

STARS WORKSHEET STAR 1 – Centers

Instructions: STARS staff will need to see site-specific documentation (sources of evidence) of each STARS performance standard in order to designate the achievement of that performance standard. When working towards a STAR 1, if you meet an individual STARS performance standard at STAR 2, 3, or 4, this may qualify as having met the individual STARS performance standard for STAR 1. For School Age only programs, please refer to the *STAR 1 Worksheet for School Age Child Care (SACC)*.

This worksheet will help you to compile the information and paperwork necessary for designation. For designation, STARS staff may use other methods to confirm that the standard is met. For example, if the standard requires a piece of paperwork, STARS staff may ask questions to verify the document. Please review the information in the Clarifications* section at the end of this document. All documentation must be completed for the individual DPW-certified facility and the staff that are employed at that facility. It is important to organize all documentation and keep it all in one place. Arranging the paperwork in a file box or a binder will make it easier for you to keep track of it and allow the designation visit to go smoothly.

The table below includes 3 columns–

1. *STARS Performance Standard & Documentation column* – Each Performance Standard is located in this column and is the exact wording found in the Standards document. The STARS Performance Standards build upon one another as you move up the STAR Levels. Therefore, there are Start with STARS requirements included in the STAR 1 standards. *These standards are italicized with the "Start with STARS" in parentheses.* In this column, you will find questions and checkboxes to help guide you through the STAR 1 standards. Please make sure to answer all questions.
2. *Notes column* – There are important notes in this column to help you prepare. Please use this column during the pre-designation preparation to help keep track of your progress. In the comments section, feel free to write specific notes or explanations.
3. *For Regional Key Use Only column* – Your Regional Key staff will use this column to verify the completion of the standards.

There are documents at the end of this worksheet that are required for designation: *Site-Based Professional Development Plan, Learning Environment Checklist, Staff Meeting Form, and STARS Enrollment Calculation Tool*. There are also optional tools listed throughout the worksheet. These tools are listed with the individual standards that they were designed to help meet. Finally, there are two tools that will help in more than one section of the Performance Standards. They are the *Director/Staff Qualifications & Professional Development At-A-Glance* and the *STARS Goal Planning Tool*. All of the optional tools are available at www.pakeys.org or by contacting your Regional Key.

After you have completed all necessary items in this worksheet, please refer to the Next Steps section. This includes a summary of the documentation that you will need to submit to request a STARS designation.

* Please see the Clarification sections on page 9 of this worksheet.

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

STARS Performance Standard & Documentation	Notes	For Regional Key Use Only
<p>Director* Qualifications</p> <p>1. Director completes the STARS Orientation within 90 days of Start with STARS Enrollment. (Start with STARS) <input type="checkbox"/> STARS approved professional development certificates for STARS Orientation</p>	<p>Note: This professional development is optional for a director who had been a director at STAR 1 and above prior to July 1, 2008. All other directors are required to attend this professional development. Director's Initials: _____ <input type="checkbox"/> STARS Orientation Completed: Date _____ Hrs _____</p>	<p>STARS Orientation Complete: Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>2. Complete professional development on the Core Body of Knowledge/ Professional Development Record (CBK/PDR) and Foundations of the Environment Rating Scale (ERS). STARS approved professional development certificates <input type="checkbox"/> CBK/PDR for Directors <input type="checkbox"/> Foundations of the ERS</p>	<p>Notes:</p> <ul style="list-style-type: none"> Directors hired within the 12 months prior to designation have 12 months after their directorship start date to complete the CBK/PDR and foundations of the ERS professional development If ITERS, ECERS or SACERS was taken before July 2007, credit for Foundations of ERS is given. <p>Director's Initials: _____ <input type="checkbox"/> CBK/PDR Completed: Date _____ Hrs _____ <input type="checkbox"/> Foundations of ERS Completed: Date _____ Hrs _____</p>	<p>CBK/PDR Completed: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Foundations of ERS Completed: Yes <input type="checkbox"/> No <input type="checkbox"/></p>

