



# Crosswalk of 2020 Keystone STARS Performance Standards to Previous Version

August 1, 2020

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

This crosswalk document can be used to compare the most recent version of the Keystone STARS Performance Standards, released in 2018, to the new standards that will take effect on August 1, 2020.

The comparison of the individual quality indicators uses a color coding to illustrate the indicators that were changed from the 2018 version of Keystone STARS Performance Standards to the 2020 version. If a quality indicator was changed in any way (language, formatting, addition of clarification), the previous version will be shown in **pink box background**. In cases where no changes were made to the quality indicator from the previous version, both versions of the indicator will be the same **blue box background** color.

STAR 1: Required Performance Standard

Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>CC.1</b>	<p><b>Certification and Compliance</b></p> <p>Early childhood education and school age programs holding a regular Certificate of Compliance from Pennsylvania’s Department of Human Services (DHS)</p> <p>Preschool programs holding a private academic license from the Pennsylvania Department of Education (PDE)</p>	<p>Certification and Compliance</p> <p>Early care and education program holds a Full Certificate of Compliance from Pennsylvania’s Department of Human Services</p> <p>Preschool programs licensed by the Pennsylvania Department of Education are in good standing with the Department of Education</p>

STAR 2: Required Performance Indicators

Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>SQ 2.1</b>	<p>All on-site Leadership Team* members and Teaching Staff* complete Keystone STARS 101 and 102 (within 90 days of hire)</p> <p><b>STARS 101</b> – Overview of STARS System and CQI Principles</p> <p><b>STARS 102</b> – Elements of Assessing and Building Quality</p> <p><b>Clarification for Family Child Care Homes (FCCH) and Group Child Care Homes (GCCH):</b> Owner/Operators fulfill the role of Program Leadership.</p>	<p>On-site Program Leadership Team and all Staff complete NEW Keystone STARS Orientation Part 1 and 2 (within 90 days of hire)</p> <p>Part 1 – Overview of STARS System and CQI Principles (<b>STARS 101</b>)</p> <p>Part 2 – Elements of Assessing and Building Quality (<b>STARS 102</b>)</p> <ul style="list-style-type: none"> <li>• The Pennsylvania Core Knowledge Competencies (CKC)</li> <li>• Pennsylvania Big Ideas Framework</li> <li>• Continuous Quality Improvement (CQI)</li> <li>• PA Early Learning Standards</li> <li>• Using Caring for our Children Basics (CFOCB) to Support Practice</li> <li>• Assessment tools that support program quality</li> <li>• Supporting interactions with children and families</li> </ul>

<p><b>SQ 2.2</b></p>	<p>On-site leadership team members and teaching staff <b>complete</b> their profile in the Professional Development (PD) Registry within 60 days of hire. A profile is considered complete when Career Pathway status is listed as “<i>applied</i>” or “<i>verified</i>” in the PD Registry.</p>	<p>On-site Program Leadership Team and Staff are registered in the Professional Development Registry (within 60 days of hire).</p>
<p><b>SQ 2.3</b></p>	<p>All on-site program leadership team members and teaching staff complete Professional Development Plans (PDP) in the PD Registry to support educational achievement and professional growth.</p> <p>These PDPs are:</p> <ul style="list-style-type: none"> <li>• based on individual needs identified in Big Ideas Framework</li> <li>• informed by self-assessments using evidence-based tools</li> <li>• informed by performance evaluations</li> <li>• include goals to support further education</li> <li>• updated annually at a minimum</li> </ul> <p><b>Clarification for FCCH and GCCH:</b> Owner/Operators fulfill the role of Program Leadership. When FCCH and GCCH leadership teams include additional peers or support persons, they should be included in the PD Plans.</p>	<p>Individualized annual professional development plans are developed for on-site Program Leadership and Staff to support educational achievement and professional growth. Annual written professional development plans are based on needs identified in the Big Ideas and Individual Professional Development Plan (IPDP). Plan includes goals to support further education.</p>
<p><b>EC 2.1</b></p>	<p>Program develops a Continuous Quality Improvement (CQI) Plan that:</p> <ul style="list-style-type: none"> <li>• Is informed by internal assessment using an approved program observation instrument (POI) (please see the chart of approved POIs on page 37)</li> <li>• Includes both long term and short-term goals</li> <li>• Includes actions items to support overall quality improvement</li> <li>• Updated annually to reflect achieved goals and new CQI activities that will be implemented</li> <li>• Includes goals for increasing staff qualifications</li> </ul>	<p>Program conducts self-assessments using evidence-based tools and creates a CQI Plan with goals and action items to support improvement.</p>

