



**KEYSTONE STARS:  
CONTINUOUS QUALITY IMPROVEMENT  
FOR LEARNING PROGRAMS**

**Family Child Care Home Performance Standards for FY 2010-2011**

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# **KEYSTONE STARS: CONTINUOUS QUALITY IMPROVEMENT FOR LEARNING PROGRAMS**

## **Family Child Care Home Performance Standards for FY 2010-2011**

### **Preamble**

#### **Keystone STARS: Reaching Higher for Quality Early Learning**

The Keystone STARS program was initiated in 2002 as a multifaceted approach to improving programs that serve young children in Pennsylvania. Research-based Performance Standards form the bedrock of this quality improvement program. The standards are guided by the principle that quality early learning is a foundation for children's success, and investment in the early care and education of Pennsylvania's children is an investment in the future. Therefore, the Keystone STARS Performance Standards reflect research-based indicators to improve outcomes for children. The standards are organized into four STAR levels that build upon each other in order to support continuous quality improvement. When a provider meets the Performance Standards for a STAR level, they receive the mark of quality, a STAR designation. A Keystone STARS designation informs parents that the director and staff are committed to enhancing quality for the children and families in their program.

#### **Pennsylvania Early Learning Keys to Quality Vision and Mission**

**Vision:** All Pennsylvania families will have access to high quality care and education for their children, fostering successful futures in school and in life.

**Mission:** To create a comprehensive quality improvement system in which all early learning programs and practitioners are encouraged and supported to improve child outcomes. Improvements in programming are designed to increase the capacity to support children's learning and development; increase educational attainment among practitioners; enhance professional skills and competencies in support of children's learning and development.

#### **Acknowledgements**

The Pennsylvania Departments of Public Welfare and Education, Office of Child Development & Early Learning, would like to thank the diverse group of programs, practitioners, Regional Keys staff and partners, and early learning stakeholders from across the State who continue to share their vision and constructive ideas in crafting an indicator based quality improvement system to improve care and education for children in Pennsylvania. Their honest discussion of how the PA Early Learning Keys to Quality is working locally and their constructive feedback to proposed improvements continues to be invaluable to this process.

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**How to Interpret the Performance Standards Grid**

Each STAR level builds on the previous level. Unless otherwise specified, each successive level includes all items in the previous level. Please note that there is important information housed in the footnotes throughout the document and in the STARS Worksheets. For copies of the STARS Worksheets, please contact your Regional Key.

**Start with STARS – Enrollment in the Keystone STARS program**

Providers that do not meet the STAR 1 Performance Standards, yet wish to begin the process of continuous quality improvement may enroll in Keystone STARS as a Start with STARS participant. Start with STARS affords access to resources to assist providers in working toward a STAR level in Keystone STARS.





To enroll as a Start with STARS participant, a provider must meet the following STARS Performance Standards:

Facility holds and posts a current DPW Certificate of Registration.

Complete the Keystone STARS Site Environment Checklist.

Primary Staff Person completes the Family Child Care Home STARS Orientation within 90 days of Start with STARS Enrollment. (Effective 7/1/2011)

## STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

| PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES                     | <br><b>STAR 1</b><br>Performance Standards   | <br><b>STAR 2</b><br>Performance Standards  | <br><b>STAR 3</b><br>Performance Standards                                     | <br><b>STAR 4</b><br>1. Performance Standards, or<br>2. NAEYC/NAA/NAFCC Accreditation <sup>1</sup> |
|---|---|---|---|---|
| <b>General</b>  | Must maintain Regular Certificate of Registration and/or meet program standards. <sup>2</sup>   | Must meet all standards for STAR 1 and maintain Regular Certificate of Registration.  | Must meet all standards for STAR 1 and 2 and maintain Regular Certificate of Registration.  | Must meet all standards for STAR 1, 2, and 3 and maintain Regular Certificate of Registration.  |
| <b>Primary Staff Person/Owner Operator Qualifications<sup>3</sup></b> | 1. Level I on the Career Lattice<br><b>2. Complete professional development on the Core Body of Knowledge/ Professional Development Record (CBK/PDR) and FCCERS<sup>4</sup>.</b><br>3. Current pediatric first aid certification. | 1. Level II or above on the Career Lattice.<br><b>2. Complete professional development on Continuous Quality Improvement (CQI) and the Learning Standards.</b><br>3. Attend child abuse mandated reporter professional development that reflects the most current laws in Pennsylvania <sup>4</sup> . | 1. Level III or above on the Career Lattice by 7/1/2012. <sup>5</sup><br><b>2. Complete Family Child Care Home STARS Orientation Part 2. (effective 7/1/2011)</b> | Level IV or above on the Career Lattice by 7/1/2014 <sup>6</sup> .  |