* Please see the Clarification sections on page 9 of this worksheet.
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LEARNING PROGRAM

STARS Performance Standard & Documentation	Notes	For Regional Key Use Only
<p>Child Observation / Curriculum / Assessment</p>		
<p>1. Site obtains and maintains copies of the appropriate Learning Standards for all age groups in the program. How did you obtain a copy of the Learning Standards? _____ _____ _____</p> <p>Where in your facility do you maintain/keep the Learning Standards? _____ _____ _____</p>	<p>Note: Copies of the Learning Standards may be viewed and downloaded online at http://www.pde.state.pa.us/portal/server.pt/community/Standards/8709/. One copy per classroom may be ordered from fulfill@wavelinedirect.com. Copies may also be available from the Regional Key. Verified: Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Environment Rating</p>		
<p>1. Complete the Learning Environment Checklist. <input type="checkbox"/> Provide a copy of completed <i>Learning Environment Checklist</i> (please see the attached)</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p>

PARTNERSHIPS WITH FAMILY AND COMMUNITY

STARS Performance Standard & Documentation	Notes	For Regional Key Use Only
<p>Community Resources / Family Involvement</p> <p>1. At enrollment, families are provided with information regarding public, social, and community services.</p> <p>What information regarding public, social, and community services do you give to parents?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>How did you choose the information?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Where did you get the information to give to them?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Notes:</p> <ul style="list-style-type: none"> • Providers may contact their local Early Intervention (EI), Children & Youth Services (CYS), Mental Health/Mental Retardation Services (MH/MR), County Assistance Office (CAO), Child Care Information Services (CCIS), United Way, Head Start, Community Action Program (CAP) office, or other community agencies regarding available directories of community resources to use as a reference for information on public, social, and community resources. • It is recommended that providers include information about Pennsylvania’s Promise for Children (http://paprom.convio.net). • It is recommended that providers explain to families that Keystone STARS is a state program that receives public funding. Please contact your Regional Key for more details. • It is recommended that providers offer the above materials in the parent’s/family’s primary language, if their knowledge of English is limited. <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments:</p>	<p>Verified:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>



PARTNERSHIPS WITH FAMILY AND COMMUNITY

STARS Performance Standard & Documentation	Notes	For Regional Key Use Only
<p>2. The program collects child-centered information at enrollment to facilitate responsive care that is mindful of the needs of individual children and families. A parent/family meeting is offered within 45 days of enrollment to encourage program-family partnerships and share initial observations and goals for the child.</p> <p>What process or tool do you use to collect child-centered information?</p> <p>_____</p> <p>_____</p> <p>How do you make parents/families aware of the opportunity for a parent/family meeting?</p> <p>_____</p> <p>_____</p> <p>Optional Tool Available: <i>Enrollment and "Getting to Know You" Meeting Guide</i></p>	<p>Notes:</p> <ul style="list-style-type: none"> • This standard was previously referred to as the "Getting to Know You" meeting. • The indication of staff's availability for one-on-one meetings may be expressed in many ways, including information on enrollment forms and in parent handbooks. • It is recommended that providers offer the parent/family meeting in the parent's/family's primary language, if their knowledge of English is limited. <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments:</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p>

PARTNERSHIPS WITH FAMILY AND COMMUNITY

STARS Performance Standard & Documentation	Notes	For Regional Key Use Only
<p>Transition</p> <p>1. Program provides general information to parents regarding transitioning children to another classroom or educational setting.</p> <p>Where did you obtain the information that you give to parents about transitioning children to another <i>classroom</i>?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Where did you obtain the information that you give to parents about transitioning children to another <i>educational setting</i>?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>What kind of information regarding transition do you give to parents?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Note: It is recommended that providers offer the transitioning information in the parent's/family's primary language, if their knowledge of English is limited.</p> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments:</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p>