	<ul style="list-style-type: none"> <li>Includes goals beyond minimum requirements and actions steps under the program's <i>Child Care Facility COVID-19 Health and Safety Plan</i></li> </ul> <p>*There are 2 CQI plan templates in the Keystone STARS Program Manual. See the Glossary of Terms for additional information on CQI Plan.</p>	
<b>EC 2.2</b>	<p>Lesson plans:</p> <ul style="list-style-type: none"> <li>are developed using Pennsylvania's Early Learning Standards (ELS) as a resource for staff to support planning and documentation of children's learning</li> <li>reflect a balance of activities that support developmentally appropriate learning through play</li> </ul>	<p>Pennsylvania's Early Learning Standards are used as a resource for staff to support planning and documentation of children's learning. Lessons plans reflect a balance of activities that support developmentally appropriate learning through play.</p>
<b>EC 2.3</b>	<p>A research-based developmental screening tool is used within 45 days of each child's enrollment to identify children who may need additional evaluation and/or intervention strategies. Additional screening is provided as needed and per protocol with the chosen screener. Results of screenings are communicated with families, support for referrals are offered as needed.</p> <p><b>Clarification for School Age Child Care (SACC):</b> N/A for SACC only programs or for children enrolled in K-12 programs receiving SACC services at a Keystone STARS Program. SACC programs will receive credit for meeting this indicator.</p>	<p>A research-based developmental screening tool is used within 45 days of enrollment to identify children who may need additional evaluation and/or intervention strategies. Additional screening is provided as needed and per protocol with the chosen screener. Results of screening are communicated with families, support for referrals are offered as needed.</p> <p>N/A for SACC only programs or for children enrolled in K-12 programs receiving SACC services at a Keystone STARS Program.</p>
<b>EC 2.4</b>	<p>Program adopts policies, practices, and supports regarding inclusion. The program develops a process to address the local steps in the OCDEL Inclusion Announcement, <i>Inclusion of All Children in Early Childhood Programs in Pennsylvania</i>. Programs may choose to collaborate with the local Early Intervention Program to support this activity.</p>	<p>Program adopts policies, practices and supports regarding inclusion. The Program develops a process to address the local steps in the OCDEL Inclusion Announcement. Programs may choose to collaborate with the local Early Intervention Program to support this activity.</p>



<p><b>EC 2.5</b></p>	<p>Program adopts policies, practices, and supports regarding suspension and expulsion and has policies and practices in place to support the social and emotional development of children served. The program develops a process to address the local steps in the OCDEL Reduction of Suspension and Expulsion Announcement, <i>Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania</i>. Programs may choose to collaborate with the local Early Intervention Program to support this activity.</p>	<p>Program adopts policies, practices and supports regarding suspension and expulsion and has policies and practices in place to support the social and emotional development of children served. Programs may choose to collaborate with the local Early Intervention Program to support this activity.</p>
<p><b>Quality Indicator #</b></p>	<p><b>Quality Indicator</b></p>	<p><b>Previous Quality Indicator</b></p>
<p><b>FC 2.1</b></p>	<p>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.</p>	<p>Program has a written policy that states that IEP or IFSP written plans, and/or special needs assessments, with family permission, are appropriately utilized to inform individualized instruction. The policy also recommends that the child’s teacher participate in the IEP/IFSP meeting which must include family members, an early childhood teacher, EI specialists, and director or administrator.</p>
<p><b>FC 2.2</b></p>	<p>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</p>	<p>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:</p>

