

2020 Keystone STARS Performance Standards:

Suggestions for Evidence and Documentation

STAR 2: SUGGESTIONS FOR EVIDENCE AND DOCUMENTATION

Quality Indicator #	Quality Indicator	Suggestions for Evidence and Documentation
Staff Qualifications and Professional Development		
SQ 2.1	<p>All on-site Leadership Team members and Teaching Staff complete Keystone STARS 101 and 102 (within 90 days of hire) *</p> <p>STARS 101 – Overview of STARS System and CQI Principles</p> <p>STARS 102 – Elements of Assessing and Building Quality</p> <p>Clarification for Family Child Care Homes (FCCH) and Group Child Care Homes (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.</p>	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i> • <i>Facility Staff Qualifications Grid</i> (located in STARS Program Manual) • Certificate of completion • Program provides information as to how they define onsite leadership team members • Links to Learning (SACC Only Programs) series completed by SACC only programs
SQ 2.2	<p>On-site leadership team members and teaching staff complete their profile, in the 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>”.</p>	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Report</i> • <i>Facility Staff Qualifications Grid</i> (located in STARS Program Manual)
SQ 2.3	<p>All on-site program leadership team members and teaching staff complete Professional Development Plans (PDP) in the</p>	<ul style="list-style-type: none"> • PD Registry Report, <i>Staff Report</i> • <i>Facility Staff Qualifications Grid</i> (located in STARS Program Manual)

	<p>PD Registry to support educational achievement and professional growth.</p> <p>These PDPs are:</p> <ul style="list-style-type: none"> • based on individual needs identified in Big Ideas Framework • informed by self-assessments using evidence-based tools • informed by performance evaluations • include goals to support further education • updated annually at a minimum <p>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.</p>	<ul style="list-style-type: none"> • Copy of PDP’s with reference to Big Ideas and goals for further education
Early Childhood Education Program		
EC 2.1	<p>Program develops a Continuous Quality Improvement (CQI) Plan that:</p> <ul style="list-style-type: none"> • Is informed by internal assessment using an approved program observation instrument (POI) • Includes both long term and short-term goals • Includes actions items to support overall quality improvement 	<ul style="list-style-type: none"> • CQI Plan that includes: <ul style="list-style-type: none"> ○ annual updates ○ long & short-term goals ○ action items to support overall quality improvement ○ goals for increasing staff qualifications ○ includes goals beyond minimum requirements and actions steps under the program’s <i>Child Care Facility COVID-19 Health and Safety Plan</i> • Copy of internal assessment used

	<ul style="list-style-type: none"> • Updated annually to reflect achieved goals and new CQI activities that will be implemented • Includes goals for increasing staff qualifications • Includes goals beyond minimum requirements and action steps under the program's <i>Child Care Facility COVID-19 Health and Safety Plan</i> 	<ul style="list-style-type: none"> • <u>Child Care Facility COVID-19 Health and Safety Plan</u>
EC 2.2	<p>Lesson plans:</p> <ul style="list-style-type: none"> • are developed using Pennsylvania's Early Learning Standards (ELS) as a resource for staff to support planning and documentation of children's learning • reflect a balance of activities that support developmentally appropriate learning through play 	<ul style="list-style-type: none"> • Lesson plans from each class/age group that show: <ul style="list-style-type: none"> ○ references to PA ELS ○ a balance of activities ○ notes on children's progress • Copies of PA ELS displayed on site • Individual planning sheets for children, created weekly or monthly • Child records showing observations, lessons planned and progress rather than lesson plans with child initials. Initials on plans often do not include any reflection on progress, rather just a notation
EC 2.3	<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</p>	<ul style="list-style-type: none"> • Identified screening tool • Policy statements in family handbook and employee handbook regarding screening tools • Parent/family signature showing information was shared • Policy regarding offering referrals for supportive services as needed