LEADERSHIP AND MANAGEMENT

STARS Performance Standard & Documentation	Notes	For Regional Key Use Only
<p>Business Practices</p> <p>1. Program develops and distributes a Parent Handbook. When do you distribute your Parent Handbook (during parent orientation, parent conferences, etc.)? _____ _____ _____</p> <p>How do you distribute your Parent Handbook (hand to parent with an explanation, mail to parent with an explanatory cover letter, etc.)? _____ _____ _____</p> <p>Optional Tool Available: <i>Parent Handbook Topic Areas</i></p>	<p>Note: It is recommended that providers offer the Parent Handbook in the parent's/family's primary language, if their knowledge of English is limited. Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments:</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Continuous Quality Improvement</p> <p>1. Annual site-based professional development plan completed. <input type="checkbox"/> Provide a copy of professional development plan completed for the next 12 months (see the attached <i>Site-Based Professional Development Plan</i> for instructions) -OR- <input type="checkbox"/> Provide a copy of <i>Facility Professional Development (FPD) Plan</i> that was submitted to your Regional Key</p>	<p>Note: The facility may use the <i>Facility Professional Development Plan</i> that was submitted to your Regional Key to meet this standard. Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Comments:</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p>

LEADERSHIP AND MANAGEMENT

STARS Performance Standard & Documentation	Notes	For Regional Key Use Only
<p>2. Program uses documents for tracking illnesses and injuries, including plans of action to prevent further occurrences. How do you track the injuries and illnesses of children in your care? _____ _____ _____</p> <p>How often is the tool reviewed? _____</p> <p>How do you create a plan of action? _____ _____ _____</p> <p>Optional Tool Available: <i>Injury and Illness Tracking Guide</i></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p>
Staff Communication and Support		
<p>1. Program provides documentation of a staff meeting held within the last 6 months. <input type="checkbox"/> Provide copy of staff meeting documentation (see attached <i>Staff Meeting Form</i> for instructions)</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>2. Director* develops plan for sharing information about Keystone STARS, continuous quality improvement, and professional development with staff members. What is your plan for sharing information with your staff regarding STARS, continuous quality improvement, and professional development? _____ _____ _____</p> <p>Optional Tool Available: <i>Talking Points for Directors</i></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p>

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CLARIFICATIONS

- The **Director** is the person certified as “director” by DPW certification.
- **Approved Professional Development**
For each of the following types of professional development, the coursework must relate to the early childhood field, as outlined in the PA Core Body of Knowledge, in order to meet the requirements for professional development under the Keystone STARS Performance Standards.
 - College credit coursework offered by approved institution of higher education
 - Act 48 professional development (credit or non-credit)
 - Continuing Education Units (CEU)
 - Professional development by a Pennsylvania Quality Assurance System (PQAS) approved instructor
 - Approved organization professional development
- **Staff** includes the facility director, all teachers, and all care-giving staff employed at that site, which includes staff working less than 500 hours per year and working directly with the children. Staff also includes volunteers and substitutes working more than 500 hours per year.
- **School-Age Child Care (SACC) Program:**
 - If there are both SACC and younger age groups in the facility, they must meet their respective STARS performance standards in order to achieve a STAR designation.
 - Any staff persons who work between both school age and younger age groups in the facility must meet the standard for the age group of primary focus.
 - For staff persons with primary focus in the School Age classroom, the School-Age Professional Credential (SAPC) is equivalent to a CDA.
- The Provider should maintain the following information in each **Child’s Record**:
 - Child’s full name
 - Child’s Date of Birth
 - Date Child enrolled in the program

Name of Facility: _____ MPI # on Certificate of Compliance: _____ County: _____

Next Steps: If you have any questions as you work toward completing the requirements for STAR 1, contact the STARS staff listed on the first page of this packet.

Before sending this worksheet and attachments to your STARS staff, make sure that you do the following:

- Answer each of the questions in the "STAR Performance Standard and Documentation" column
- Complete the *Request for STARS Designation (DES-01)*
- Attach the following to the *Request for STARS Designation*:
 - STARS Worksheet – STAR 1*
 - Site-Based Professional Development Plan -OR- Facility Professional Development (FPD) Plan*
 - Learning Environment Checklist*
 - Staff Meeting Form -OR- your facility's own form*
 - STARS Enrollment Calculation Tool*
 - Copy of DPW Certificate of Compliance for the past year

Send the complete packet to your Regional Key.

