
| FC 3.4.5            | Opportunities for families to attend education workshops are provided on topics such as: early literacy; adult/family literacy; positive family-child interactions; cultural awareness; substance misuse, developmental issues; health and safety; and/or other topics that address the identified needs and interests of enrolled families. Translation/Interpreters are provided for families as needed. | 2 or 3      | ☐ Yes ☐ No (2 pts.) ☐ Yes ☐ No (3 pts.) | • Communication regarding workshops  
• Agendas and sign-in sheets                                                      | In the past year, what educational workshop opportunities have been offered to families?  
What topics do you feel are the most timely and relevant for your current families? How do you know?  
What types of services do you offer to encourage participation in these workshops (e.g. translation services, child care, transportation, meals)? |
## Partnerships with Families and Communities

<table>
<thead>
<tr>
<th>Quality Indicator #</th>
<th>Quality Indicator</th>
<th># of Points</th>
<th>Meets Standard?</th>
<th>Possible Evidence</th>
<th>Thoughtful Questions for Quality Coaches &amp; Providers</th>
</tr>
</thead>
</table>
| FC 3.4.6            | The Strengthening Families Protective Factor Framework or a similarly focused evidence-based tool is used to assess engagement of and interactions with families. The results of the self-assessment are used to inform the program’s CQI plan. | 4           | ☐ Yes ☐ No (4 pts.) | • Strengthening Families Self-Assessment Tool  
• CQI Plan which includes information from Strengthening Families Framework | Explain how your program has used Strengthening Families or other similar evidence-based tools to assess family engagement.  
What types of trainings have helped program staff implement the Strengthening Families Protective Framework?  
How often does your program complete a self-assessment?  
Who reviews the results of the self-assessment and incorporates the findings into CQI goals and planning?  
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? |
| 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           | ☐ Yes ☐ No (1 pt.) | • Current community resource handbook and materials | What types of community resources are most important and relevant for your currently enrolled families? How do you know?  
How often are the community resource handbook or materials reviewed for accuracy?  
Do you have working relationships with community agencies? How do you help create new working relationships?  
How do families know about the community resources offered in your program? |
<p>| FC 3.4.8            | To support learning at home, a variety of methods are used to communicate with families about | 3           | ☐ Yes ☐ No (3 pts.) | • Evidence of communication strategies, e.g., newsletters, | Describe your program’s communication strategies used with families. |</p>
<table>
<thead>
<tr>
<th>Quality Indicator #</th>
<th>Quality Indicator</th>
<th># of Points</th>
<th>Meets Standard?</th>
<th>Possible Evidence</th>
<th>Thoughtful Questions for Quality Coaches &amp; Providers</th>
</tr>
</thead>
</table>
| **LM 3.4.1**        | A member of the program’s on-site leadership team* is enrolled in or holds a current PA Director’s Credential. **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. | 3 | ☐ Yes ☐ No (3 pts.) | • PD Registry report, *Staff Report*  
• Facility Staff Qualifications Grid, (located in Keystone STARS Program Manual)  
• Documentation of enrollment  
• Certificate of Completion | Which leadership team staff holds or is enrolled in the PA Director’s Credential?  
Does your program have other staff who are interested in obtaining their PA Director’s Credential?  
Who acts in place of the Director in his/her absence? Does this person hold a Director’s Credential? |
| **LM 3.4.2**        | Group Supervisors/Lead Teachers* are provided paid curriculum and lesson planning/preparation time away from children.  
- 1 hour per month = 2 points  
- 2 - 3 hours per month = 3 points  
- 4+ hours per month = 4 points | 2, 3 or 4 | ☐ Yes ☐ No (2 pts.)  
☐ Yes ☐ No (3 pts.)  
☐ Yes ☐ No (4 pts.) | • Documentation of schedule for planning and preparation time | How often are group supervisors/lead teachers afforded opportunities for lesson planning and preparation? Are these planning times scheduled on a consistent basis?  
Who covers for group supervisors/lead teachers in the classrooms when they have scheduled planning times?  
Does your program have resources that group supervisors/lead teachers can use when lesson planning and prepping?  
For FCCH and GCCH: How do you ensure that you are compensated for planning time during hours that children are not in your care? |
| **LM 3.4.3**        | Annually, at least two classroom/group observations are conducted, and feedback is provided to teaching staff* regarding job performance based on the observations. | 4 | ☐ Yes ☐ No (4 pts.) | • Copies of observations  
• Policy in staff handbook | How often are classroom observations conducted? Are all observations conducted at similar times of year?  
What tools/assessments are used to conduct the classroom observations? |
### 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.