	<p>referrals are offered as needed.</p> <p>Clarification for School Age Child Care (SACC): N/A for SACC only programs or for children enrolled in K-12 programs receiving SACC services at a Keystone STARS Program. SACC programs will receive credit for meeting this indicator.</p>	<ul style="list-style-type: none"> List of screening tools and associated policies (ASQ, ASQ-SE and/or Brigance Screening) Group sampling of completed screenings from every classroom
EC 2.4	<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>	<ul style="list-style-type: none"> Program’s policy regarding inclusion Associated practices regarding evidence of practice of inclusion Collaborative meetings with Early Intervention, Intermediate Units, etc. Lesson plans that reflect inclusion in classroom practices Evidence of program changes that occurred as a result of adopting OCDEL inclusion policy Evidence of practice of inclusion in parent handbook or distribution via newsletter Copy of inclusion policy in staff handbook and plan for sharing policy with staff. Plan outlines steps towards implementation and sharing with families
EC 2.5	<p>Program adopts policies, practices, and supports regarding suspension and expulsion and has policies and practices in place to support the social and emotional</p>	<ul style="list-style-type: none"> Program’s policy regarding reduction of suspension and expulsion Associated practices regarding evidence of reducing suspension and expulsion

	<p>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>	<ul style="list-style-type: none"> • Data sources that track and support a reduction in suspensions and expulsions over time • Collaborative meetings with Early Intervention, Intermediate Units • The topic of suspension and expulsion and steps to reduce both included in parent handbook or distribution via newsletter • Copy of suspension and expulsion policy included in both Staff Policy Manual and Family Handbook • Copies of collaboration with LICC/EI to include meeting agendas with the presenter being placed on the agenda
<p>Partnerships with Families and Communities</p>		
<p>FC 2.1</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>	<ul style="list-style-type: none"> • Policy regarding the use of IEPs and IFSPs to be used to inform practices • Associated practices regarding the use of IEPs and IFSPs to include discussion with families • IEP and IFSP meeting notes during which program staff were in attendance • Family acknowledgement form of program’s request to use IEP or IFSP to inform practices • Lesson plans note relevant IEPs or IFSPs

		<ul style="list-style-type: none"> • Documentation if parent does not want to share information or not applicable to family (i.e. signature page) • Details of activity modifications in children files and readily available to teachers • Strategy for encouraging families to share IEP/IFSP • Strategy to include teachers in IEP/IFSP team meetings • Documentation that the provider shared information as part of the IEP process when unable to attend meetings • Procedure for release of information and providing information to inform the creation of the IEP/IFSP goals • Copy of care plan for child with disabilities/special needs
FC 2.2	<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> <ul style="list-style-type: none"> • role as infant to older child in mixed age group, • teacher directed play to child directed play, • one classroom/group or program to the next, 	<ul style="list-style-type: none"> • Transition policies • Transition information given to families (letter, meeting invitation) • Examples of transition plans for each age group • The topic of transitions included in family handbook • Documentation of consultation with local school districts where preschool children will attend kindergarten

	<ul style="list-style-type: none"> • preschool to kindergarten, • school age program to self-care, one early learning program to another 	<ul style="list-style-type: none"> • Documentation of supports offered to school age children transitioning to selfcare (newsletter information, guest speaker for parents and school age children)
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.	<ul style="list-style-type: none"> • 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) • Conference notes to include next steps and goals with signatures of staff and parents • Evidence of family engagement activities (newsletters, signup sheets, etc.)
FC 2.4	A current Family Handbook is distributed to outline program policies and practices beyond those required by Certification.	<ul style="list-style-type: none"> • Handbook displayed in entrance area or prominent place for families • Handbook that reflects current practices
Leadership and Management		
LM 2.1	Program creates an annual operating budget, including a statement of income and expenditures. Program has a plan to address operational or organizational stability.	<ul style="list-style-type: none"> • Financial record keeping system to include information about surplus or deficit • Operating budget • Profit and Loss Statement • Accounts payable/accounts receivable report
LM 2.2	Current personnel and program operation	<ul style="list-style-type: none"> • Personnel manual available in prominent place for employees