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



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

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

Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>SQ 3.4.1</b>	<p><b>Required STAR 3 &amp; 4 Indicator</b> A program’s Continuous Quality Improvement (CQI) Plan is informed by the teaching staffs’ PDPs. Based on a review of teaching staff PDPs, a program may:</p> <ul style="list-style-type: none"> <li>• Work with the local Professional Development Organization (PDO) and their ELRC to communicate overall PD and credit-bearing coursework needs of their teaching staff</li> <li>• Schedule on-site PD events to align with the training needs of teaching staff</li> <li>• Support teaching staff in enrolling in PD events and coursework</li> </ul>	<p><b>Required Indicator</b> Annual individualized professional development (PD) plans for each staff member are included in the program’s CQI Plan. PD Plans include a system to support the staff’s education and career development and are developed based on needs identified in the Big Ideas and Individual Professional Development Plan (IPDP). PD Plans:</p> <ul style="list-style-type: none"> <li>• align with the Career Pathway;</li> <li>• show a progression in meeting professional development goals;</li> <li>• support educational advancement; and</li> <li>• identify credit bearing education opportunities that address the needs and goals identified.</li> </ul>
<b>SQ 3.4.2</b>	<ul style="list-style-type: none"> <li>• 25% or more of all teaching staff are a Rising A or above on the PA Early Childhood Education (ECE) Career Pathway (10 points)</li> </ul>	<ul style="list-style-type: none"> <li>• 25% or more of all teaching staff are enrolled in or have completed an academic program in child development, early care and education or related field to support achievement of their next education level. (10 points)</li> </ul>

	<ul style="list-style-type: none"> <li>50% or more of all teaching staff are a Rising A or above on the PA ECE Career Pathway (15 points)</li> <li><b>Clarification for FCCH and GCCH:</b> Owner/Operator is a Rising A or above on the PA ECE Career Pathway (15 points)</li> </ul>	<ul style="list-style-type: none"> <li>50% or more of all teaching staff are enrolled in or have completed an academic program in child development, early care and education or related field to support achievement of their next education level. (15 points)</li> </ul>
	<ul style="list-style-type: none"> <li>25% of group supervisors/lead teachers are a Level B or above on the PA ECE Career Pathway, <b>and</b> 50% of all additional teaching staff are a Rising A or above on the PA ECE Career Pathway, <b>and</b> At least one member of the Leadership team is a Level B or higher on the PA ECE Career Pathways (20 points)</li> <li><b>Clarification for FCCH and GCCH:</b> Owner/Operator is a Level B or higher on the PA ECE Career Pathway (20 points)</li> </ul>	<ul style="list-style-type: none"> <li>25% of lead teachers have a minimum of an AA in ECE or related field, <b>and</b> 50% of all additional teachers have or are enrolled in a CDA or higher ECE degree/ credential, <b>and</b> Leadership team has at least one staff AA in ECE or related field or higher. (20 points)</li> </ul>

Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>SQ 3.4.3</b>	Professional development* related to planning and implementing activities that support <b>language development and academic achievement of all children including those who are culturally and linguistically diverse</b> must be completed <b>by all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years.</b> Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)	Professional development related to planning and implementing activities that support language development and academic achievement of children who are culturally and linguistically diverse must be completed by all teaching staff and program leadership within 1 year of hire. Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)

<p><b>SQ 3.4.4</b></p>	<p>Professional development* regarding the support of <b>social and emotional development of children</b> must be completed by <b>all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years</b>. Possible topics include: Pyramid Model; Social and Emotional Development; Trauma-Informed Care; and Infant Early Childhood Mental Health. Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>	<p>Professional development regarding the support of social and emotional development of children must be completed by all teaching staff and program leadership within 1 year of hire. Possible topics include: Pyramid Model; Social and Emotional Development; and Infant Early Childhood Mental Health. Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>
<p><b>SQ. 3.4.5</b></p>	<p>Professional development* that promotes <b>positive interactions with children and families</b> must be completed by <b>all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years</b>. Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>	<p>Professional development that promotes positive interactions with children and families must be completed by all teaching staff and program leadership within 1 year of hire. Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>
<p><b>SQ 3.4.6</b></p>	<p>Professional development* in the <b>curriculum</b> selected by the program must be completed by <b>all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years</b>. Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p> <p><b>Clarification for SACC only programs:</b> PD taken in topics relevant to working with school age populations including art, STEM, technology, etc. would fulfill this indicator. (2 points)</p>	<p>Professional development in the curriculum selected by the program must be completed by all teaching staff and program leadership within 1 year of hire. Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>
<p><b>SQ 3.4.7</b></p>	<p>Professional development* in the administration of the program’s adopted <b>developmental screening tool</b> must be completed by <b>all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years</b>. Ongoing professional development plans reflect additional PD as relevant for staff.</p> <p><b>Clarification for SACC only programs:</b> PD taken in topics relevant to working with school age</p>	<p>Professional development in the administration of the Program’s adopted developmental screening tool must be completed by all teaching staff and program leadership within 1 year of hire. Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>