---

#### LM 3.4.4
Annual performance evaluations based on job descriptions are provided in writing to all teaching staff. The evaluations can utilize written feedback from enrolled families, quality coaches and technical assistance providers, certification representatives, peer support network and their community of practice. 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.

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.

#### LM 3.4.5
Employee benefits are available to full time staff (pro-rated for PT staff) and are explained in the program’s policy and procedure manual.
- 1 benefit = 1 pt.
- 2 benefits = 2 pts.
- 3 or more benefits = 3 pts.

Employee benefits may include health

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>(1 pt.)</td>
<td>(2 pts.)</td>
</tr>
<tr>
<td>□</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Information on benefits offered

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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.
### KEYSSTONE STARS PROGRAM PERFORMANCE STANDARDS

**LM 3.4.6**
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.

**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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
<th>Details</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of meetings</td>
<td>1</td>
<td>☐ Yes ☐ No (1 pt.)</td>
<td>How often are staff meetings conducted in your program?</td>
</tr>
<tr>
<td>Agendas from meetings</td>
<td></td>
<td></td>
<td>Who is required to attend these staff meetings?</td>
</tr>
<tr>
<td>Sign in sheets from meetings</td>
<td></td>
<td></td>
<td>If meetings are conducted during program hours, how do you ensure staff who are not able to attend receive the information?</td>
</tr>
</tbody>
</table>

**LM 3.4.7**
A salary scale based on level of education/training and experience is utilized.

**Clarification for FCCHs and GCCHs:** FCCHs and GCCHs demonstrate budget considerations that support fair compensation.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
<th>Details</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy of salary scale</td>
<td>2</td>
<td>☐ Yes ☐ No (2 pts.)</td>
<td>How is your program’s salary scale calculated?</td>
</tr>
</tbody>
</table>

**LM 3.4.8**
All staff members are offered daily regular personal breaks.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
<th>Details</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy of break schedule</td>
<td>2</td>
<td>☐ Yes ☐ No (2 pts.)</td>
<td>How are program staff offered routine daily breaks?</td>
</tr>
<tr>
<td>Policy statement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Effective August 1, 2020**

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**Key Points:**
- Insurance, paid time off, child care, education compensation, etc.
- **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.
- **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.
- **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.
- **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.

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**Interview Questions:**
- What benefits do staff consider to be the most important to them? How do you know?
- **For FCCHs and GCCHs:** Explain how you are compensated for paid planning time, paid days off, etc.
- **For FCCHs and GCCHs:** Do you have paid health insurance through your work as a Family Child Care/Group Child Care Provider?
| **LM 3.4.9** | Programs utilize PAS or BAS as an internal assessment to reflect on business and administrative practices. Information obtained from the internal assessment is used to inform the program’s CQI plan. | 4 | □ Yes □ No (4 pts.) | • PAS/BAS internal assessment  
• Evidence that PAS or BAS has informed the CQI Plan | What is done to ensure proper ratios and supervision is in place during teaching staff breaks?  
Explain how you ensure staff are able to take care of personal needs outside the times of regularly scheduled breaks.  
For FCCHs and GCCHs: How do you ensure that children are safe and supervised when taking care of personal needs?  
What information did you hope to discover through the use of the internal assessment?  
Were you surprised by anything you discovered through the internal assessment?  
How did the internal assessment help to inform your CQI Plan? |
| **LM 3.4.10** | Program utilizes a licensed or certified health professional or health care consultant to establish and maintain health policies above those required by certification. | 3 | □ Yes □ No (3 pts.) | • Copy of work agreement  
• Description of services offered by health care consultant  
• Evidence that information from health care consultant has been used to improve practices | How did your program identify the health care consultant that you currently use?  
What types of questions do you refer to the health care consultant for guidance?  
Explain how your health care consultant has helped guide policy and procedures in your program. |
| **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 | □ Yes □ No (3 pts.) | • Copy of shared services agreement  
• Evidence of shared services activities | What types of shared services is your program currently participating in?  
Explain how shared services has helped support cost savings or greater operational efficiency.  
What other types of shared services would you hope to find in the future? |