	policies are distributed and utilized to support understanding of program policies, procedures, roles, and responsibilities.	<ul style="list-style-type: none"> Evidence that personnel manual is reviewed and updated on consistent basis
LM 2.3	Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences.	<ul style="list-style-type: none"> Copy of tracking document in use Evidence that tracking document is regularly reviewed for trends Action plans for any trends noted to include prevention of further occurrences
LM 2.4	<p>A system of overall site safety review is implemented which includes active supervision. Supervision strategies involve:</p> <ul style="list-style-type: none"> active watching of, listening to, interacting with, and monitoring of children in care at all times. 	<ul style="list-style-type: none"> Supervision checklist in use by center Site safety review in use Evidence that supervision checklists and site safety reviews are regularly reviewed for trends Action plans to address observed lapses in supervision
LM 2.5	Program uses <i>Caring for our Children</i> to establish policies and practices regarding care plans for children with special medical needs as well as medication administration.	<ul style="list-style-type: none"> Policy regarding use of care plans Policy regarding medication administration Evidence that policies have been shared with both staff and families Examples of care plans in place for children at program Copy of <i>Caring for our Children</i> or download version on site and available to all staff

		<ul style="list-style-type: none"> • Copy of forms used to outline care plans and completed care plans • Copy of medication logs with appropriate staff sign offs
Staff Qualifications and Professional Development		
SQ 3.4.1	<p>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:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • CQI Plan that shows PDPs were incorporated and used to inform CQI goals • PD Registry report, <i>Staff List Report</i> • Evidence of collaboration with local PDO • Evidence of supporting staff in enrolling in credit bearing coursework
SQ 3.4.2	<ul style="list-style-type: none"> • 25% or more of all teaching staff are a Rising A or above on the PA Early Childhood Education (ECE) Career Pathway 	<ul style="list-style-type: none"> • <i>Facility Staff Qualifications Grid</i> (located in STARS Program Manual) • PD Registry Report, <i>Staff List Report</i>

	<ul style="list-style-type: none"> • 50% or more of all teaching staff are a Rising A or above on the PA ECE Career Pathway • Clarification for FCCH and GCCH: Owner/Operator is a Rising A or above on the PA ECE Career Pathway 	<ul style="list-style-type: none"> • List of staff indicating enrollment in academic programs • Examples of documentation to submit to verify enrollment include: <ul style="list-style-type: none"> ○ acceptance letter from institution with specific begin date ○ proof of registration
	<ul style="list-style-type: none"> • 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. • Clarification for FCCH and GCCH: Owner/Operator is a Level B or higher on the PA ECE Career Pathway 	<ul style="list-style-type: none"> • Completed facility profile to ensure all required staff are included
SQ 3.4.3	<p>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</p>	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 & 4 Programs: Teaching Staff</i> (located in STARS Program Manual) • Transcript/certificate demonstrating credit issued for course completion • Documentation of attendance at conferences

	professional development plans reflect additional PD as relevant for staff.	
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 staff.	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 & 4 Programs: Teaching Staff</i> (located in STARS Program Manual) • Transcript/certificate demonstrating credit issued for course completion • Documentation of attendance at conferences
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 staff.	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 & 4 Programs: Teaching Staff</i> (located in STARS Program Manual) • Transcript/certificate demonstrating credit issued for course completion • Documentation of attendance at conferences
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	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 & 4 Programs: Teaching Staff</i> (located in STARS Program Manual)

	<p>years. Ongoing professional development plans reflect additional PD as relevant for staff.</p> <p>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.</p>	<ul style="list-style-type: none"> • Transcript/certificate demonstrating credit issued for course completion • Documentation of attendance at conferences
SQ 3.4.7	<p>Professional development* in the administration of the program’s adopted developmental screening tool must be completed by all teaching staff and 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 staff.</p> <p>Clarification for SACC only programs: PD taken in topics relevant to working with school age populations including identification of behavioral and health issues in older children, working with school districts to address concerns, etc. would fulfill this indicator.</p>	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 & 4 Programs: Teaching Staff</i> (located in STARS Program Manual) • Transcript/certificate demonstrating credit issued for course completion • Documentation of attendance at conferences
SQ 3.4.8	<p>Professional development* in the administration of the program’s adopted observation-based assessment of children’s development must be completed by all teaching staff and on-site program</p>	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 & 4 Programs: Teaching Staff</i> (located in STARS Program Manual)

