Pennsylvania Keystone STARS

QRS Profile

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Prepared for:

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Child **TRENDS**

Child Care Quality Rating System (QRS) Assessment Study

PROFILE

Site:	State of Pennsylvania
Program Name:	Keystone STARS
Respondents:	Harriet Dichter Secretary, Pennsylvania Department of Public Welfare and former Deputy Secretary of the Office of Child Development and Early Learning Debi Mathias Director, Bureau of Early Learning Services, Office of Child Development and Early Learning Departments of Education and Public Welfare
Information Reviewed and Finalized:	March 17, 2010

Pennsylvania — Keystone STARS

Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, and goals.

Site name:	Commonwealth of Pennsylvania
Program name:	Keystone STARS
Service area:	Statewide
Pilot:	Completed
Pilot time frame:	2002-2003
Date full program launched:	2003
Voluntary:	Yes
Website:	www.pakeys.org
Eligible programs:	Center-based programs, Head Start/Early Head Start, licensed family child care, group homes, school-aged programs, pre-K/comprehensive early childhood programs
Source of funds for eligible public program:	State and federal funding
Total numbers of programs participating:	4893
Number of participating child care centers:	3162
Number of participating family child care programs:	1257
Number of other programs participating:	474 (Group Homes/large family providers)
Percent of total programs enrolled in QRS:	60% of regulated providers
Percent of programs at each rating level:	Start with Stars-19%, Star 1-43%, Star 2-20%, Star 3-8.5%, Star 4, 9.5% (30% increased to 4 star, 24% increased to 3 star in past year)
Goals:	"To improve, support, and recognize the continuous improvement efforts of early learning in Pennsylvania" (www.pakeys.org)
Language from statute:	There is no specific language for Keystone STARS, but Keystone STARS is referenced in PA Pre-K Counts statute as a requirement for child care centers seeking to compete for PA Pre-K Counts.

Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

Rating structure:	Building Blocks
Number of levels:	4
Length of time rating is valid:	1 year
Rating process:	The Standards are organized into four STAR levels that build upon each other in order to support continuous quality improvement. When a program meets the Performance Standards for a STAR level, they receive a mark of quality, a STAR designation.
Method of combining points:	All Performance Standards for a STAR rating must be complete prior to entry into the next STAR level unless otherwise indicated. Each STAR rating has a corresponding STAR Worksheet that guides programs in documenting performance standards. Slightly modified worksheets are used to accommodate differences in program type (center, family day care home, Head Start, school-age)
Method used to assess programs for infants/toddlers:	Embedded within the ITERS-R Scoring required at STAR 3 and 4 and self assessment using ITERS-R at STAR 2
Method used to assess programs for school-aged children:	Embedded within the SACERS-R Scoring required at STAR 3 and 4 and self assessment using SACERS-R at STAR 2
Different process used to assess family child care:	Family Child Care receives an ERS review at STAR 2 for quality improvement purposes, no minimum score required
Different process used to assess Head Start/Early Head Start:	Slightly modified worksheets are used to accommodate differences in program type (center, family day care home, Head Start, school-age)
Different process used to assess accredited programs:	Accreditation is one pathway to earning a STAR 4 rating, though not sufficient for a STAR 4 rating.
Events that trigger re-rating:	Change Location
Appeal process:	Yes, when an action is taken to remove or suspend the STAR, the program has 10 days to provide documentation of error or disagreement with decision. The concern is moved up from the Regional Key/provider to OCDEL/Regional Key and provider for problem solving.
Availability of technical assistance for rating process:	Yes

Description of technical assistance for rating process:	There are multiple options for technical assistance:
	1) Start with STARS provides resources to assist facilities in working toward STAR rating. To enroll in Start with STARS facilities must complete a safety checklist, hold and post a Pennsylvania Department of Public Welfare certificate of compliance and complete an orientation within 90 days of Start of STARS enrollment.
	2) STARS Technical Assistance which has performance benchmarking
	3) STARS Management through the KEYS
	4) Priority access to TEACH and other professional development supports
	5) Access to Early Childhood Mental Health consultation project
	6) Access to Health and Safety Consultation, including playground assessment
Availability of technical assistance for preparatory process:	No

Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

Number of site-specific indicator categories:	4
Site-specific names of categories used in the QRS:	Staff Qualifications and Professional Development Learning Program Partnership with Family and Community Leadership and Management

Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Licensing compliance included:	Yes

Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	No. There are additional requirements beyond certification (licensing) at STAR 1.
Licensing compliance referred to within:	N/A
Source of evidence:	Valid Certificate of Compliance and follow up from Certification Bureau when there are issues concerning compliance with regulations.
Comments:	Child Care Facility must hold and post a current Certificate of Compliance. In PA Licensing for Centers is referred to as Certification. Head Start is not required to be certified in PA.

Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Ratio and group size indicators included:	No

Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	Yes.
Description:	**STAR 1:** Program uses documents for tracking illnesses and injuries including plans of action. **STAR 2:** -One staff member from each classroom must have current pediatric first aid certification. -Director must take child abuse mandated reporter training. -All staff must have 2 hours of health and safety professional development annually. -System of site safety review and corresponding plan of action. **STAR 3:** All staff must have current pediatric first aid certification.

	STAR 4: Centers are required to have a Risk Management Plan outlining processes to identify and reduce hazards and increase preparedness.
Health and safety referred to within:	Staff Qualifications & Professional Development; Leadership & Management
Source of evidence:	ERS Observation and Scoring; Review of Documents (verified); Designator Observation

Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Curriculum indicators included:	Yes
Description:	**STAR 1:** Site must obtain and maintain copies of the appropriate Learning Standards for all age groups in the program. **STAR 2:** Learning Standards must be used as a resource for staff in classroom planning and documentation of children's learning. **STAR 3:** Program must implement a learning curriculum that incorporates the Learning Standards. **STAR 4:** Program crosswalks curriculum and assessment tools to the Learning Standards. Curriculum standards are based on key documents published by the OCDEL: The Pennsylvania Early Learning Standards (Infant, Toddler, Pre-Kindergarten, Kindergarten) provide a research-based framework to "…guide practitioners to intentionally integrate developmental knowledge with the attitudes, skills and concepts children need to make progress in all learning areas" www.pakeys.org/profdev/EarlyLearningStandards.aspx
Curriculum review process:	Yes
Description of curriculum review process:	Keystone STARS require that every program utilize a curriculum that is aligned with Pennsylvania's Learning

	Standards for Early Childhood. In order to review curriculum, providers must complete a grid outlining how the curriculum addresses each standard.
	http://www.pakeys.org/docs/Pre-K%20Curricula%20Crosswalk%20Aid.pdf
Approved curricula identified:	Yes
List of approved curricula:	List of approved curricula is posted on the OCDEL website or program may demonstrate alignment using prescribed forms and demonstrated analysis.
	At Star 3, the curriculum must be aligned with Early Learning Indicators.
Curriculum referred to within:	Learning Program
Curriculum source of evidence:	ERS Observation and Scoring; Review of Documents (verified); Staff and Director Interviews (unverified); Designator Observation

Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Environment indicators included:	Yes
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	4.25-5.25 (beginning at STAR 3)
Description:	**STAR 1:** Centers need to complete Learning Environment Checklist.
	STAR 2: A written Improvement Plan is developed to address any ERS subscale score below a 3.0.
	STAR 3: Average facility score must be 4.25 with no classroom less than 3.5. A written Improvement Plan is developed to address any ERS subscale score below a 3.5.
	STAR 4: Average facility score must be 5.25, with no classroom less than 4.25. A written Improvement Plan is developed to address any ERS subscale score below a 4.25.
Additional indicators related to the environment (e.g., activities, interaction, specific features) :	At Star 2, program includes age appropriate activities for children to prepare for transition.
Environment referred to within:	Learning Program
Environment source of evidence:	ERS data base and ERS reporting prior to designation.

Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Child assessment indicators included:	Yes
Description:	**STAR 2:** -Observation of child is completed and shared with parents within 45 days of program entry and once yearly after that. **STAR 3:** -Observation of child is completed and shared with parents within 45 days of program entry. Observation of the child must be conducted a total of three times during the year; once in the beginning, once in the middle, and once towards the end. -Children's Outcomes are reported using the Ounce/Work Sampling System's Guidelines and Checklists. -Results from observations are used for curriculum, individual child planning, and referral to community resources. **STAR 4:** -Assessment of the child is completed and shared with parents twice per year utilizing appropriate observation techniques, and results are used for curriculum and individual child planning and referral to community resources.
Child assessment review process:	Yes
Description of child assessment review process:	Requiring sites to use Early Learning Network (ELN) online at STAR 3 and STAR 4. Lower STAR levels (1-2) focus on practice observing and documenting. Higher STAR levels are required to take and are provided training in assessments, supported throughout, and feedback is shared with teachers and parents.
Approved child assessments identified:	Yes
List of approved child assessments:	Committee process used to choose assessments.
Child assessment referred to within:	Learning Program
Child assessment source of evidence:	Review of child files and data entered into the ELN.

Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Staff qualification indicators included:	Yes
Indicators for teachers include:	Education, training (professional development)
Indicators for directors include:	Education, training (professional development)
Directors qualifications related to administration and management	Yes
Administrative and management qualifications included in the indicators:	At STAR 3 and above, directors must obtain a Director's Credential or equivalent.
Bachelors degree indicator for director:	Yes
Bachelors degree indicator for director at level:	4
Bachelors degree indicator for teacher:	Yes
Bachelors degree indicator for teacher at level:	4 (25% of teachers must have BA at STAR 4)
Bachelors degree indicator for assistant teacher:	No
Description:	**STAR 1:** **Director Qualifications** Complete professional development on the Core Body of Knowledge/ Professional Development Record (CBK/PDR) and Foundations of the Environment Rating Scale (ERS). **STAR 2:** **Director Qualifications** -Complete professional development on Continuous Quality Improvement (CQI), the Facility Professional Development (FPD) Plan, and the Learning Standards. -Complete professional development in the ERS scales appropriate to age groups in the facility. -Attend child abuse mandated reporter professional development that reflects the most current laws in Pennsylvania. **Director Development** -Annual professional development plan is developed based on needs identified in the Professional Development Record (PDR). -Annually participate in 1 professional growth and development activity (organizational memberships, community engagement activities etc). -15 annual clock hours of professional development based on the PDR, including the Director's section.

Staff Qualifications
-New Staff Orientation11 completed by all aides and new staff within 90 days of start of employment.
-50% of Teachers/Group Supervisors (GS) at Level V or above on Career Lattice; 50% of Assistant Teachers/ Assistant Group Supervisors (AGS) at Level II or above on Career Lattice; and 100% of Aides at Level I or above on Career Lattice.

Staff Development
-Annual professional development plan is developed for each staff member based on needs identified in the Professional Development Record (PDR) and documented on the Professional Development plan in the PDR.
-12 annual clock hours of professional development, based on PDR, taken by each staff member.
-One staff member from each classroom must have current pediatric first aid certification.
-All staff must have two hours of health and safety professional development annually.
-All staff must attend professional development annually on child observation, inclusive practices, and/or ERS.

STAR 3:

Director Qualifications
-Complete STARS Orientation Part 2.
-Level V or above on the Career Lattice.

Director Development
-Annually participate in 2 professional growth and development activities.
-21 annual clock hours of professional development based on the PDR, including the Director's section.
-Complete the PA Director's Credential.

Staff Qualifications
-100% of Teachers/Group Supervisors (GS) at Level V or above on Career Lattice; 75% of Assistant Teachers/Assistant Group Supervisors (AGS) at Level III or above and 25% of Assistant Teachers/Assistant Group; Supervisors (AGS) at Level IV or above on Career Lattice; and 25% of Aides at Level II or above on Career Lattice.

Staff Development
-For each Teacher/ Assistant Teacher, 18 annual

clock hours of professional development based on PDR; each Aide 12 total hours based on PDR.
-Annually, all staff involved in 1 professional growth and development activity (organizational memberships, community engagement activities etc).
-All staff must have current pediatric first aid certification.
-Teachers/Assistant Teachers must attend professional development annually on curriculum, program or child assessment, and/or the age appropriate Learning Standards.

STAR 4:
Director Qualifications
-Level VI or above on the Career Lattice. (effective 7/1/2010)

Director Development
-Annually participate in 3 professional growth and development activities.
-27 annual clock hours of professional development based on the PDR, including the Director's section.

Staff Qualifications
-100% of Teachers/Group Supervisors (GS) at Level V or above and 25% of Teachers/Group Supervisors (GS) at Level VI or above on Career Lattice; 50% of Assistant Teachers/Assistant Group Supervisors (AGS) at Level IV or above and 25% of Assistant Teachers/ Assistant Group Supervisors (AGS) at Level V or above on Career Lattice; and 50% of Aides at Level II or above on Career Lattice.

Staff Development
-For each Teacher/Assistant Teacher, 24 annual clock hours of professional development based on PDR; each Aide 15 clock hours based on PDR.
-Annually, all staff involved in 2 professional growth and development activities.

Staff qualifications referred to within:	Staff Qualifications & Professional Development
Staff qualifications source of evidence	Review of Documents (verified)

Family Partnership (centers)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators

described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Family partnership indicators included:	Yes
Description:	**STAR 1:** **Family Involvement** -A "Getting to Know You" meeting with parents is offered within 60 days of enrollment. **Transition** -Program provides general information to parents regarding transitioning children to another classroom or educational setting. **STAR 2:** **Family Involvement** -At least once per year, written information on topics including health and human services, wellness, nutrition and fitness, and/or child development is given and explained to parents and staff. -If applicable to the child, provider requests from parents copies of child's IEP or IFSP, written plans, and/or special needs assessments completed by professionals to inform classroom practice. -Individual child information is shared in written form with parents on a daily basis for infants and toddlers, and there is a format and procedure for use on an as needed basis for other age groups. -Specific group or classroom information is shared with parents daily using a visual communication format. -One parent conference is offered per year to discuss the child's progress and behavioral, social and physical needs. **Transition** -Program transfers child records, at the request of the parent, when the child transitions to another educational setting. -Program creates, with input from parents, a list of community/school stakeholders regarding child transition. **STAR 3:** **Family Involvement** -A plan is written and implemented describing procedures to refer parents to appropriate social,

mental health, educational, wellness, and medical services.
-Coordinate at least one annual group activity to involve parents in meeting program learning goals.
-At least two parent conferences are offered per year to discuss the child's progress and behavioral, social and physical needs. A written report of the child's progress is provided during at least one of these conferences.

Transition
-Parents are offered a group meeting to provide information regarding a child's transition to another classroom or higher educational setting and to encourage parents and their children to connect to the school setting by visiting.

STAR 4:
Family Involvement
-If applicable to the child, provider, in conjunction with parents and service providers from public social and community service organizations, implements activities appropriate to meet IEP or IFSP goals and/or special needs plans and objectives.
-Program has policies that demonstrate engagement and partnership with parents in program planning and decision making.

Transition
-Program offers parents an individual meeting to share specific information regarding the child's transition to another classroom or educational setting and to give parents written information about the child's developmental progress.
-Program develops and shares a written plan for child transition with parents and community/ school stakeholders.

Family partnership referred to within:	Partnerships with Family and Community
Family partnership source of evidence:	ERS Observation and Scoring; Review of Documents (verified); Staff and Director Interviews (unverified); Designator Observation

Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality

indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Administration and management indicators included:	Yes
Description:	**STAR 1** **Business Practices** -Program develops and distributes a Parent Handbook. **Continuous Quality Improvement** -Annual site based professional development plan completed. -Program uses documents for tracking illnesses and injuries, including plans of action to prevent further occurrences. **Staff Communication and Support** -Program provides documentation of a staff meeting held within the last six months. -Director develops plan for sharing information about Keystone STARS, continuous quality improvement, and professional development with staff members. **STAR 2** **Business Practices** -Program creates a projected one-year operating budget, including a statement of income and expenditures. -A financial record keeping system for revenue and expenses is in place. -Organizational structure and job descriptions are included in a personnel policy manual that is shared with staff. **Continuous Quality Improvement** -Complete and provide an annual Facility Professional Development (FPD) Plan (or equivalent). -System of site safety review and corresponding plan of action are instituted. **Staff Communication and Support** -Each staff person must participate in a staff meeting at least once per month. Staff meeting must include discussions of quality and its impact on the Learning Program. -Director meets with each staff member using the plan developed in STAR 1. For new staff, this meeting is held within 90 days of start of employment. **Employee Compensation** -List of all staff by positions, salary, and tenure. -At least 2 employee benefits given to staff.

STAR 3
Business Practices
-A policy and procedure manual is developed and available to the staff at all times.
-A financial system with quarterly comparisons of expenses to revenue is implemented.
-The program creates a mission statement.
Continuous Quality Improvement
-Provider develops a Continuous Quality Improvement Plan using multiple sources.
Staff Communication and Support
-Teachers and Assistant Teachers are provided paid curriculum and lesson planning/preparation time away from children monthly.
-Annually, at least two classroom observations are conducted and feedback regarding job performance is provided to the staff member.
-Annual performance evaluation provided in written format to employee.
Employee Compensation
-Salary scale based on level of education/training and years of ECE experience is documented.
-At least 3 employee benefits given to staff and explained in the Policy and Procedure Manual.

STAR 4
Business Practices
-Annual operational business plan to address organizational stability and to implement quarterly reconciliation.
-Program establishes a written code for professional conduct of staff.
-Annual independent financial review by a CPA is conducted.
-Risk management plan is written and developed that identifies potential operational risks and specifies ways to reduce or eliminate risks.
Continuous Quality Improvement
-A Strategic Plan is aligned with the program's mission statement and put in place.
Staff Communication and Support
-Teachers and Assistant Teachers are provided paid weekly curriculum and lesson planning/preparation time away from children.