**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
At STAR 3 and 4, programs can also earn up to 2 Bonus Points to be applied to specific Performance Standards 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)

<table>
<thead>
<tr>
<th>Performance Standard Category &amp; Related Quality Initiative</th>
<th>Bonus Pts. Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Childhood Education Program</strong> - Program participates in the implementation of Positive Behavioral Interventions and Supports (PBIS) and has been recognized for fidelity Implementation by the PA PBIS Network</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership and Management</strong> - Program utilizes the After-School Quality (ASQ) Team Approach to develop a CQI Plan</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership and Management</strong> - Program participates in an organized effort to promote environmental health improvements in their early learning program, making their facility and program healthier and less likely to negatively affect the health of children and early learning program staff. (example: PA Eco Healthy Child Care)</td>
<td></td>
</tr>
<tr>
<td><strong>Partnerships with Families and Communities</strong> - Program participates in an organized effort to promote nutritional health for children. (example: Farm to ECE, obesity prevention activities, PA NAP SACC, food security initiatives)</td>
<td></td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Total Points Available</th>
<th>Total Points Earned</th>
<th>Percentage Total Points Earned</th>
<th>Percentage Total Points Required</th>
<th>STAR 3 Minimum Pts. Required</th>
<th>Y/N</th>
<th>STAR 4 Minimum Pts. Required</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Qualifications and Professional Development</td>
<td>35</td>
<td></td>
<td>32%</td>
<td></td>
<td>24</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education Program</td>
<td>20</td>
<td></td>
<td>19%</td>
<td></td>
<td>14</td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Partnerships with Families and Communities</td>
<td>20</td>
<td></td>
<td>19%</td>
<td></td>
<td>14</td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>33</td>
<td></td>
<td>30%</td>
<td></td>
<td>23</td>
<td></td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>108</td>
<td></td>
<td>100%</td>
<td></td>
<td>75</td>
<td></td>
<td>91</td>
<td></td>
</tr>
</tbody>
</table>

**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)

- **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. (example: PA Eco Healthy Child Care)

- **Partnerships with Families and Communities** - Program participates in an organized effort to promote nutritional health for children. (example: Farm to ECE, obesity prevention activities, PA NAP SACC, food security initiatives)
Suggested POIs Programs Can Use to Support and Inform their CQI goals (EC 2.1, EC 3.4.5, & EC 3.4.6)*