SITE-BASED PROFESSIONAL DEVELOPMENT PLAN

Instructions: One method of improving the quality of your program is through staff professional development. Programs applying for a STAR 1 must develop an annual site-based professional development plan. A site-based professional development plan helps staff and directors identify professional development needs, plan for professional development, and attend appropriate professional development.

Below you will find a list of knowledge areas as outlined in the Core Body of Knowledge (CBK). Write the initials of staff by job category where they need professional development within the next 12 months. Look on the back of this form and try to add the topic code to help clarify your site staff professional development needs (*Example: Jane Doe, an Assistant Group Supervisor, needs professional development in room arrangement*). In addition, to answer the questions at the bottom of this page, write the initials of staff, by job category. Copy this sheet if you need more room.

* Please note that you may submit your Facility Professional Development (FPD) Plan instead of this form.

Knowledge Areas	Director/ Administrator	Group Supervisors/Teachers	Assistant Group Supervisors/Teachers	Teacher Aides
K1 Child Growth and Development				
K2 The Environment, Curriculum and Content			<i>Ex: JD #12</i>	
K3 Families in Society				
K4 Child Assessment				
K5 Communication				
K6 Professionalism and Leadership				
K7 Health, Safety and Nutrition				
K8 Program Organization and Administration				
Which staff would like to pursue a CDA or School Age Prof. Credential (if SACC)?				
Which staff would like to pursue an Associates or Bachelors Degree?				

Your Regional Key will use this form to plan professional development in your area. For more information about the Core Body of Knowledge (CBK), Professional Development Record (PDR), completing an annual professional development plan, or professional development available in your area, please visit www.pakeys.org or call your Regional Key.

Topic Code (Number) and Description

Knowledge Area 1: Child Growth & Development

- 01 Child Development - General
- 02 Child Development - Social/Emotional
- 03 Child Development - Cognitive/Intellectual/Brain Development
- 04 Child Development - Physical/Sensory/Motor
- 05 Variations in Development/Special Needs/Early Intervention
- 06 College Course
- A1 Other: _____

Knowledge Area 2: The Environment, Curriculum & Content

- 11 Responsive Environment/Curriculum
- 12 Environmental Design/Room Arrangement
- 13 Curriculum/Programming
- 14 Developmentally Appropriate Practices
- 15 Play - Types, Functions, Environment
- 16 Emergent Literacy/Language
- 17 Emergent Numeracy/Math
- 18 Science/Social Studies
- 19 Music, Dance, Art, Drama
- 20 Technology in the Classroom
- 21 Behavior Management, Discipline, Guidance, Conflict Resolution, Supervision of Children
- 22 Intervention Strategies for Variations in Development/Special Needs/Early Intervention
- 23 College Course
- A2 Other: _____

Knowledge Area 3: Families in Society

- 31 Children Within the Context of Families/Communities/Culture
- 32 Family Structure, Cultural Diversity
- 33 Family Values, Attitudes, Parenting Styles
- 34 Family Support, Parent/Community Partnerships
- 35 Family Stressors, Crisis Intervention, Legal Issues
- 36 College Course
- A3 Other: _____

Knowledge Area 4: Child Assessment

- 41 Child Assessment - Methods, Tools, Documentation
- 42 ECE Assessment - Curriculum Planning
- 43 Child Assessment - Analysis, Individualized Planning (IEP, IFSP)
- 44 Assessment and Quality Enhancement
- 45 College Course
- A4 Other: _____

Knowledge Area 5: Communication

- 51 Effective Communication/Barriers
- 52 Communication with Children
- 53 Communication with Adults: Parents/Families/Staff/Confidentiality
- 54 College Course
- A5 Other: _____