	-Staff members are offered a minimum of 15 minutes with no program responsibilities for each 4 hour period worked. **Employee Compensation** -At least 4 employee benefits given to staff and explained in the Policy and Procedure Manual.
Administration and management referred to within:	Leadership and Management
Administration and management source of evidence:	Review of Documents (verified); Staff and Director Interviews (unverified); Designator Observation

Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No

Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation.   The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

Accreditation included:	Yes
If yes, accreditation is:	One criterion in highest rating
Comments:	Accreditation is one pathway to STAR 4, but it is not required. If used, there are other requirements for the program: 1) Directors annually participate in 3 professional growth and development activities and 27 annual clock hours of professional development, 2) Teacher/Assistant Teachers complete 24 annual clock hours of professional development, aides complete 15 annual clock hours; annually all staff are involved in 2 professional growth and development activities, 3) Average ERS Score must be 5.25 with individual classrooms scoring at least a 4.25; a written improvement plan is developed to address an ERS

score below 4.25.

4) A strategic plan is aligned with program mission statement and put in place.

National Association for the Education of Young Children and National and Afterschool Association are the two forms of accreditation recognized at this printing.

Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Community involvement indicators included:	Yes
Comments:	**STAR 1:** At enrollment, families are provided with information regarding public, social, and community services. **STAR 2:** Program creates, with input from parents, a list of community/school stakeholders regarding child transition. **STAR 3:** -Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from childcare to school setting. -Program participates in community/school transition activities as available. **STAR 4:** -If applicable to the child, provider, in conjunction with parents and service providers from public social and community service organizations, implements activities appropriate to meet IEP or IFSP goals and/or special needs plans and objectives. -Program develops and shares a written plan for child transition with parents and community/ school stakeholders.

Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements

for a specific state can be found at: http://nrckids.org/STATES/states.htm. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	Yes
	STAR 2: If applicable to the child, provider requests from parents copies of child's IEP or IFSP, written plans, and/or special needs assessments completed by professionals to inform classroom practice. **STAR 3:** A plan is written and implemented describing procedures to refer parents to appropriate social, mental health, educational, wellness, and medical services. **STAR 4:** If applicable to the child, provider, in conjunction with parents and service providers from public social and community service organizations, implements activities appropriate to meet IEP or IFSP goals and/or special needs plans and objectives.

Indicators for Family Child Care Programs

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

*Pennsylvania released new Keystone STAR standards for Family Child Care for implementation in July 2010. They build on the standards that had been in effect since 2005. The new standards align the Family Child Care standards with improvements made in the Center based standards. The revised Family standards can be found at: http://www.pakeys.org/pages/get.aspx?page=Programs_STARS . The standards enumerated below are the standards prior to July 2010.

Number of site-specific indicator categories:	4
Site-specific names of categories used in the QRS:	Staff Qualifications, Professional Development & Compensation Learning Environment Partnership with Family and Community Administration/Continuous Quality Improvement

Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes, in PA family child care is registered.
Licensing equivalent to the first level:	No. There are numerous performance standards in place for a STAR 1 family child care in addition to registration (licensing).
Licensing compliance referred to within:	N/A
Source of evidence:	Review of Documents (verified)

Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Ratio and group size indicators included:	No

Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	Yes
Description:	**STAR 1:** Providers and assistants must complete pediatric first aid training and 2 hours of child care training required in health and safety.

Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Curriculum indicators included:	No

Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Environment indicators included:	Yes
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	4.25-5.25
Description:	**STAR 1:** Completion of the Keystone STARS Family Day Care Home Learning Environment Checklist. **STAR 2:** Improvement Plan to address scores below 3 in FDCRS subscales of Language/Reasoning and Learning Activities. **STAR 3:** Average score must be 4.25 on FDCRS subscales of Language/Reasoning and Learning Activities. Improvement plan to address scores below a 3.5 in Language/Reasoning and Learning Activities subscales. **STAR 4:** Average score must be 5.25 on FDCRS subscales of Language/Reasoning and Learning Activities.
Additional indicators related to the environment (e.g., activities, interaction, specific features) :	At Star 1, provider must attest that TV, video, or DVD watching is limited to no more than 5 hours per week, is developmentally appropriate, and supervised.
Environment referred to within:	Learning Environment
Environment source of evidence:	ERS Observation and Scoring; Review of Documents (verified); Provider Interviews (unverified); Designator Observation

Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Child assessment indicators included:	Yes
Description:	**STAR 2:** -Documentation of training in Observation of Children. -Establish and implement a system to document

	observations of each child's developmental progress, interest and needs, anecdotal records (e.g. detailed logs, running records on each child or Portfolio file) -Documentation will be kept together for each child. **STAR 3:** -Observation training that addresses communicating with parents. -Documented observations indicate that a development observation was completed within the first 45 days of program entry. -Documented observations are shared with the parent at least one time annually. **STAR 4:** -At least 2 hours of training in curriculum planning to meet individual needs. -Documented observations are shared with the parent at each conference or meeting time. -Uses child observation technique and conversations with child's parents to develop written goals for child's development and in planning individual group activities.
Child assessment review process:	No
Approved child assessments identified:	No
Child assessment referred to within:	Learning Environment
Child assessment source of evidence:	ERS Observation and Scoring; Review of Documents (verified); Provider Interviews (unverified); Designator Observation

Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Staff qualification indicators included:	Yes
Indicators for family child care providers include:	Education, training
Family child care qualifications related to administration and management	No
Bachelors degree indicator for family child care provider:	No
Description:	<u>**STAR 1**</u> **Owner/Operator & Primary Caregiver Qualifications** -High School Diploma or GED.

-Completed 12 hours of documented child care training in the two years prior to applying for initial STAR Designation.
-2 of these 12 hours are in the areas of health and safety.
-Successful completion of pediatric first aid training.

Owner/Operator & Primary Caregiver Development
-Completion of Family Day Care Home Provider Self-Evaluation provided by DPW in the self-study packet.

Substitutes & Assistants Qualifications
-Successful completion of pediatric first aid training.

STAR 2
Owner/Operator & Primary Caregiver Qualifications
-Complete the Keystone STARS Core Training Series
-Working towards a CDA/CCP or 3 college credits in ECE/CD or related field.

Owner/Operator & Primary Caregiver Development
-Annual training plan developed, based on needs identified in the Professional Development Record (PDR), and documented on the professional development training plan in the PDR.
-12 annual clock hours of training (6 additional hours, above the required 6 hours, based on PDR)

Substitutes & Assistants Qualifications
Documented training in the past 2 years in the following areas:
-Health & Safety issues in child care homes;
-Basic child development;
-Planning developmentally appropriate activities for children in mixed aged groups.

Substitutes & Assistants Development
-Annual training plan, based on needs identified in the PDR, and documented on the professional development training plan in the PDR.

-Substitutes: 3 annual clock hours of training based on the PDR.
-Assistants: 6 annual clock hours of training based on the PDR.
-Substitutes and Assistants are familiar with the children, the rules and routines, and the emergency plans of the program.

STAR 3
Owner/Operator & Primary Caregiver Qualifications
-Enrolled in a CDA/CCP program or 6 college credits in ECE/CD or related field.

Owner/Operator & Primary Caregiver Development
-Annually participate in 1 professional development activity.
-15 annual clock hours of training (9 additional hours, above the required 6 hours, based on PDR)

Substitutes & Assistants Development
-Substitutes: 6 annual clock hours of training based on the PDR.
-Assistants: 9 annual clock hours of training based on the PDR.

STAR 4
Owner/Operator & Primary Caregiver Qualifications
-Current CDA/CCP or 9 college credits in ECE/CD or related field.

Owner/Operator & Primary Caregiver Development
-18 annual clock hours of training (12 additional hours, above the required 6 hours, based on PDR) and training plan.

Substitutes & Assistants Development
-Substitutes: 9 annual clock hours of training based on the PDR.
-Assistants: 12 annual clock hours of training based on the PDR.

Staff qualifications referred to within:	Staff Qualifications, Professional Development
Staff qualifications source of evidence	Review of Documents (verified); Provider Interviews (unverified);

Family Partnership (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Family partnership indicators included:	Yes
Description:	**STAR 1:** **Parental Involvement** -A written method whereby parents and provider can exchange observations, concerns, and comments (e.g. daily log, notebook message center, parent-teacher journal, take-home envelope). -At least one parent conference is offered annually to discuss the child's progress, behavior, and social and physical needs. -Food safety and nutrition information with parents who bring their children's lunches or snacks from home. **STAR 2:** **Parental Involvement** -At least one way is offered for parent involvement (e.g. volunteer opportunities, family play nights, parent corner, picnics, lending library, and monthly calendars). -Parents are informed of substitutes' & assistants' credentials and schedules. -Parents are offered the opportunity for at least one additional parent conference. **STAR 3:** **Parental Involvement** -At least one way is offered for parent involvement (e.g. volunteer opportunities, family play nights, parent corner, picnics, lending library, monthly calendars). -Parents are informed of substitutes' & assistants' credentials and schedules. -Parents are offered the opportunity for at least one additional parent conference. **Transition** Program provides general information to parents regarding the procedures on transitioning a child to subsequent educational setting, including formal schooling.