	<p>leadership within 1 year of hire at current program or within last three years. Ongoing professional development plans reflect additional PD as relevant for staff.</p>	<ul style="list-style-type: none"> • Transcript/certificate demonstrating credit issued for course completion • Documentation of attendance at conferences
SQ 3.4.9	<p>Professional development* that prepares staff to work with children with disabilities and other at-risk populations must be completed by all teaching staff and on-site program leadership within 1 year of hire at current program or within last three years. Possible topics include:</p> <ul style="list-style-type: none"> • strategies for supporting inclusion • working with developmentally, culturally, linguistically and/or racially diverse populations • Strengthening Families’ Protective Factors, and • working with families dealing with substance misuse and homelessness. <p>Ongoing professional development plans reflect additional PD as relevant for staff.</p>	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i> • <i>PD Tracking Grid for STAR 3 & 4 Programs: Teaching Staff</i> (located in STARS Program Manual) • Transcript/certificate demonstrating credit issued for course completion • Documentation of attendance at conferences
SQ 3.4.10	<p>Non-instructional staff receive information and professional development on topics of relevance which might include developmentally appropriate practices; diversity; age-appropriate standards; and appropriate child-adult interactions.</p>	<ul style="list-style-type: none"> • PD Registry report, <i>Staff Detailed Training Report</i>, if applicable • <i>PD Tracking Grid for STAR 3 & 4 Programs: Non-Instructional Staff</i> (located in STARS Program Manual) • Samples of information distributed

	<p>Clarification: Non-instructional staff may include household members, lunch assistants, bus drivers, and maintenance personnel. Non-instructional staff can be employed by the program or serve as volunteers.</p>	<ul style="list-style-type: none"> • Documentation of attendance at conferences
<p>Early Childhood Education Program</p>		
EC 3.4.1	<p>Program implements an OCDEL- approved developmentally and culturally appropriate learning curriculum that is:</p> <ul style="list-style-type: none"> • 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>Clarification for SACC only programs: SACC-only programs do not have to use an OCDEL-approved curriculum. However, they do need to show that the curriculum they are using is aligned to PA ELS standards in order to meet this indicator.</p>	<ul style="list-style-type: none"> • Curriculum aligned with PA ELS • Lesson plans that demonstrate alignment to PA ELS, a balance of active and passive learning experiences and individualization to children’s interests and abilities • Staff policy and procedure manual discusses use of developmentally appropriate learning curriculum • Family handbook discusses use of developmentally appropriate learning curriculum
EC 3.4.2	<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</p>	<ul style="list-style-type: none"> • 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

	Pennsylvania state partners for research and evaluation.	<ul style="list-style-type: none"> • Documentation of child assessments (viewed on site)
EC 3.4.3	<p>Results from observation-based assessments of children’s development are:</p> <ul style="list-style-type: none"> • Used to inform curriculum planning and instruction, • Used for individual child planning • Evaluated for possible referrals to community resources, and • Shared with families. 	<ul style="list-style-type: none"> • Assessments used, and documentation of results utilized to plan and/or modify practices • Lesson/Activity plans show evidence of being informed by child assessments • Materials for different abilities and interests • Individualization shown in children’s records after assessments • Examples of referrals to community resources (where applicable) • Screening and Assessment Policy • Evidence of family conferences during which results from child assessments are shared and signed by parents/teacher • Conference notices and meeting notes • Process and documentation of information shared with families that do not attend a conference
EC 3.4.4	<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</p>	<ul style="list-style-type: none"> • Copy of policies • Use of communication devices, sign language, and/or gestures • Evidence of culturally responsive learning environment