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

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





<sup>3</sup> Refer to the Career Lattice in the appendix.

<sup>4</sup> To assist in *maintaining* a current STAR level, a mutually agreed upon action plan can be developed between the provider and the Regional Key.

<sup>5</sup> Until this standard becomes effective on 7/1/2012, the previous standard (Enrolled in a CDA/CCP or 6 college credits in ECE/related field) continues to be in effect, if the Primary Staff Person/Owner Operator develops an action plan. The action plan will be reviewed annually at designation and it must be completed by 7/1/2012. Please refer to your Regional Key for further information.

<sup>6</sup> Until this standard becomes effective on 7/1/2014, the previous standard (Current CDA/CCP or 9 college credits in ECE/CD or related field) continues to be in effect, if the Primary Staff Person/Owner Operator develops an action plan. The action plan will be reviewed annually at designation and it must be completed by 7/1/2014. In addition the Primary Staff Person/ Owner Operator must take a minimum of 6 credits per year. Please refer to your Regional Key for further information.

## STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT





| PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES                            | <br><b>STAR 1</b><br>Performance Standards  | <br><b>STAR 2</b><br>Performance Standards  | <br><b>STAR 3</b><br>Performance Standards   | <br><b>STAR 4</b><br>1. Performance Standards, or<br>2. NAEYC/NAA/NAFCC Accreditation <sup>1</sup> |
|--|--|---|---|---|
| <b>Primary Staff Person/Owner Operator Development<sup>7</sup></b>           | 1. Completion of Family Day Care Home Provider Self-Evaluation provided by DPW in the self-study packet.<br>2. All staff must have two hours of health and safety professional development annually <sup>8</sup> . | 1. Annual professional development plan is developed based on needs identified in the Professional Development Record (PDR) and documented on the professional development plan in the PDR.<br>2. 12 annual clock hours of professional development based on the PDR.<br>3. 3 annual clock hours in management, professionalism, supervision, leadership, and/or administration <sup>4</sup> .<br>4. All staff must attend professional development annually on child observation and/or inclusive practices <sup>9</sup> . | 1. Annually participate in 1 professional growth and development activity.<br>2. 18 annual clock hours of professional development based on the PDR <sup>4</sup> .<br>3. All staff must attend professional development annually on curriculum, program or child assessment and/or professional development on Ounce/Work Sampling System <sup>4, 9</sup> . | <b>1. Annually participate in 2 professional growth and development activities.</b><br><b>2. 24 annual clock hours of professional development based on the PDR<sup>4</sup>.</b>      |
| <b>Secondary Staff/Substitutes and Assistants Qualifications<sup>3</sup></b> | Current pediatric first aid certification.   | High School Diploma or Generalized Education Development (GED) certification.   |   |   |

<sup>7</sup> Refer to the STARS Worksheets for additional information on professional growth and development activities, as well as clock hours.





<sup>8</sup> Refer to the STARS Worksheets for courses that are acceptable.

<sup>9</sup> Refer to the STARS Worksheets for more information on selecting appropriate professional development opportunities.

## STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

| PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES                         | <br><b>STAR 1</b><br>Performance Standards | <br><b>STAR 2</b><br>Performance Standards  | <br><b>STAR 3</b><br>Performance Standards  | <br><b>STAR 4</b><br>1. Performance Standards, or<br>2. NAEYC/NAA/NAFCC Accreditation <sup>1</sup>                 |
|---|---|---|--|---|
| <b>Secondary Staff/Substitutes and Assistants Development<sup>8</sup></b> | 6 annual clock hours of professional development, based on the PDR, taken by each staff member.                             | 1. Annual professional development plan is developed based on needs identified in the Professional Development Record (PDR).<br>2. All staff must have two hours of health and safety professional development annually <sup>9</sup> .<br>3. All staff must attend professional development annually on child observation, inclusive practices, and/or ERS <sup>9</sup> . | 1. 9 annual clock hours of professional development, based on the PDR, taken by each staff member.<br>2. All staff must attend professional development annually on curriculum, program or child assessment and/or professional development on Ounce/Work Sampling System <sup>4,9</sup> . | <b>1. 12 annual clock hours of professional development based on the PDR, taken by each staff member.</b><br>2. Annually participate in 1 professional growth and development activity <sup>7</sup> . |

## LEARNING PROGRAM





| PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES | <br><b>STAR 1</b><br>Performance Standards | <br><b>STAR 2</b><br>Performance Standards   | <br><b>STAR 3</b><br>Performance Standards  | <br><b>STAR 4</b><br>1. Performance Standards, or<br>2. NAEYC/NAA/NAFCC Accreditation <sup>1</sup>   |
|---|---|---|--|---|
| <b>Child Observation/ Curriculum/ Assessment</b>  | Site obtains and maintains copies of the appropriate Learning Standards for all age groups in the program.                  | 1. Documented observation of child is completed and shared with parents within 45 days of program entry and once yearly after that <sup>4</sup> .<br>2. Learning Standards are used as a resource for program planning. | 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 during the year; once in the beginning, once in the middle, and once towards the end <sup>4</sup> .<br><b>2. All demographic information, including program and staff information, is recorded accurately and timely in the Early Learning Network (ELN). For infants, toddlers and preschoolers, child and family demographics are entered accurately and timely in ELN and child outcome data is reported electronically using Ounce Scale Online (OSO) and Work Sampling System Online (WSO)<sup>10,11</sup>. (effective 7/1/2010)</b><br>3. Results from observations are used for curriculum, individual child planning, and referral to community resources <sup>4</sup> .<br>4. Implement a learning curriculum that incorporates the Learning Standards <sup>4</sup> . | 1. 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 <sup>4</sup> .<br>2. Program crosswalks curriculum and assessment tools to the Learning Standards. |

<sup>10</sup> Child assessments must be completed on all children at the stated data collection points. If the functionality of ELN does not allow for entry of the assessment information into OSO/WSO, demographic information should be collected and child assessments should be completed on paper until the program is able to enter the information online. Attempted compliance should be documented via a record of Help Desk call logs and copies of emails. Upon resolution of the issue, the provider will be responsible for entering all data into ELN and WSO/OSO.





Please contact your Regional Key in reference to ELS-KS 10 #02.

<sup>11</sup> A child assessment must be completed on school-age children although it is not reported through ELN or WSO.

## LEARNING PROGRAM





| <b>PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES</b> | <br><b>STAR 1</b><br><b>Performance Standards</b>  | <br><b>STAR 2</b><br><b>Performance Standards</b> | <br><b>STAR 3</b><br><b>Performance Standards</b>                                       | <br><b>STAR 4</b><br><b>1. Performance Standards, or</b><br><b>2. NAEYC/NAA/NAFCC Accreditation<sup>1</sup></b> |
|--|---|--|--|--|
| <b>Environment Rating</b>                                | 1. Complete the Keystone STARS Family Child Care Home Learning Environment Checklist.<br>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. FCCERS-R Assessment Completed.<br>2. A written Improvement Plan is developed to address any score below a 3.0 on the FCCERS-R.  | 1. A FCCERS-R assessment by a STARS ERS assessor must average a score of 4.25<br>2. A written Improvement Plan is developed to address any ERS subscale score below a 3.5. | <b>1.A FCCERS-R assessment by a STARS ERS assessor must average a score of 5.25</b><br><b>2. A written Improvement Plan is developed to address any ERS subscale score below a 4.25.</b>           |