	STAR 4: **Parental Involvement** -At least two ways are offered for parent involvement, one of which is to coordinate opportunity for parent group information activity to: a) enhance knowledge and understanding of child development needs, or b) enhance health education knowledge. -Families and school age children are asked, at least once per year, to evaluate the program's efforts to meet their needs (e.g., questionnaire, survey, suggestion box). **Transition** -Updated local school district transition policies, including those for children with special needs, are available and reviewed with parents prior to a child transitioning from the program.
Family partnership referred to within:	Partnerships with Family and Community
Family partnership source of evidence:	ERS Observation and Scoring; Review of Documents (verified); Provider Interviews (unverified); Designator Observation

Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Administration and management indicators included:	Yes
Description:	**STAR 1:** -During the one year period prior to applying for initial STAR designation, the facility has had a DPW FDCH Registration Certificate. -Copies of inspection reports required by local ordinances such as fire, building, and health inspections are posted where parents can easily see them. **STAR 2:** -A financial-record keeping system for revenue and expenses. -File appropriate tax forms. -Safety checks of facility and outdoor play space using a standard checklist (i.e. CFOC Health & Safety Checklist) twice a year at season change, and a written plan of correction.

	STAR 3: -A projected one-year operating budget, including a statement of income and expenditures. -Proof of liability insurance. -Policy and procedure manual includes written health policies to cover topics per CFOC National Standards and found in published Model Child Care Health Policy booklet (ECELS/ NAEYC/AAP) and is made available to the staff at all times. **STAR 4:** -Current business plan. -Written job descriptions for substitutes and assistants, if applicable.
Administration and management referred to within:	Administration/Continuous Improvement
Administration and management source of evidence:	Review of Documents (verified); Provider Interviews (unverified); Designator Observation

Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No

Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation.   Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

Accreditation included:	Yes
If yes, accreditation is	Used as one criterion of the highest rating
Comments:	Accrediting bodies include the National Association for Family Child Care.

Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Community involvement indicators included:	Yes

Comments:	STAR 2: At enrollment, families are provided with resource contact information for publicly funded child care/ health insurance programs and tax credits (Earned Income Tax Credit, PA Tax Back). STAR 3: A written plan describing procedures referring parents to appropriate social, mental health, educational, and medical services is included in the Policy and Procedures. STAR 4: All staff have at least 2 hours of training in the last 2 years on inclusive early education and care practices, including how to access local community health and human services resources for families.

Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	Yes
Comments:	STAR 2: Provider has obtained general information/facts on any of the special needs issues of children in care. STAR 3: -A written plan describing procedures referring parents to appropriate social, mental health, educational, and medical services is included in the Policy and Procedures. -Basic information from special needs assessments completed by professionals is requested. -All prescribed special needs treatments are followed. -If applicable, provider has a copy of child's IEP or IFSP and a written plan. (NOTE: Signed statement if parent will not comply.)

Application Process

Information in this section describes specific features of the application process in the QRS.

Requires self-assessment tool:	Yes
Describe self-assessment tool:	Programs entering Start with STARS (a program that provides access to resources to assist facilities in working toward STAR ratings) are required to complete a Site Environment Checklist. STAR 1 programs must complete a Learning Environment Checklist (a questionnaire covering provider's interactions with children and availability of age-appropriate materials for children). This check-list was developed as a tool to guide facilities in identifying areas for improvement and as a preparatory tool for using the ERS.
Availability of preparatory process:	Yes
Describe preparatory process:	Start with STARS provides access to resources to assist facilities in working toward STAR ratings. To enroll in Start with STARS, facilities (centers and group homes) must complete a safety checklist, hold and post a PA Department of Public Welfare certificate of compliance and complete an orientation within 90 days of Start with STARS enrollment. STARS managers/STARS specialist help centers through this progress and deciding whom to contact. Start with STARS will be reduced to one year in 2010-2011.
Requires orientation:	Yes
Describe orientation :	The center director must complete the STARS Orientation within 90 days of Start with STARS enrollment or prior to becoming designated at any STAR level. Same requirements for Group Homes. Not required for accredited child care centers, programs seeking provisional rating, or school-based pre-k programs and Head Starts.
Time from application to rating:	Less than 3 months
Can apply for particular rating:	Yes
Describe apply for particular rating:	Application worksheets are available for each STAR level.

Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

Outreach to parents:	Yes
Method of outreach to parents:	Assistance provided to non-English speaking parent, information in languages other than English, and written materials disseminated through partners such as R&R.
Outreach to providers:	Yes
Method of outreach to providers:	Information in languages other than English, Website, written materials disseminated through partners, and written materials mailed.
Outreach to public:	Yes
Method of outreach to public:	Billboard, radio, television, and website
Percent of budget dedicated to marketing:	Less than 0.5% dedicated to marketing. Media campaign with radio, television ads, and billboards conducted in 2007.

Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

Observational tools used:	ECERS-R, FDCRS, ITERS-R, SACCERS-R
Describe how scores are used in the rating:	Specific ERS scores are required for centers and family child care. These scores must be achieved for a specific STAR rating on the applicable ERS tool: STAR 3 -4.25 STAR 4 -5.25 For scores below an identified level an improvement plan is required: For Centers: STAR 2 (3.0), STAR 3 (3.5), STAR 4 (4.25) For Family Day Care: STAR 2 (3.0), STAR 3 (3.5)
Frequency of observational assessment:	2 years, with some protocols around director and staff turnover
Method for choosing classrooms to observe:	Classrooms are selected by a random drawing of all classrooms (site leadership draws the classroom from a "blind drawing").
Percent of classrooms observed in child care centers:	One-third of all classrooms are assessed, including at least one classroom of each age group.
Training for observers:	Each assessor is trained individually on each scale. The first couple of visits are just for practice, with no

	reliability requirements.
Initial reliability required:	Once the training visits been conducted and the core assessor feels the trainee is ready for reliability visits, the trainees must demonstrate reliability of 85% on 5 assessments. At that point the assessor can conduct assessments on her own on that specific scale.
Ongoing reliability required:	Once reliability is achieved on any scale, the new hire has a reliability visit every 10 visits per scale. After one year and consistently being reliable, the assessor must demonstrate reliability on each scale once every quarter. After two years of experience and successfully meeting reliability requirements, the assessor has one reliability visit per scale every six months. The 4 core assessors (supervisors) demonstrate reliability on each scale with each other every 6 months.
Comments:	PA has implements PA Position statements with the use of the ERS tool. These relate to the interface between certification (licensing) and the ERS.

Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

Professional development required:	Yes
Training available that is linked to QRS:	Yes
Content of linked training:	Business Practices, Child Assessment (WSS/OUNCE), Environmental Assessment and ERS Scales, Language and Literacy, Safety, Continuous Quality Improvement Plans, Facility Professional Development Planning, Child Abuse Mandated Reporter (for director), Learning Standards. Required content for Staff includes a menu of Inclusive Practices, Child Observation, Learning Standards, Assessment, Curriculum (general or specific)
Total duration of training:	10-24 hours
Trainer approval process:	Yes
Target population for training:	Lower quality levels
Onsite assistance available that is linked to QRS:	Yes
Content of linked onsite assistance:	Business Practices, Child Assessment, Environmental Assessment, Safety, Support in Navigating QRS, and for any/all of the

	performance standards.
Onsite assistance frequency	Varies
Length of onsite sessions	Varies
Total duration of onsite assistance:	1-6 months
Formal approval for onsite assistance provider:	Yes
Target population for onsite assistance:	All providers.

Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

Tiered reimbursement:	Yes**,** there are increased daily rates for children receiving subsidy for STAR 2, 3 and 4 rated programs. This is referred to as an Add-On Rate and it provides incentives to programs at higher STAR levels.
Quality award/bonus:	Yes, there are Merit Awards for STAR 2 and above. This amount is based on FTE number of children as well as enrollment of vulnerable children (those in Child Care Works or with IEP's and IFSPs with other factors as well).
Startup award:	Yes, there is a one-time grant for new enrollees.
Scholarship (T.E.A.C.H)	Yes, a professional development refund voucher provides reimbursement for courses that earn college credits (including Child Development Associate Professional Development Programs) and payment for the CDA Assessment Fee for STAR 1 and above. Also TEACH Scholarships are available for staff from STARS programs. Other factors attached to the award of scholarships, such as grades, and for the refund voucher program, credits must be for educationally appropriate degrees.
	The requirements for the voucher program: courses must be from an accredited university or college and provide at least one college credit, students must receive a C or better, courses must be a part of an early childhood degree program, a maximum refund of $3000 per year and $500 per credit hour. (Beginning September 1, 2009 all applicants are required to be residents of PA).
Wage enhancement	Yes, there are Education and Retention Awards. Increased compensation is dependent upon STAR rating and Staff Education.
Retention bonus:	Yes, there are Education and Retention Awards.

	Increased compensation is dependent upon STAR rating and Staff Education.
Improvement grants:	Yes, there are Support Awards for quality improvement efforts (up to 2 years), at STAR 1. (Note that there is a system in place to have some awards be time limited and some ongoing in order to help facilitate upward movement by programs.)