Knowledge Area 6: Professionalism & Leadership

- 60 CBK/PDR for Directors or Practitioners
- 61 Professional Philosophy/Commitment
- 62 Professional Development, Career Planning, Training
- 63 Ethics
- 64 Advocacy
- 65 College Course
- A6 Other: _____

Knowledge Area 7: Health, Safety & Nutrition

- 75 Emergency Management
- 76 Facility Health Practices, Policies
- 77 Personal Care Routines (Naptime, Toileting, Hand Washing)
- 78 Basic Child Health Record Keeping
- 79 Nutrition
- 80 Pediatric First Aid
- 81 CPR/Lifeguard
- 82 Fire Safety
- 83 Water Safety
- 84 Other Health and Safety Topics (Childhood Illness, Asthma, Allergies, etc.)
- 85 Child Health Record Keeping (Immunizations, Screenings, Special Care Plans)
- 86 Mandated Reporter
- 87 College Course
- A7 Other: _____

Knowledge Area 8: Program Organization & Administration (Directors and Home-Based Practitioners)

- 90 Intentionally Left Blank
- 91 Program Administration/Management/Styles & Practices
- 92 Personnel Policies/Procedures
- 93 Staff Supervision/Evaluation/Record Keeping
- 94 Regulatory Requirements/Facility Management
- 95 Budgeting/Financial Planning/Accounting
- 96 Evaluating Program/Strategic Planning/Continuous Quality Improvement
- 97 Marketing
- 98 Accreditation
- 99 Fundraising/Grant Writing/Resource Development
- 100 Legal Issues
- 101 Technology
- 102 Small Business Development Practices
- 103 College Course
- A8 Other: _____

Other

- X1 Statewide Conference on Multiple Topics
- X2 Regional Conference on Multiple Topics
- X3 Technical Assistance/Mentoring
- X4 College Course
- X5 CDA Professional Development
- X6 CDA Advisor
- X7 Director Credential
- X8 Advanced Director Credential
- X9 New Staff Orientation - Center Practitioner
- Y1 New Staff Orientation - Home-Based Practitioner
- Y2 New Staff Orientation - School-Age Practitioner
- Y3 ICDL Designation
- Y4 School Age Credential
- A9 Other: _____

Professional Development Instructor Institutes (formerly Train-the-Trainers)

- T1 CBK/PDR for Directors/Practitioners
- T2 Continuous Quality Improvement/Facility Professional Development Plan
- T3 PA Keys to Professional Development Orientation to the PQAS
- T4 Accounting
- T5 Literacy
- T6 Child Observation
- T7 Adult Learning Principles
- T8 Human Resources Management
- T9 Marketing
- A10 Other PDII: _____

Name of Facility: _____ MPI # on Certificate of Compliance: _____ County: _____

LEARNING ENVIRONMENT CHECKLIST

Infant/Toddler Classroom (Birth to 36 months): _____ **Ages:** _____ **to** _____

Preschool Classroom (36 months to Child Enters Kindergarten): _____ **Ages:** _____ **to** _____

School Age Classroom (Kindergarten and up): _____ **Ages:** _____ **to** _____

Instructions: Each item in this checklist is based on a standard that reflects high quality in early care and education. Conducting an objective assessment in each room/facility helps facility leaders make decisions about quality improvement. Answer each item in the checklist. A "yes" answer indicates an area of strength for the classroom/facility. A "no" answer provides an opportunity for site leaders to determine quality improvement goals. Please see the recommended changes table to set goals.