## ***PARTNERSHIPS WITH FAMILY & COMMUNITY***





| <b>PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES</b>  | <br><b>STAR 1</b><br>Performance Standards   | <br><b>STAR 2</b><br>Performance Standards   | <br><b>STAR 3</b><br>Performance Standards  | <br><b>STAR 4</b><br>1. Performance Standards, or<br>2. NAEYC/NAA/NAFCC Accreditation <sup>1</sup>  |
|---|---|---|--|--|
| <b><i>Community Resources/<br/>Family Involvement</i></b> | 1. At enrollment, families are provided with information regarding public, social and community services. <sup>4, 12</sup><br>2. A "Getting to Know You" meeting with parents is offered within 60 days of enrollment <sup>4</sup> .<br>3. Parents are verbally informed of substitutes' and assistants' credentials and schedules. | 1. At a minimum of 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 <sup>4</sup> .<br>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 developmentally appropriate practice <sup>4</sup> .<br>3. A written method whereby parents and providers can exchange observations, concerns and comments (e.g. daily log, notebook message center, parent-teacher journal, take-home envelopes).<br>4. A minimum of one parent conference is offered per year to discuss the child's progress and behavioral, social, and physical needs.<br>5. Families are provided with information/application for publicly funded child care/health insurance programs, and tax credit information (Earned Income Tax Credit, PA TAX BACK).<br>6. Parents are given written letter introducing substitutes and assistants, explaining their credentials and schedules. | 1. A plan is written and implemented describing procedures to refer parents to appropriate social, mental health, educational, wellness, and medical services.<br>2. A minimum of one opportunity is offered for parent involvement (e.g. volunteer opportunities, family play nights, parent corner, picnics, lending library, monthly calendars).<br>3. A minimum of 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 the parent 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.<br>2. Program has policies that demonstrate engagement and partnership with parents in program planning and decision-making <sup>4</sup> .<br>3. 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).<br>4. A minimum of two opportunities 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. |

<sup>12</sup> Organizations include Early Intervention, Children and Youth Services, Mental Health and Mental Retardation Services, County Assistance Office (CAO) and Child Care Information services (CCIS).

***PARTNERSHIPS WITH FAMILY & COMMUNITY***

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|--|--|--|---|---|
| <b><i>Transition</i></b>                                 | Program provides general information to parents regarding transitioning children to another educational setting <sup>4</sup> . | 1. Program transfers child records, at the request of the parent, when the child transitions to another educational setting <sup>4</sup> .<br>2. Program includes age-appropriate activities for children to prepare for transition <sup>4</sup> . | 1. Parents are offered a group meeting to provide information regarding a child’s transition to another educational setting and to encourage parents and their children to connect to the school setting by visiting.<br>2. Program creates, with input from parents, a list of community/school stakeholders regarding child transition <sup>4</sup> . | 1. Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from child care to school setting <sup>4</sup> .<br>2. Program participates in community/school transition activities as available <sup>4</sup> . |

## LEADERSHIP AND MANAGEMENT

| PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES | <br><b>STAR 1</b><br>Performance Standards   | <br><b>STAR 2</b><br>Performance Standards   | <br><b>STAR 3</b><br>Performance Standards  | <br><b>STAR 4</b><br>1. Performance Standards, or<br>2. NAEYC/NAA/ NAFCC Accreditation <sup>1</sup>   |
|---|---|---|--|--|
| <b>Business Practices</b>                         | 1. Copies of inspection reports required by local ordinances such as fire, building, and health inspections are posted where parents can easily see them.<br>2. Program develops and distributes a Parent Handbook <sup>4</sup> .<br>3. File appropriate tax forms.<br>4. Proof of liability insurance. | 1. A financial record keeping system for revenue and expenses is in place.<br>2. Provider has a signed copy of an established professional Code of Ethics <sup>13</sup> . | 1. Program creates a projected one-year operating budget, including a statement of income and expenditures.<br>2. Written job descriptions for substitutes and assistants, if applicable <sup>4</sup> .<br>3. Review fire safety plan and emergency plan (including risk management) annually and update as necessary. | 1. Current business plan.<br>2. 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 (ECLS/NAEYC/AAP) and is made available to staff at all times. |
| <b>Continuous Quality Improvement</b>             | Program uses documents for tracking illnesses and injuries, including plans of action to prevent further occurrences <sup>4</sup> .   | 1. Complete and provide the professional development plan in the PDR.<br>2. System of site safety review and corresponding plan of action are instituted.                 | <b>Provider develops a Continuous Quality Improvement Plan using multiple sources<sup>14</sup>.</b>  |  |
| <b>Employee Compensation</b>                      | Providers make provisions for substitutes or designated qualified staff in emergency situations.  | 1. List of all staff by positions, salary, and tenure.<br>2. At least 1 employee benefit <sup>15</sup> given to staff <sup>4</sup> .                                      |  |  |