Administration Details

This section provides details about the QRS administration and funding.

QRS lead :	Office of Early Development and Learning, Joint Office of Department of Public Welfare and the Department of Education
QRS lead type:	State agency
Overall funding amount for most recent fiscal year:	$79,300,000
Overall funding sources:	Child Care Development Fund -$39 million, Foundation -$1.4 million, State – 38.9 million
Administration funding for most recent fiscal year:	$23,300,000
Administration funding source:	Child Care Development Fund -$6.1 million, State - $17.2 million
Quality improvement funding for most recent fiscal year:	$54,600,000
Quality improvement funding source:	Child Care Development Fund - $32.9 million State -$21.7 million
Evaluation funding for most recent fiscal year:	$1,400,000
Evaluation funding source:	Foundation

Partners

This section provides information about the roles and responsibilities of partners in the QRS.

Partner 1 type :	Keys to Quality and Keystone STARS implementing partners
Partner 1 name:	PA Key and Regional Keys
Partner 1 function:	The PA Key Develops policies and programs related to professional development and technical assistance including cross sector work; Manages Environment Rating Scale assessment ; Manages process for Director's Credential, School Age Professional Credential, voucher program; contract for Project T.E.A.C.H. scholarships; Coordinates development of career lattice; Facilitates linkages to Higher Education including

program to program articulation projects;
Manages PA Quality Assurance System (PQAS);
Manages online professional development
calendar, provider registry and the '800' call
professional development information line;
manages state wide PD contracts; assists the
Regional Keys with protocols and procedures
development for state wide continuity in the
SACC/ECMH/ Community Engagement.

Regional Keys Administer STARS (outreach,
applications, financial awards, STARS TA, resource
deployment); Develops, plans and implements
regional professional development; Conduit for
community engagement contracts; Linkages to
Higher Education at the regional level; Establishes
regional advisory groups to develop plans for
implementation.

Work plan in place:	Yes
Partner 2:	Universities and Community Colleges
Partner 2 name:	14 Pennsylvania Community Colleges and Penn State University and University of Pittsburgh and multiple other institutions of higher education.
Partner 2 function:	Provide credit-bearing coursework and course of study for those in Keystone STARS through a variety of approaches to supporting staff to obtain early childhood education credentials and degrees. Also sometimes provide non-credit technical assistance to STARS sites. Community Colleges are part of the Professional Development Career Lattice. They also have ties to T.E.A.C.H. contracts. PA has a voucher program for Early Childhood Credits.
Work plan in place:	Yes
Partner 3 type :	Other Non-Profit Contractors
Partner 3 name:	Child Care Information Services (CCIS)
Partner 3 function:	Manage communication or information dissemination & Provide financial incentives.

More specifically, these are entities under contract
with OCDEL to a) manage and oversee the Child
Care Works subsidy program, and b) provide all
parent counseling and information for the
selection of all OCDEL early learning programs (not
just child care). CCIS provides information to
families about Keystone STARS. In its

	administration of the Child Care Works subsidy, it administers the add-on rate for children in its payment mechanism.
Work plan in place:	Yes

Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

Child care subsidies :	Yes
Description:	There are increased rates for children receiving subsidy in STAR 2, 3, and 4 Programs in family day care, group homes, and centers.
Professional development: Description:	Yes The Professional Development System and the Keystone STARS program are deeply connected. Keystone STARS relies on improving credentials and educational attainment of the practitioners working in the programs. Examples of the Professional Development system connections include the Career Lattice (embedded in the KSS Standards), Core Body of Knowledge and professional development record, Credentials, Vouchers, Scholarships, Instructor and Technical Assistance Quality Assurance, articulation projects between 2-4 year institutions, Core Series professional development embedded in the KSS Standards, on-line calendars and provider registry (to document ongoing PD that is needed in KSS and educational attainment).
Incorporation of other standards:	Yes
Description:	Pre-Kindergarten Pennsylvania Standards for Early Learning and Infant-Toddler Pennsylvania Standards for Early Learning are researched-based frameworks to guide both the approach and practices that lead to skill development in young children. These Standards are the foundation for the Curriculum Performance Standards. School Age programs are using Links to Learning as the foundational curriculum.
Comments	Keystone STARS is also linked with Early Intervention (EI) birth to five, which is another OCDEL program. These linkages arise from the systems of professional development and

supports and how children are counted, help in qualifying for financial award sizes in Merit awards, and in the use of STARS as part of the EI inclusion process. The system is also linked with PA Pre-K Counts, as noted previously.

Evaluation

Status of evaluation :	Periodic evaluation. Last evaluation was in 2006, research currently being completed to update the evaluation in September 2010.
List research questions for periodic evaluation:	Compared the classroom environments of a random sample of programs participating in Keystone STARS and to classroom environments of non-participating programs.
	Main research question: Is Keystone Stars improving the quality of child care programs?
Evaluator type:	External
Evaluator name (if external)	University of Pittsburgh Office of Child Development
	Pennsylvania State University State Research Center
If external, was RFP issued:	No
Published reports to date :	Barnard, W., Fiene, R., Smith, W.E., (2006) "Evaluation of Pennsylvania's Keystone STARS Quality Rating System in Child Care Settings, December 2006" University of Pittsburgh Office of Child Development, Pennsylvania State University State Research Center. http://www.pakeys.org/uploadedContent/Docs/PKC%20end%20of%20yr%20rpt%2008-09small.pdf.
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Key Contacts

Category :	Primary Contact for QRIS
Contact name:	Debi Mathias – Director Early Learning Services
Organization:	Department of Public Welfare and Education, Office of Child Development and Early Learning

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Category	Secondary Contact for QRIS
Contact name:	Todd Klunk – Acting Deputy Secretary
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Category	Alternate
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Organization:	Department of Public Welfare
Email:	hdichter@state.pa.us
Phone:	717-346-9320

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STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

PERFORMANCE STANDARDS FOR CENTERS	⭐ STAR 1 Performance Standards	⭐⭐ STAR 2 Performance Standards	⭐⭐⭐ STAR 3 Performance Standards	⭐⭐⭐⭐ STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation[1]
General	Must maintain Regular Certificate of Compliance and/or meet program standards.[2]	Must meet all standards for STAR 1 and maintain Regular Certificate of Compliance.	Must meet all standards for STAR 1 and 2 and maintain Regular Certificate of Compliance.	Must meet all standards for STAR 1, 2, and 3 and maintain Regular Certificate of Compliance.
Director Qualifications[3]	Complete professional development on the Core Body of Knowledge/ Professional Development Record (CBK/PDR) and Foundations of the Environment Rating Scale (ERS).	1. Complete professional development on Continuous Quality Improvement (CQI), the Facility Professional Development (FPD) Plan, and the Learning Standards[4]. 2. Complete professional development in the ERS scales appropriate to age groups in the facility. 3. Attend child abuse mandated reporter professional development that reflects the most current laws in Pennsylvania.	1. Complete STARS Orientation Part 2. 2. Level V or above on the Career Lattice.[5]	Level VI or above on the Career Lattice.[6] (effective 7/1/2010)
Director Development[7]		1. Annual professional development plan is developed based on needs identified in the Professional Development Record (PDR).[8] 2. Annually participate in 1 professional growth and development activity.[7] 3. 15 annual clock hours of professional development based on the PDR, including the Director's section.[7]	1. Annually participate in 2 professional growth and development activities.[7] 2. 21 annual clock hours of professional development based on the PDR, including the Director's section.[7] 3. Complete the PA Director's Credential.[9]	*1. Annually participate in 3 professional growth and development activities.[7]* *2. 27 annual clock hours of professional development based on the PDR, including the Director's section.[7]*

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[1] In order to be designated a STAR 4, accredited sites also need to complete the bold/italicized Performance Standards.

[2] Facilities must maintain DPW Regulations and/or Head Start Performance Standards according to whichever apply to the site.

[3] Refer to the Career Lattice in the appendix.

[4] Refer to the STARS Worksheets for School Age (SACC) for clarifications regarding the SACC requirements.

[5] To assist a facility in meeting STAR 3, this Director's Career Lattice Standard may be extended to 7/1/2010, if the director develops a Detailed Staff Qualifications Action Plan (SQAP). The SQAP will be reviewed annually at designation and it must plan for completion by 7/1/2010. In addition, the director must take a minimum of 6 credits per year. Please refer to your Regional Key for further information.

[6] Until this standard becomes effective on 7/1/2010, the previous standard (Bachelor's degree in ECE or related field) continues to be in effect.

[7] Refer to the STARS Worksheets for additional information on professional growth and development activities, as well as annual clock hours.

[8] Head Start sites may use a comparable tool in place of the Professional Development Record (PDR).

[9] To assist facility with director turnover, this standard may be extended for 2½ years from the directorship start date, if director enrolls in PA Director's Credential and develops a Detailed SQAP for completion within 2½ years. This is for maintaining a current STAR level only. Please refer to Regional Key for further information.