	<p>populations including identification of behavioral and health issues in older children, working with school districts to address concerns, etc. would fulfill this indicator. (2 points)</p>	
<p><b>SQ 3.4.8</b></p>	<p>Professional development* in the administration of the program’s adopted <b>observation-based assessment</b> of children’s development must be completed by <b>all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years.</b> Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>	<p>Professional development in the administration of observation-based assessment of children’s development must be completed by all teaching staff and program leadership within 1 year of hire. Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>
<p><b>SQ 3.4.9</b></p>	<p>Professional development* that prepares staff to work with <b>children with disabilities and other at-risk populations</b> must be completed by <b>all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years.</b> Possible topics include:</p> <ul style="list-style-type: none"> <li>• strategies for supporting inclusion</li> <li>• working with developmentally, culturally, linguistically and/or racially diverse populations</li> <li>• Strengthening Families’ Protective Factors, and</li> <li>• working with families dealing with substance misuse and homelessness.</li> </ul> <p>Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>	<p>Professional development that prepares staff to work with young children who have special needs must be completed by all teaching staff and program leadership within 1 year of hire. Possible topics could include strategies for supporting inclusion; supporting teacher-child interactions; supporting English language learners (ELL); cultural competence; transition; and the Strengthening Families’ Protective Factors. Ongoing professional development plans reflect additional PD as relevant for staff. (2 points)</p>
<p><b>SQ 3.4.10</b></p>	<p>Non-instructional staff receive information and professional development on topics of relevance which might include developmentally appropriate practices; diversity; age-appropriate standards; and appropriate child-adult interactions.</p> <p><b>Clarification:</b> Non-instructional staff may include household members, lunch assistants, bus drivers, and maintenance personnel. Non-instructional staff can be employed by the program or serve as</p>	<p>Non-instructional staff receive information and professional development on: developmentally appropriate practices; diversity; age-appropriate standards; and appropriate child-adult interactions.</p> <p>Note: Non-instructional household members, volunteers and/or staff include: lunch assistants, bus drivers, maintenance personnel. Non-instructional staff can be employed by the program or serve as volunteers. (2 points)</p>

	volunteers. (2 points)	
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Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>EC 3.4.1</b>	<p>Program implements an OCDEL- approved developmentally and culturally appropriate learning curriculum* that is:</p> <ul style="list-style-type: none"> <li>responsive to the emerging and changing interests of young children,</li> <li>aligns with the PA ELS</li> <li>is play based, and</li> <li>represents a balance of active and passive learning opportunities</li> </ul> <p>(5 points) *A current list of OCDEL-approved curricula can be found <a href="#">here</a>.</p> <p><b>Clarification for SACC only programs:</b> SACC-only programs do not have to use an OCDEL-approved curriculum. However, they do need to show that the curriculum they are using is aligned to PA ELS standards in order to meet this indicator.</p>	<p>Program implements an approved developmentally and culturally appropriate learning curriculum that is responsive to the emerging and changing interests of young children, aligns with the PA ELS, is play based, and represents a balance of active and passive learning opportunities.</p> <p>Note: <b>SACC</b> only programs do not have to have an approved curriculum approved by OCDEL, but they do need to show that the curriculum is aligned to PA ELS standards. (5 points)</p>
<b>EC 3.4.2</b>	<p>Program utilizes a valid and reliable observation-based assessment of children’s development in accordance with the tool’s recommendations. Program maintains internal data regarding child outcomes and is prepared to share this data with Pennsylvania state partners for research and evaluation. (4 points)</p> <p>*A current list of OCDEL-approved development assessment tools can be found <a href="#">here</a></p>	<p>Program utilizes a valid and reliable observation-based assessment (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 points)</p>