<sup>13</sup> Official codes of conduct from organizations, such as NAEYC, may be adopted.

<sup>14</sup> Sources of information include surveys of parents, staff and/or school-aged children, ERS, LIS, audits, FPD plan, etc.

<sup>15</sup> Refer to the STARS Worksheet 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

|  |  |  |  |  |  |             |   | 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 |  |
|  |  |  |  |  |  | <b>VIII</b> | Ph.D. or Ed.D including 30 ECE credits                          | Supervisor                                      | Teachers                         | Director / Early Interventionist / Teacher                              | Administrator, (including Principal's Certification) / Social Worker               | Teacher   | Director / Teacher                |                    |  |
|  |  |  |  |  |  | <b>VII</b>  | Master's including 30 ECE credits                               | Group Supervisor                                | Teachers                         | Director / Coordinator / Teacher  | Therapist / Case Manager / Director / Supervisor / Early Interventionist / Teacher | Teacher (including ECE or EI Ed. Certification) | Administrator/ Director / Teacher |                    |  |
|  |  |  |  |  |  | <b>VI</b>   | Bachelor's including 30 ECE credits                             | Lead or Teacher                                 | Director / Coordinator / Teacher | Therapist / Case Manager / Supervisor / Early Interventionist / Teacher | Teacher (including ECE or EI Ed. Certification)                                    | Teacher   | Administrator/ Director / Teacher |                    |  |
|  |  |  |  |  |  | <b>V</b>    | Associate's Degree with 60 /65 credits including 18 ECE credits | Director, Lead or Teacher                       | Director / Coordinator / Teacher | Therapist / Case Manager / Supervisor / Early Interventionist / Teacher | Service Coordinator  | Assistant Teacher / Paraprofessional            | Assistant Teachers                |                    |  |
|  |  |  |  |  |  | <b>IV</b>   | 30 credits including 12 ECE credits                             | Assistant Group Supervisor                      | Director, Lead or Teacher        | Therapist / Case Manager / Supervisor / Early Interventionist / Teacher | Assistant Teacher / Paraprofessional   | Assistant Teachers                              | Assistant Teachers                |                    |  |
|  |  |  |  |  |  | <b>III</b>  | Credential, Diploma, Certificate or 6 ECE credits               | Assistant Group Supervisor                      | Director, Lead or Teacher        | Therapist / Case Manager / Supervisor / Early Interventionist / Teacher | Assistant Teacher / Paraprofessional   | Assistant Teachers                              | Assistant Teachers                |                    |  |
|  |  |  |  |  |  | <b>II</b>   | 45 Hours* or 3 ECE credits                                      | Assistant Teacher or Assistant Group Supervisor | Director, Lead or Teacher        | Therapist / Case Manager / Supervisor / Early Interventionist / Teacher | Assistant Teacher / Paraprofessional   | Assistant Teachers                              | Assistant Teachers                |                    |  |
|  |  |  |  |  |  | <b>I</b>    | 15 HOURS Orientation Training                                   | Assistant Teacher or Assistant Group Supervisor | Director, Lead or Teacher        | Therapist / Case Manager / Supervisor / Early Interventionist / Teacher | Assistant Teacher / Paraprofessional   | Assistant Teachers                              | Assistant Teachers                |                    |  |
|  |  |  |  |  |  |             |   | Aides / Family Child Care Providers             | Assistant Teachers / Aides       | Teachers / Home Visitors  |  |   | 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.