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

PERFORMANCE STANDARDS FOR CENTERS	STAR 1 Performance Standards	STAR 2 Performance Standards	STAR 3 Performance Standards	STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation[1]
Staff Qualifications[10]		1. New Staff Orientation[11] completed by all aides and new staff within 90 days of start of employment. 2. 50% of Teachers/Group Supervisors (GS) at Level V or above on Career Lattice; 50% of Assistant Teachers/ Assistant Group Supervisors (AGS) at Level II or above on Career Lattice; and 100% of Aides at Level I or above on Career Lattice.	100% of Teachers/Group Supervisors (GS) at Level V or above on Career Lattice; 75% of Assistant Teachers/ Assistant Group Supervisors (AGS) at Level III or above and 25% of Assistant Teachers/Assistant Group Supervisors (AGS) at Level IV or above on Career Lattice; and 25% of Aides at Level II or above on Career Lattice.	100% of Teachers/Group Supervisors (GS) at Level V or above and 25% of Teachers/Group Supervisors (GS) at Level VI or above on Career Lattice[12]; 50% of Assistant Teachers/Assistant Group Supervisors (AGS) at Level IV or above and 25% of Assistant Teachers/ Assistant Group Supervisors (AGS) at Level V or above on Career Lattice; and 50% of Aides at Level II or above on Career Lattice.

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[10] Refer to the Career Lattice in the appendix. To assist a facility in meeting the STAR level, the Career Lattice Standard may be extended to 7/1/2010 as long as the staff member develops a Detailed Staff Qualifications Action Plan (SQAP). Please refer to your Regional Key for further information. Refer to the STARS Worksheets for School Age (SACC) for clarifications regarding the SACC requirements.

[11] New Staff Orientation can be provided using the OCDEL-approved Better Kid Care video series **or** 15 hours of documented topics outlined by *Caring for Our Children 2nd ed., Section 1.023, p. 188.* If the Better Kid Care videos offered are not utilized, documentation is required of PQAS approved professional development (including course title, hours, and instructor name/signature) that has been cross-walked to the *Caring for Our Children* topic areas.

[12] Effective 7/1/2010, the STAR 4 requirement will be "50% of Teachers at Level VI or above on the Career Lattice."

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

PERFORMANCE STANDARDS FOR CENTERS	STAR 1 Performance Standards	STAR 2 Performance Standards	STAR 3 Performance Standards	STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation[1]
Staff Development[13]		1. Annual professional development plan is developed for each staff member based on needs identified in the Professional Development Record (PDR) and documented on the Professional Development plan in the PDR. 2. 12 annual clock hours of professional development, based on PDR, taken by each staff member.[13, 14] 3. One staff member from each classroom must have current pediatric first aid certification. 4. All staff must have two hours of health and safety professional development annually.[15] 5. All staff must attend professional development annually on child observation, inclusive practices, and/or ERS.[16]	1. For each Teacher/ Assistant Teacher[17], 18 annual clock hours of professional development based on PDR[18]; each Aide 12 total hours based on PDR.[13] 2. Annually, all staff involved in 1 professional growth and development activity.[13] 3. All staff must have current pediatric first aid certification. 4. Teachers/Assistant Teachers[17] must attend professional development annually on curriculum, program or child assessment, and/or the age-appropriate Learning Standards.[16]	*1. For each Teacher/ Assistant Teacher[17], 24 annual clock hours of professional development based on PDR[19]; each Aide 15 clock hours based on PDR.[13]* *2. Annually, all staff involved in 2 professional growth and development activities.[13]*

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[13] Refer to the STARS Worksheets for additional information on professional growth and development activities, as well as annual clock hours

[14] Staff working <u>less</u> than 500 hours per year and volunteers/substitutes working <u>more</u> than 500 hours per year must take 6 annual clock hours.

[15] Refer to the STARS Worksheets for courses that are acceptable.

[16] Refer to the STARS Worksheets for more information on selecting appropriate professional development opportunity.

[17] The terms "Teacher" and "Assistant Teacher" are equivalent to "Group Supervisor (GS)" and "Assistant Group Supervisor (AGS)," respectively.

[18] Staff working <u>less</u> than 500 hours per year and volunteers/substitutes working <u>more</u> than 500 hours per year must take 9 annual clock hours.

[19] Staff working <u>less</u> than 500 hours per year and volunteers/substitutes working <u>more</u> than 500 hours per year must take 12 annual clock hours.

LEARNING PROGRAM

PERFORMANCE STANDARDS FOR CENTERS	STAR 1 Performance Standards	STAR 2 Performance Standards	STAR 3 Performance Standards	STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation[1]
Child Observation/ Curriculum/ Assessment	Site obtains and maintains copies of the appropriate Learning Standards for all age groups in the program.	1. Observation of child is completed and shared with parents within 45 days[20] of program entry and once yearly after that. 2. Learning Standards are used as a resource for staff in classroom planning and documentation of children's learning.	1. Observation of child is completed and shared with parents within 45 days of program entry. Observation of the child must be conducted a total of three times[21] during the year; once in the beginning, once in the middle, and once towards the end. **2. *Children's Outcomes are reported using the Ounce/Work Sampling System's Guidelines and Checklists.*** 3. Results from observations are used for curriculum, individual child planning, and referral to community resources. 4. Implement a learning curriculum[22] that incorporates the Learning Standards.	1. Assessment of the child is completed and shared with parents twice per year[23] utilizing appropriate observation techniques, and results are used for curriculum and individual child planning and referral to community resources. 2. Program crosswalks curriculum[22] and assessment tools to the Learning Standards.
Environment Rating	Complete the Learning Environment Checklist.	1. ERS self-assessment of every classroom/age group must be completed annually by the director or a staff member who has completed approved ERS professional development.[24] 2. A written Improvement Plan is developed to address any ERS subscale score below a 3.0.	1. The average facility score of all sampled classrooms/age groups assessed by a STARS ERS assessor must be 4.25. 2. Each individual sampled classroom/age group must have an ERS score no less than 3.50. 3. A written Improvement Plan is developed to address any ERS subscale score below a 3.50.	*1. The average facility score of all sampled classrooms/age groups assessed by a STARS ERS assessor must be a 5.25.* *2. Each individual sampled classroom/age group must have an ERS score no less than 4.25.* *3. A written Improvement Plan is developed to address any ERS subscale score below a 4.25.*

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[20] For SACC only programs, the observation should be done within 90 days of program entry.
[21] After the initial observation, SACC programs will need to conduct another observation once during the calendar year.
[22] Refer to the STARS Worksheets for School Age (SACC) for clarifications regarding the SACC requirements.
[23] For SACC only programs, the assessment should be completed and shared with parents once per year.
[24] Refer to the STARS Worksheets for more information.

PARTNERSHIPS WITH FAMILY & COMMUNITY

PERFORMANCE STANDARDS FOR CENTERS	STAR 1 Performance Standards	STAR 2 Performance Standards	STAR 3 Performance Standards	STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation[1]
Community Resources/ Family Involvement	1. At enrollment, families are provided with information regarding public, social, and community services.[25] 2. A "Getting to Know You" meeting with parents is offered within 60 days of enrollment.	1. At least once per year, written information on topics including health and human services, wellness, nutrition and fitness, and/or child development is given and explained to parents and staff. 2. If applicable to the child, provider requests from parents copies of child's IEP or IFSP, written plans, and/or special needs assessments completed by professionals to inform classroom practice. 3. Individual child information is shared in written form with parents on a daily basis for infants and toddlers, and there is a format and procedure for use on an as needed basis for other age groups. 4. Specific group or classroom information is shared with parents daily using a visual communication format. 5. One parent conference is offered per year to discuss the child's progress and behavioral, social and physical needs.	1. A plan is written and implemented describing procedures to refer parents to appropriate social, mental health, educational, wellness, and medical services. 2. Coordinate at least one annual group activity to involve parents in meeting program learning goals.[26] 3. At least two parent conferences are offered per year to discuss the child's progress and behavioral, social and physical needs. A written report of the child's progress is provided during at least one of these conferences.	1. If applicable to the child, provider, in conjunction with parents and service providers from public social and community service organizations, implements activities appropriate to meet IEP or IFSP goals and/or special needs plans and objectives. 2. Program has policies that demonstrate engagement and partnership with parents in program planning and decision making.

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[25] Organizations include Early Intervention, Children and Youth Services, Mental Health and Mental Retardation Services, County Assistance Office (CAO), and Child Care Information Services (CCIS).
[26] Refer to the STARS Worksheets for suggested activities.

PARTNERSHIPS WITH FAMILY & COMMUNITY

PERFORMANCE STANDARDS FOR CENTERS	STAR 1 Performance Standards	STAR 2 Performance Standards	STAR 3 Performance Standards	STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation[1]
Transition	Program provides general information to parents regarding transitioning[27] children to another classroom or educational setting.	1. Program transfers child records, at the request of the parent, when the child transitions to another educational setting. 2. Program creates, with input from parents, a list of community/school stakeholders regarding child transition. 3. Program includes age-appropriate activities for children to prepare for transition.	1. Parents are offered a group meeting to provide information regarding a child's transition to another classroom or higher educational setting and to encourage parents and their children to connect to the school setting by visiting. 2. Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from childcare to school setting. 3. Program participates in community/school transition activities as available.	1. Program offers parents an individual meeting to share specific information regarding the child's transition to another classroom or educational setting and to give parents written information about the child's developmental progress. 2. Program develops and shares a written plan for child transition with parents and community/school stakeholders.