	<p>supported in using home language, gestures, communication devices, sign language, etc. when needed.</p>	<ul style="list-style-type: none"> Labeling, materials, books, etc. in-home language
<p>EC 3.4.5</p>	<p>REQUIRED STAR 3 & 4 INDICATOR</p> <p>In partnership with a Quality Coach and an OCDEL-approved assessor, the program creates an Internal Assessment Process that includes:</p> <ul style="list-style-type: none"> 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) Additional elements as outlined by OCDEL <p>*Please see the Keystone STARS Program Manual for additional information and an Internal Assessment Process Template.</p>	<ul style="list-style-type: none"> Copy of the created Internal Assessment Process Additional goals for classroom practices and health and safety practices added to the CQI Plan Child Care Facility COVID-19 Health and Safety Plan <p>Programs who still have current PQA scores from a formal external assessment, can use the information contained in the PQA report package to inform their Internal Assessment Process. In these cases, the following sources of evidence could be used:</p> <ul style="list-style-type: none"> Assessment by OCDEL approved Program Quality Assessor Evidence that program uses the PQA report package to inform their CQI plan Evidence that PQA reports were shared with staff in order to communicate program’s strengths and areas for improvement

EC 3.4.6	<p>The program is invested in Continuous Quality Improvement and:</p> <ul style="list-style-type: none"> • Uses an additional POI, beyond the one used in EC 2.1 to inform their CQI Plan goals for classroom practice and improvements • 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 	<ul style="list-style-type: none"> • Copy of CQI Plan • Copy of internal assessment used • Meeting notes from consultation with member of PQA Team
Partnerships with Families and Communities		
FC 3.4.1	<p>A plan is written and implemented describing procedures to refer families to social, mental health, educational, wellness, and medical services when appropriate.</p>	<ul style="list-style-type: none"> • Policy regarding referrals to community agencies • Evidence of collaboration with local agencies including mental, social, educational, and medical • Family handbook
FC 3.4.2	<p>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.</p>	<ul style="list-style-type: none"> • Family handbook • Evidence of conference offerings • Conference notices to include sign-up sheets • Conference notes to include next steps and goals with signatures of staff and parents
FC 3.4.3	<p>Program implements practices that support continuity of care that helps</p>	<ul style="list-style-type: none"> • Family handbook

	ensure children and families are engaged in continued, high-quality early learning experiences through stable relationships with caregivers.	<ul style="list-style-type: none"> • Documentation of implementation • Documentation of how children are moved from one age group/classroom to the next as a group or with a primary caregiver • Evidence that staff follow children year to year (looping)
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.	<ul style="list-style-type: none"> • Family handbook • Family group meeting agendas • Sign-in sheets • Networking activities
FC 3.4.5	<p>Opportunities for families to attend education workshops are provided on topics such as: early literacy; adult/family literacy; positive family-child interactions; cultural awareness; substance misuse, developmental issues; health and safety; and/or other topics that address the identified needs and interests of enrolled families. Translation/Interpreters are provided for families as needed.</p> <ul style="list-style-type: none"> • 1x per year = 2 pts. • 2x per year = 3 pts. 	<ul style="list-style-type: none"> • Communication regarding workshops • Agendas and sign-in sheets • Documentation of communication with families • Flyers and invitations to meetings and events
FC 3.4.6	The Strengthening Families Protective Factor Framework or a similarly focused evidence-based tool is used to assess	<ul style="list-style-type: none"> • Strengthening Families Self-Assessment Tool

	engagement of and interactions with families. The results of the self-assessment are used to inform the program's CQI plan.	<ul style="list-style-type: none"> • CQI Plan which includes information from Strengthening Families Framework
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.	<ul style="list-style-type: none"> • Current community resource handbook and materials available to be shared with families
FC 3.4.8	To support learning at home, a variety of methods are used to communicate with families about curriculum objectives, early childhood education goals, and effective strategies for supporting their child's development.	<ul style="list-style-type: none"> • Evidence of communication strategies, e.g., newsletters, letters, family workshops, flyers
Leadership and Management		
LM 3.4.1	<p>A member of the program's on-site leadership team is enrolled in or holds a current PA Director's Credential.</p> <p>Clarification for FCCHs and GCCHs: This indicator is N/A for FCCH and GCCH programs. FCCHs and GCCHs will automatically receive 3 points for meeting this indicator.</p>	<ul style="list-style-type: none"> • PD Registry, <i>Staff Report</i> • <i>Facility Staff Qualifications Grid</i> (from STARS Program Manual) • Documentation of enrollment • Certificate of Completion
LM 3.4.2	Group Supervisors/Lead Teachers are provided paid curriculum and lesson	<ul style="list-style-type: none"> • Documentation of schedule for planning and preparation time