<p><b>EC 3.4.3</b></p>	<p>Results from observation-based assessments of children’s development are:</p> <ul style="list-style-type: none"> <li>• Used to inform curriculum planning and instruction,</li> <li>• Used for individual child planning</li> <li>• Evaluated for possible referrals to community resources, and</li> <li>• Shared with families.</li> </ul> <p>(5 points)</p>	<p>Results from observation-based assessments of children’s development are used for curriculum planning and instruction, individual child planning, and referral to community resources. Teachers modify practices based on child assessment data. Accommodations are based on individual strengths /needs. Observation-based assessment results are shared with families. (5 points)</p>
<p><b>EC 3.4.4</b></p>	<p>Program policies/practices are in place to support language development and academic achievement of all children including those who are culturally and linguistically diverse. Children whose first language is not English are supported in using home language, gestures, communication devices, sign language, etc. when needed. (4 points)</p>	<p>Program policies/practices are in place to support language development and academic achievement of children who are culturally and linguistically diverse. Children whose first language isn’t English are supported in using home language, gestures, communication devices, sign language, etc. when needed. (4 points)</p>
<p><b>EC 3.4.5</b></p>	<p><b>REQUIRED STAR 3 &amp; 4 INDICATOR</b></p> <p>In partnership with a Quality Coach and an OCDEL-approved assessor, the program creates an Internal Assessment Process that includes:</p> <ul style="list-style-type: none"> <li>• Use of the approved program observation instrument(s) (POI) selected in EC 2.1 for assessment of practices in each classroom or enrolled age-group</li> <li>• Addition of goals to CQI Plan based on information gathered during the internal assessment(s) that reflect the program’s priorities for growth (<b>must include goals and action steps for ongoing improvements to health and safety practices</b>)</li> <li>• Additional elements as outlined by OCDEL</li> </ul> <p>*Please see the Keystone STARS Program Manual for additional information and an Internal</p>	<p><b>REQUIRED INDICATOR</b></p> <p>The program has an ERS or CLASS program quality assessment, conducted by an OCDEL- approved assessor. A program must meet the minimum scores thresholds based on the instrument used. The PQA results are used by the program to inform their CQI Plan. Minimum score thresholds are based on the instrument utilized</p>



	Assessment Process Template.	
<b>EC 3.4.6</b>	<p>The program is invested in Continuous Quality Improvement and:</p> <ul style="list-style-type: none"> <li>• Uses an additional POI, beyond the one used in EC 2.1 to inform their CQI Plan goals for classroom practice improvements. (A list of approved POIs can be found on page 37)</li> <li>• Consults with an OCDEL-approved assessor after completing internal assessments to review results for alignment with POI scoring rubric and PA specific classroom quality practice guidelines</li> </ul>	<p>A program is invested in Continuous Quality Improvement and utilizes program observation instruments to inform their CQI plan and Technical Assistance Goals above and beyond their required ERS or CLASS assessments. A program thoughtfully chooses which POI may offer them the most valuable feedback and opportunities to grow. A list of suggested POIs that can be used to inform a program’s CQI plan is available on the following page as well as on the PA Keys website. (2 points)</p>

Quality Indicator #	Quality Indicator	Previous Quality Indicator
<b>FC 3.4.1</b>	A plan is written and implemented describing procedures to refer families to social, mental health, educational, wellness, and medical services when appropriate. (1 point)	A plan is written and implemented describing procedures to refer families to appropriate social, mental health, educational, wellness, and medical services. (1 point)
<b>FC 3.4.2</b>	A minimum of two family conferences are offered per year to discuss children’s strengths, progress, behavioral, social, and physical needs, and the family’s goals for their child. (2 points)	A minimum of two family conferences are offered per year to discuss children’s strengths, progress, behavioral, social, and physical needs, and the family’s goals for their child. (2 points)
<b>FC 3.4.3</b>	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 points)	Program implements practices that support continuity of care to support continued, long-term relationships between a child and their primary teacher(s). (3 points)
<b>FC 3.4.4</b>	Families are engaged in ways that demonstrate their participation in shaping the policies and procedures of the program and encourages family networking. (3 points)	Families are engaged in ways that demonstrate their participation in shaping the policies and procedures of the program and encourages family networking. (3 points)
<b>FC 3.4.5</b>	Opportunities for families to attend education workshops are provided on topics such as: early literacy;	Opportunities for families to attend education workshops are provided or accessed on topics such as: early literacy;