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[27] Refer to the STARS Worksheets for School Age Child Care for additional clarification on transitioning for SACC programs.

LEADERSHIP AND MANAGEMENT

PERFORMANCE STANDARDS FOR CENTERS	★ STAR 1 Performance Standards	★ STAR 2 Performance Standards	★ STAR 3 Performance Standards	★ STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation[1]
Business Practices	Program develops and distributes a Parent Handbook.	1. Program creates a projected one-year operating budget, including a statement of income and expenditures. 2. A financial record keeping system for revenue and expenses is in place. 3. Organizational structure and job descriptions[28] are included in a personnel policy manual that is shared with staff.	1. A policy and procedure manual[29] is developed and available to the staff at all times. 2. A financial system with quarterly comparisons of expenses to revenue is implemented. 3. The program creates a mission statement	1. Annual operational business plan to address organizational stability and to implement quarterly reconciliation. 2. Program establishes a written code for professional conduct of staff. 3. Annual independent financial review by a CPA is conducted. 4. Risk management plan[30] is written and developed that identifies potential operational risks and specifies ways to reduce or eliminate risks.
Continuous Quality Improvement	1. Annual site-based professional development plan completed. 2. Program uses documents for tracking illnesses and injuries, including plans of action to prevent further occurrences.	1. Complete and provide an annual Facility Professional Development (FPD) Plan (or equivalent). 2. System of site safety review and corresponding plan of action are instituted.	*Provider develops a Continuous Quality Improvement Plan using multiple sources[31].*	*A Strategic Plan is aligned with the program's mission statement and put in place.*

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[28] An organizational chart should be accompanied by a written description of the duties and responsibilities of each staff position and the lines of authority and responsibility within the center.

[29] Manual includes personnel policies and written health policies covering topics found in *Caring for Our Children 2nd ed.*, a published Model Child Care Health Policy booklet (ECELS/NAEYC/AAP), and/or other appropriate Business Practices tools.

[30] Risk Management Plan is reviewed at least annually and updated as deemed necessary.

[31] Sources of information include surveys of parents, staff and/or school-aged children, ERS, LIS, audits, FPD plan, etc.

LEADERSHIP AND MANAGEMENT

PERFORMANCE STANDARDS FOR CENTERS	STAR 1 Performance Standards	STAR 2 Performance Standards	STAR 3 Performance Standards	STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation[1]
Staff Communication and Support	1. Program provides documentation of a staff meeting held within the last six months. 2. Director develops plan for sharing information about Keystone STARS, continuous quality improvement, and professional development with staff members.	1. Each staff person must participate in a staff meeting at least once per month. Staff meeting must include discussions of quality and its impact on the Learning Program. 2. Director meets with each staff member using the plan developed in STAR 1. For new staff, this meeting is held within 90 days of start of employment.	1. Teachers and Assistant Teachers are provided paid curriculum and lesson planning/preparation time away from children monthly. 2. Annually, at least two classroom observations[32] are conducted and feedback regarding job performance is provided to the staff member. 3. Annual performance evaluation provided in written format to employee.[33]	1. Teachers and Assistant Teachers are provided paid weekly curriculum and lesson planning/preparation time away from children. 2. Staff members are offered a minimum of 15 minutes with no program responsibilities for each 4 hour period worked.
Employee Compensation		1. List of all staff by positions, salary, and tenure. 2. At least 2 employee benefits given to staff. [34]	1. A salary scale based on level of education/training and years of ECE experience is documented. 2. At least 3 employee benefits given to staff[34] and explained in the Policy and Procedure Manual.	At least 4 employee benefits given to staff[34] and explained in the Policy and Procedure Manual.

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[32] At least one observation is completed by the staff member's direct supervisor.
[33] Performance evaluation is based on direct supervisor's classroom observations, criteria established in advance (i.e. job description), and an employee self-assessment.
[34] Refer to the STARS Worksheets for a list of acceptable employee benefits and for an explanation of prorating for part-time employees.

Pennsylvania Early Learning Keys to Quality Career Lattice

Level	Education Requirement	POSITIONS						
		Child Care / School Age Care	Early Head Start / Head Start	Early Intervention	Public School Districts	Private Academic Schools	TA/Consultants/ Mentors/ Trainers	Higher Ed. Faculty
VIII	Ph.D. or Ed.D including 30 ECE credits	Director, Lead or Teacher / Group Supervisor	Director / Coordinators / Teachers	Therapist / Case Manager / Director / Supervisor / Early Interventionist / Teacher	Administrator (including Principal's Certification) / Social Worker	Administrator / Director / Teacher		
VII	Master's including 30 ECE credits							
VI	Bachelor's including 30 ECE credits				Teacher (including ECE or EI Ed. Certification)			
V	Associate's Degree with 60 /65 credits including 18 ECE credits			Service Coordinator	Assistant Teacher / Para-Professional	Assistant Teachers		
IV	30 credits including 12 ECE credits	Assistant Teacher or Assistant Group Supervisor	Teachers / Home Visitors					
III	Credential, Diploma, Certificate or 6 ECE credits							
II	45 Hours* or 3 ECE credits							
I	15 HOURS Orientation Training	Aides / Family Child Care Providers	Assistant Teachers / Aides			Aides		

* These 45 Hours may include 15 Hours of Orientation Training from Level 1.

NOTE 1: For SACC practitioners including Kindergarten, credits on the Career Lattice may be in Education (excluding Secondary Education).

NOTE 2: Degrees required for Level V and above may be in ECE or related fields. Related fields include Human Development, Psychology, Sociology, Social Work, Education, Nursing, Home Economics/Family & Consumer Science, Recreation, Child and Family Studies, and Business.

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KEYSTONE STARS: A SYSTEM OF CONTINUOUS QUALITY IMPROVEMENT FOR CHILD CARE THROUGH STANDARDS, TRAINING, ASSISTANCE, RESOURCE, AND SUPPORT (STARS)
Family Day Care Home Performance Standards for 2006

STAFF QUALIFICATIONS, PROFESSIONAL DEVELOPMENT

PERFORMANCE STANDARDS FOR FAMILY CHILD CARE CENTERS	Start with STARS	To Attain and Maintain One STAR ⭐ Performance Standards	To Attain and Maintain Two STARS ⭐⭐ Performance Standards	To Attain and Maintain Three STARS ⭐⭐⭐ Performance Standards	To Attain and Maintain Four STARS: ⭐⭐⭐⭐ 1) Performance Standards, or 2) NAEYC/NSACA/NAFCC/NECPA Accreditation, or 3) DPW Regulated, Fully Integrated Head Start[1]
General			Must meet all standards for STAR 1.	Must meet all standards for STAR 2.	Must meet all standards for STAR 3.
Owner/Operator & Primary Caregiver- Qualifications		1. High School Diploma or GED. 2. Completed 12 hours of documented child care training in the two years prior to applying for initial STAR Designation. 3. 2 of these 12 hours are in the areas of health and safety. 4. Successful completion of pediatric first aid training.	1. Complete the Keystone STARS Core Training Series 2. Working towards a CDA/CCP **or** 3 college credits in ECE/CD or related field[2].	Enrolled in a CDA/CCP program or 6 college credits in ECE/CD or related field.	Current CDA/CCP or 9 college credits in ECE/CD or related field.
Owner/Operator & Primary Caregiver - Development		Completion of Family Day Care Home Provider Self-Evaluation provided by DPW in the self-study packet.	1. Annual training plan developed, based on needs identified in the Professional Development Record (PDR), and documented on the professional development training plan in the PDR. 2. 12 annual clock hours of training (6 additional hours, above the required 6 hours, based on PDR)	1. Annually participate in 1 professional development activity[3]. 2. 15 annual clock hours of training (9 additional hours, above the required 6 hours, based on PDR)	18 annual clock hours of training (12 additional hours, above the required 6 hours, based on PDR) and training plan.

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[1] Must be a DPW regulated child care program that is also participating in Head Start and is participating in the child care subsidy program. Every child enrolled must receive comprehensive Head Start services, and the Head Start performance standards must be fully implemented in every classroom of the center.
[2]Human services fields as defined by Keystone STARS: Child Development, Development, Psychology, Sociology, Social Work, Education (elementary or Secondary), Pediatric Nursing, Home Economics, Recreation, Child and Family Studies. Physical Education is an approved degree for staff working in SACC sites.