	<p>planning/preparation time away from children.</p> <ul style="list-style-type: none"> • 1 hour per month = 2 point • 2 - 3 hours per month = 3 points • 4+ hours per month = 4 points 	<ul style="list-style-type: none"> • Policy shared with staff
LM 3.4.3	<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>Clarification for FCCH and GCCHs: FCCHs and GCCHs document how they use self-reflection activities, peer support networks, or communities of practice to inform their classroom practices.</p>	<ul style="list-style-type: none"> • Copies of observations • Evidence of feedback from observations provided to staff • Policy in staff handbook
LM 3.4.4	<p>Annual performance evaluations based on job descriptions are provided in writing to all staff. The evaluations can utilize written feedback from enrolled families, quality coaches and technical assistance providers, certification representatives, peer support network and their community of practice. Staff receive opportunities to discuss their areas of strengths and opportunities for growth with supervisors and/or peers. Annual performance evaluations are used to shape staff's PDPs.</p>	<ul style="list-style-type: none"> • Description of the annual performance evaluation process • Copy of evaluation • Policy in staff handbook • Evidence of performance evaluations being used to shape staff's PDPs

	<p>Clarification for FCCHs and GCCHs: FCCHs and GCCHs document how they use self-reflection activities, peer support networks, or communities of practice to inform their classroom practices.</p>	
LM 3.4.5	<p>Employee benefits are available to full time staff (pro-rated for PT staff) and are explained in the program’s policy and procedure manual.</p> <ul style="list-style-type: none"> • 1 benefit = 1 pt. • 2 benefits = 2 pts. • 3 or more benefits = 3 pts. <p>Employee benefits may include health insurance, paid time off, child care, education compensation, etc.</p> <p>Clarification for FCCHs and GCCHs: FCCHs and GCCHs should be able to demonstrate paid benefits for owner/operators such as paid planning time, vacation time, health benefits, and retirement.</p>	<ul style="list-style-type: none"> • Information on benefits offered
LM 3.4.6	<p>Staff meetings are held at least once per month with the expectation that all teaching staff are in attendance for a portion of the meetings. Agendas are focused on professional development activities, consistency in best practices and quality.</p>	<ul style="list-style-type: none"> • Evidence of meetings • Agendas from meetings • Sign in sheets from meetings

	<p>Clarification for FCCHs and GCCHs: FCCHs and GCCHs document how they use self-reflection, peer support networks, communities of practice, and family engagement to consider program’s strengths and challenges to inform improvement.</p>	
LM 3.4.7	<p>A salary scale based on level of education/training and experience is utilized.</p> <p>Clarification for FCCHs and GCCHs: FCCHs and GCCHs demonstrate budget considerations that support fair compensation.</p>	<ul style="list-style-type: none"> • Copy of salary scale
LM 3.4.8	<p>All staff members are offered daily regular personal breaks.</p> <p>Clarification for FCCHs and GCCHs: FCCHs and GCCHs have a plan in place to ensure children are safe and supervised when staff are taking care of personal needs.</p>	<ul style="list-style-type: none"> • Copy of break schedule • Policy in staff handbook
LM 3.4.9	<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.</p>	<ul style="list-style-type: none"> • PAS/BAS internal assessment • Evidence that PAS or BAS has informed the CQI Plan
LM 3.4.10	<p>Program utilizes a licensed or certified health professional or health care consultant to establish and maintain health policies above</p>	<ul style="list-style-type: none"> • Copy of work agreement • Description of services offered by health care consultant

	those required by certification.	<ul style="list-style-type: none"> • Evidence that information from health care consultant has been used to improve practices
LM 3.4.11	Program participates in shared services opportunities which support cost savings, greater efficiencies related to operations, and/or program quality enhancements.	<ul style="list-style-type: none"> • Copy of shared services agreement • Evidence of other shared services activities