	<p>adult/family literacy; positive family-child interactions; cultural awareness; substance misuse, developmental issues; health and safety; and/or other topics that address the identified needs and interests of enrolled families. Translation/Interpreters are provided for families as needed.</p> <ul style="list-style-type: none"> <li>• 1x per year = 2 pts</li> <li>• 2x per year = 3 pts</li> </ul>	<p>adult/family literacy; positive family-child interactions; cultural awareness; developmental issues; health and safety; and/or other topics that address the identified needs and interests of enrolled families. Translation/Interpreters are provided for families as needed. 1x yr. =2 pt. 2x per year = 3 pts</p>
<b>FC 3.4.6</b>	<p>The Strengthening Families Protective Factor Framework or a similarly focused evidence-based tool is used to assess engagement of and interactions with families. The results of the self-assessment are used to inform the program’s CQI plan. (4 points)</p>	<p>The Strengthening Families Protective Factor Framework or a similarly focused evidence- based tool is used to assess engagement of and interactions with families. (4 points)</p>
<b>FC 3.4.7</b>	<p>A current community resource handbook or materials are available to all families and includes community and school-based resources and/or information about direct services to promote child/family safety, health, and stability. (1 point)</p>	<p>A current community resource handbook or materials are available to all families and includes community and school-based resources and/or information about direct services to promote child/family safety, health, and stability. (1 point)</p>
<b>FC 3.4.8</b>	<p>To support learning at home, a variety of methods are used to communicate with families about curriculum objectives, early childhood education goals, and effective strategies for supporting their child’s development. (3 points)</p>	<p>To support learning at home, a variety of methods are used to communicate with families about curriculum objectives, early care and education goals, and effective strategies. (3 points)</p>
<b>Quality Indicator #</b>	<b>Quality Indicator</b>	<b>Previous Quality Indicator</b>
<b>LM 3.4.1</b>	<p>A member of the program’s on-site leadership team is enrolled in or holds a current PA Director’s Credential.</p> <p><b>Clarification for FCCHs and GCCHs:</b> This indicator is N/A for FCCH and GCCH programs. FCCHs and GCCHs will automatically receive 3 points for meeting this indicator. (3 points)</p>	<p>A member of the program’s on-site leadership team is enrolled in or holds a current PA Director’s Credential.</p> <p>N/A for home-based programs (3 points)</p>

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

	<p>Employee benefits may include health insurance, paid time off, child care, education compensation, etc.</p> <p><b>Clarification for FCCHs and GCCHs: FCCHs and GCCHs</b> should be able to demonstrate paid benefits for owner/operators such as paid planning time, vacation time, health benefits, and retirement.</p>	<p>i.e. Health insurance, paid time off, Child Care, Education compensation</p>
<b>LM 3.4.6</b>	<p>Staff meetings are held at least once per month with the expectation that all teaching staff are in attendance for a portion of the meetings. Agendas are focused on professional development activities, consistency in best practices and quality. (1 point)</p> <p><b>Clarification for FCCHs and GCCHs: FCCHs and GCCHs</b> document how they use self-reflection, peer support networks, communities of practice, and family engagement to consider program’s strengths and challenges to inform improvement. (1 point)</p>	<p>Staff meetings are held at least once per month. Agendas are focused on professional development activities and include discussions of quality and its impact on the program. FCCHs document how they use self-reflection and family engagement to consider program’s strengths and challenges to inform improvement. (1 point)</p>
<b>LM 3.4.7</b>	<p>A salary scale based on level of education/training and experience is utilized. (2 points)</p> <p><b>Clarification for FCCHs and GCCHs: FCCHs and GCCHs</b> demonstrate budget considerations that support fair compensation. (2 points)</p>	<p>A salary scale based on level of education/training and experience is utilized. FCCHs demonstrate budget considerations that support fair compensation. (2 points)</p>
<b>LM 3.4.8</b>	<p>All staff members are offered daily regular personal breaks. (2 points)</p> <p><b>Clarification for FCCHs and GCCHs: FCCHs and GCCHs</b> have a plan in place to ensure children are safe and supervised when staff are taking care of personal needs.(2 points)</p>	<p>All staff members are offered regular personal breaks. FCC providers have a plan in place to ensure children are safe and supervised when taking care of personal needs. (2 points)</p>
<b>LM 3.4.9</b>	<p>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 points)</p>	<p>Programs utilize PAS or BAS to self- assess and reflect on business and administrative practices. (4 points)</p>
<b>LM 3.4.10</b>	<p>Program utilizes a licensed or certified health professional or health care consultant to establish and maintain health policies above those required by certification. (3 points)</p>	<p>Program utilizes a licensed or certified health professional or health care consultant to establish and maintain health policies above those required by certification. (3 points)</p>

<b>LM 3.4.11</b>	Program participates in shared services opportunities which support cost savings, greater efficiencies related to operations, and/or program quality enhancements. (3 points)	Program participates in shared services opportunities which support cost savings, greater efficiencies related to operations, and /or program quality enhancements. (3 points)
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