STAFF QUALIFICATIONS, PROFESSIONAL DEVELOPMENT

PERFORMANCE STANDARDS FOR FAMILY CHILD CARE CENTERS	Start with STARS	To Attain and Maintain One STAR ⭐ Performance Standards	To Attain and Maintain Two STARS ⭐⭐ Performance Standards	To Attain and Maintain Three STARS ⭐⭐⭐ Performance Standards	To Attain and Maintain Four STARS: ⭐⭐⭐⭐ 1) Performance Standards, or 2) NAEYC/NSACA/NAFCC/NECPA Accreditation, or 3) DPW Regulated, Fully Integrated Head Start[1]
Substitutes & Assistants – Qualifications[4]		Successful completion of pediatric first aid training.	Documented training in the past 2 years in the following areas: -Health & Safety issues in child care homes; -Basic child development; -Planning developmentally appropriate activities for children in mixed aged groups.		
Substitutes & Assistants - Development			1. Annual training plan, based on needs identified in the PDR, and documented on the professional development training plan in the PDR. 2. Substitutes: 3 annual clock hours of training based on the PDR. 3. Assistants: 6 annual clock hours of training based on the PDR. 4. Substitutes and Assistants are familiar with the children, the rules and routines, and the emergency plans of the program.	1. Substitutes: 6 annual clock hours of training based on the PDR. 2. Assistants: 9 annual clock hours of training based on the PDR.	1. Substitutes: 9 annual clock hours of training based on the PDR. 2. Assistants: 12 annual clock hours of training based on the PDR.

[3]See end of document for definition of Professional Development Activities.
[4]Substitutes = Staff left alone with children 5-14 hours a week over the course of a month, Assistants = Staff left alone with children more than 15 hours a week, over the course of a month.

LEARNING ENVIRONMENT

PERFORMANCE STANDARDS FOR FAMILY CHILD CARE CENTERS	Start with STARS	To Attain and Maintain One STAR ⭐ Performance Standards	To Attain and Maintain Two STARS ⭐⭐ Performance Standards	To Attain and Maintain Three STARS ⭐⭐⭐ Performance Standards	To Attain and Maintain Four STARS: ⭐⭐⭐⭐ 1) Performance Standards, or 2) NAEYC/NSACA/NAFCC/NECPA Accreditation, or 3) DPW Regulated, Fully Integrated Head Start[5]
Child Observation			1. Documentation of training in Observation of Children (Level One) 2. Establish and implement a system to document observations of each child's developmental progress, interest and needs, anecdotal records (e.g. detailed logs, running records on each child or Portfolio file) 3. Documentation will be kept together for each child.	1. Observation training that addresses communicating with parents (Level Two). 2. Documented observations indicate that a development observation was completed within the first 45 days of program entry. 3. Documented observations are shared with the parent at least one time annually.	1. At least 2 hours of training in curriculum planning to meet individual needs. (Level Two or Three). 2. Documented observations are shared with the parent at each conference or meeting time. 3. Uses child observation technique and conversations with child's parents to develop written goals for child's development and in planning individual group activities.
Program Learning Environment		1. Completion of the Keystone STARS Family Day Care Home Learning Environment Checklist. 2. Provider attests that TV, video, or DVD watching is limited to no more than 5 hours per week, is developmentally appropriate, and supervised.	1. Plan to address needs in Keystone STARS Family Day Care Home Learning Environment Checklist. 2. Improvement Plan to address scores below 3 in FDCRS subscales of Language/Reasoning and Learning Activities.	1. Assessment by a Keystone STARS ERS assessor using the FDCRS subscale of Language/ Reasoning and Learning Activities. The average of these sub-scales will rate a 4.25. 2. Improvement plan to address scores below a 3.5 in Language/Reasoning and Learning Activities subscales.	Assessment by a Keystone STARS ERS assessor using the FDCRS subscale of Language/ Reasoning and Learning Activities. The average of these sub-scales will rate a 5.25

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[5] Must be a DPW regulated child care program that is also participating in Head Start and is participating in the child care subsidy program. Every child enrolled must receive comprehensive Head Start services, and the Head Start performance standards must be fully implemented in every classroom of the center.

PARTNERSHIPS WITH FAMILY AND COMMUNITY

PERFORMANCE STANDARDS FOR FAMILY CHILD CARE CENTERS	Start with STARS	To Attain and Maintain One STAR ⭐ Performance Standards	To Attain and Maintain Two STARS ⭐⭐ Performance Standards	To Attain and Maintain Three STARS ⭐⭐⭐ Performance Standards	To Attain and Maintain Four STARS: ⭐⭐⭐⭐ 1) Performance Standards, or 2) NAEYC/NSACA/NAFCC/NECPA Accreditation, or 3) DPW Regulated, Fully Integrated Head Start[6]
Parental Involvement			1. A written method whereby parents and provider can exchange observations, concerns, and comments (e.g. daily log, notebook message center, parent-teacher journal, take-home envelope). 2. At least one parent conference is offered annually to discuss the child's progress, behavior, and social and physical needs. 3. Food safety and nutrition information with parents who bring their children's lunches or snacks from home.	1. At least one way is offered for parent involvement (e.g. volunteer opportunities, family play nights, parent corner, picnics, lending library, monthly calendars). 2. Parents are informed of substitutes' & assistants' credentials and schedules. 3. Parents are offered the opportunity for at least one additional parent conference.	1. At least two ways are offered for parent involvement, one of which is to coordinate opportunity for parent group information activity to: a) enhance knowledge and understanding of child development needs, or b) enhance health education knowledge. 2. Families and school age children are asked, at least once per year, to evaluate the program's efforts to meet their needs (e.g., questionnaire, survey, suggestion box).
Community Resources/ Special Needs			1. At enrollment, families are provided with resource contact information for publicly funded child care/ health insurance programs and tax credits (Earned Income Tax Credit, PA Tax Back). 2. Provider has obtained general information/facts on any of the special needs issues of children in care.	1. A written plan describing procedures referring parents to appropriate social, mental health, educational, and medical services is included in the Policy and Procedures. 2. Basic information from special needs assessments completed by professionals is requested. 3. All prescribed special needs treatments are followed. 4. If applicable, provider has a copy of child's IEP or	1. All staff have at least 2 hours of training in the last 2 years on inclusive early education and care practices, including how to access local community health and human services resources for families.

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[6] Must be a DPW regulated child care program that is also participating in Head Start and is participating in the child care subsidy program. Every child enrolled must receive comprehensive Head Start services, and the Head Start performance standards must be fully implemented in every classroom of the center.

PARTNERSHIPS WITH FAMILY AND COMMUNITY

PERFORMANCE STANDARDS FOR FAMILY CHILD CARE CENTERS	Start with STARS	To Attain and Maintain One STAR ⭐ Performance Standards	To Attain and Maintain Two STARS ⭐⭐ Performance Standards	To Attain and Maintain Three STARS ⭐⭐⭐ Performance Standards	To Attain and Maintain Four STARS: ⭐⭐⭐⭐ 1) Performance Standards, or 2) NAEYC/NSACA/NAFCC/ NECPA Accreditation, or 3) DPW Regulated, Fully Integrated Head Start[6]
				IFSP and a written plan. (NOTE: Signed statement if parent will not comply.)	
Transition				Program provides general information to parents regarding the procedures on transitioning a child to subsequent educational setting, including formal schooling.	Updated local school district transition policies, including those for children with special needs, are available and reviewed with parents prior to a child transitioning from the program.

PERFORMANCE STANDARDS FOR FAMILY CHILD CARE CENTERS	Start with STARS	To Attain and Maintain One STAR ★ Performance Standards	To Attain and Maintain Two STARS ★★ Performance Standards	To Attain and Maintain Three STARS ★★★ Performance Standards	To Attain and Maintain Four STARS: ★★★★ 1) Performance Standards, or 2) NAEYC/NSACA/NAFCC/ NECPA Accreditation, or 3) DPW Regulated, Fully Integrated Head Start[7]
Business Practices	Provider holds a current DPW FDCH Registration Certificate.	1. During the one year period prior to applying for initial STAR designation, the facility has had a DPW FDCH Registration Certificate. 2. Copies of inspection reports required by local ordinances such as fire, building, and health inspections are posted where parents can easily see them.	1. A financial-record keeping system for revenue and expenses. 2. File appropriate tax forms.	1. A projected one-year operating budget, including a statement of income and expenditures. 2. Proof of liability insurance. 3. Policy and procedure manual includes written health policies to cover topics per CFOC Nat'l stds and found in published Model Child Care Health Policy booklet (ECELS/ NAEYC/AAP) and is made available to the staff at all times.	1. Current business plan. 2. Written job descriptions for substitutes and assistants, if applicable.
Continuous Quality Improvement	Complete the Site environment checklist.		1. Safety checks of facility and outdoor play space using a standard checklist (i.e. CFOC Health & Safety Checklist) twice a year at season change, and a written plan of correction. 2. Keystone STARS FDCRS assessment and written improvement plan to address identified needs.	1. Keystone STARS FDCRS assessment with an overall average score of 4.25. 2. Improvement Plan to address any item score of 1, and any subscale score below a 3 on the Keystone STARS ERS assessment.	Keystone STARS FDCRS assessment using with an overall average score of 5.25.

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[7] Must be a DPW regulated child care program that is also participating in Head Start and is participating in the child care subsidy program. Every child enrolled must receive comprehensive Head Start services, and the Head Start performance standards must be fully implemented in every classroom of the center.