<table>
<thead>
<tr>
<th>Program Observation Instrument</th>
<th>Age Level (if applicable)</th>
<th>Supports Goal Setting For:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment Rating Scale (ERS) Suite</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infant/Toddler Environment Rating Scale (ITERS-R)</td>
<td>Birth to 36 months</td>
<td>Classroom practices that support infants’ and toddlers’ physical, social-emotional, and cognitive development</td>
</tr>
<tr>
<td>Early Childhood Environment Rating Scale - Revised (ECERS-R)</td>
<td>37 months to Kindergarten</td>
<td>Classroom practices that support preschoolers’ physical, social-emotional, and cognitive development</td>
</tr>
<tr>
<td>Early Childhood Environment Rating Scale – Third Edition (ECERS-3)</td>
<td>37 months to Kindergarten</td>
<td>Classroom practices that support preschoolers’ physical, social-emotional, and cognitive development</td>
</tr>
<tr>
<td>School-age Environment Rating Scale – Updated (SACERS-U)</td>
<td>Younger School-Age/Older School-Age</td>
<td>Classroom practices that support school age children’s physical, social-emotional, and cognitive development</td>
</tr>
<tr>
<td>Family Child Care Environment Rating Scale – Revised (FCCERS-R)</td>
<td>Birth to Older School-Age</td>
<td>Classroom practices that support infants’, toddlers’, preschoolers’ and school age children’s physical, social-emotional, and cognitive development in home-based settings</td>
</tr>
<tr>
<td><strong>Classroom Assessment Scoring System (CLASS) Suite</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infant CLASS</td>
<td>Birth to One Year</td>
<td>Interactions between teachers and infants, and teacher supports for their learning and development</td>
</tr>
<tr>
<td>Toddler CLASS</td>
<td>1-3 Years</td>
<td>Interactions between teachers and toddlers, and teacher supports for their learning and development</td>
</tr>
<tr>
<td>Pre-K CLASS</td>
<td>3-5 Years</td>
<td>Interactions between teachers and preschoolers, and teacher supports for their learning and development</td>
</tr>
<tr>
<td>K-3 CLASS</td>
<td>School-Age Children</td>
<td>Interactions between teachers and school-age children, and teacher supports for their learning and development</td>
</tr>
<tr>
<td><strong>Other Program Observation Instruments (POIs)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 &amp; 4)</td>
<td>N/A</td>
<td>Family child care business practices</td>
</tr>
<tr>
<td>Climate of Healthy Interactions for Learning and Development (CHILD)</td>
<td>3-5 Years</td>
<td>Interactions that support children’s social/emotional development</td>
</tr>
<tr>
<td>Developmental Environment Rating Scale (DERES)</td>
<td>2 ½-6 Years</td>
<td>Practices that support children’s executive functioning, literacy and social-emotional development</td>
</tr>
<tr>
<td>Inclusive Classroom Profile (ICP)</td>
<td>2-5 Years with IFSP/IEP</td>
<td>Inclusive classroom practices supporting educational and developmental needs of children with disabilities</td>
</tr>
<tr>
<td>Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)</td>
<td>10-47 months</td>
<td>Adult behaviors and interactions linked to child outcomes</td>
</tr>
<tr>
<td>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 &amp; 4)</td>
<td>N/A</td>
<td>Center-based administration and leadership practices</td>
</tr>
<tr>
<td>Rating Observation Scale for Inspiring Environments (ROSIE)</td>
<td>All</td>
<td>Function and adaptability of the classroom space to meet the needs and interests of the current group</td>
</tr>
<tr>
<td>School Age Quality Program Assessment (SQPA)</td>
<td>Kindergarten through 6th Grade</td>
<td>Enacting best classroom practices that support the needs of school-age children</td>
</tr>
<tr>
<td>Teaching Pyramid Observation Tool (TPOT) and Teaching Pyramid Infant Toddler Observation Scale (TPITOS)</td>
<td>Preschool (TPOT) and Infant/Toddler (TPITOS)</td>
<td>Programs using the Pyramid Model</td>
</tr>
</tbody>
</table>
**KEYSTONE STARS PROGRAM PERFORMANCE STANDARDS**

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.

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

### Rising Level A
- 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

### Level A
- Holds a current CDA certificate from the Council for Professional Recognition
- Current School Age Credential
- 9 Early Childhood Education (ECE) credits

### Level A Plus
Meets Level A and has completed:
- 12 or more ECE credits towards an AA/AAS degree in ECE AND has made progress towards degree achievement in the past year
- A Non-regionally accredited Early Child Specific Associate of Specialized Business (ASB) or Associate of Specialized Technology (AST)

### Level A Plus
OR is a Level A AND currently has a one of the following:
- Director’s Credential
- Infant Toddler Mental Health Endorsement
- Infant Toddler Credential
- Current School Age Credential
- Apprenticeship Completion Certificate

### Level B
- Regionally accredited 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

### Level B Plus
Meets Level B AND has completed:
- 12 or more ECE credits towards a BA/BS degree in ECE AND has made progress towards degree achievement in the past year

OR currently has one of the following:
- Director’s Credential
- Infant Toddler Mental Health Endorsement
- Infant Toddler Credential
- Current School Age Credential
- Apprenticeship Completion Certificate

### Level C
- BA/BS in ECE
- BA/BS related field with 30 ECE credits
- Elementary Ed with 18 ECE credits
- Any field with PreK-4 Certification

### Level C Plus
Meets Level C AND has completed:
- 12 or more ECE credits towards a Master’s degree in ECE AND has made progress towards degree achievement in the past year

OR currently has one of the following:
- Director’s Credential
- Infant Toddler Mental Health Endorsement
- Infant Toddler Credential
- Current School Age Credential
- Apprenticeship Completion Certificate

### Level D
- Master’s in ECE
Meets Level C AND:
- 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

### Level E
- Ph.D/Ed. D in an ECE related area
- Doctorate in related field and meets Level C or Level D