Space and Furnishings	Yes	No
1. Chairs are sized so that most of the children can sit back in chairs with their feet touching the floor and can comfortably rest their elbows on tables.	<input type="checkbox"/>	<input type="checkbox"/>
2. Spaces in the classroom are defined by interest areas (ex. art activities, blocks, dramatic play, reading, nature/science, and manipulatives/fine motor).	<input type="checkbox"/>	<input type="checkbox"/>
3. Areas/centers for quiet and active play are separated by space and barriers. Materials are stored where children can reach and use them independently.	<input type="checkbox"/>	<input type="checkbox"/>
4. Arrangement of room makes it possible for staff to see all children at a glance. Shelving and other furnishings do not prevent staff from seeing children playing in all areas.	<input type="checkbox"/>	<input type="checkbox"/>
5. Items of interest to children are displayed, including recent artwork, photos and/or other representations of the children in the group.	<input type="checkbox"/>	<input type="checkbox"/>
6. Indoor/outdoor gross motor space is generally safe (ex. impact absorbing material in all fall zones, fenced outdoor area, no safety problems such as pinch points and entrapment hazards).	<input type="checkbox"/>	<input type="checkbox"/>
7. School-age children with homework are given a suitable area for quiet study where they will not be interrupted by noise and other activities.	<input type="checkbox"/>	<input type="checkbox"/>
Personal Care Routines	Yes	No
8. When in use, rest equipment is separated from other equipment, furnishings and children on three sides by at least 24 inches.	<input type="checkbox"/>	<input type="checkbox"/>
9. Toileting and diaper changing is conducted in accordance with Caring for Our Children Standards.	<input type="checkbox"/>	<input type="checkbox"/>
10. Staff and children's hands are washed with soap and water upon arrival, after diapering and toileting, before and after meals, after messy play activities, before water play, after dealing with bodily fluids and before giving medications.	<input type="checkbox"/>	<input type="checkbox"/>
11. There are no safety hazards indoors or outdoors (ex. electrical outlets have safety protection, materials labeled "keep out of reach of children" are locked, active play spaces meet the most recent ASTM standards for impact absorbing material/sufficient fall zones).	<input type="checkbox"/>	<input type="checkbox"/>

Name of Facility: _____ MPI # on Certificate of Compliance: _____ County: _____

Language Reasoning and Activities	Yes	No
12. Many age-appropriate books accessible daily on a large variety of topics (including fantasy, factual, nature/science, people, cultural and age diversity).	<input type="checkbox"/>	<input type="checkbox"/>
13. Staff read daily to individual children and/or small groups of children.	<input type="checkbox"/>	<input type="checkbox"/>
14. Staff add words to the actions they take in responding to children throughout the day and talk about logical relationships while children play with materials (ex. I see you have a big red dump truck. It has a place to carry things.).	<input type="checkbox"/>	<input type="checkbox"/>
15. Staff involve children in conversations that explain their reasoning in solving problems (ex. "How did you know where to put that puzzle piece?").	<input type="checkbox"/>	<input type="checkbox"/>
Activities	Yes	No
16. There is a wide variety of age appropriate materials and equipment, including blocks, art materials, music, fine motor materials, drama, materials that reflect all aspects of diversity, nature/science, and math.	<input type="checkbox"/>	<input type="checkbox"/>
17. Staff are involved in the children's play and assist with materials as needed.	<input type="checkbox"/>	<input type="checkbox"/>
18. Children have opportunities to play with sand and water on a regular basis year round.	<input type="checkbox"/>	<input type="checkbox"/>
19. Use of TV, video and other electronic devices is limited to brief periods and with an educational purpose. Computer times are limited to 20 minutes per day per child. TV/Videos are not used with infants.	<input type="checkbox"/>	<input type="checkbox"/>
20. Age appropriate toys, videos, posters and other materials. Materials do not contain violent or sexual content, stereotypes, or characters which may frighten some children.	<input type="checkbox"/>	<input type="checkbox"/>
21. Gross motor equipment is age-appropriate for children in group. Both stationary and portable equipment promoting 7-9 different skills is used on a regular basis indoors or outdoors, weather permitting.	<input type="checkbox"/>	<input type="checkbox"/>
Interactions	Yes	No
22. Staff/child interactions are pleasant and helpful. Staff seem to enjoy working with children.	<input type="checkbox"/>	<input type="checkbox"/>
23. Staff/child ratios are always maintained and staff use supervision to facilitate positive peer interactions, to give children help and encouragement as they work with materials and to engage children in a warm, supportive manner.	<input type="checkbox"/>	<input type="checkbox"/>
24. Staff facilitates positive peer interactions among all children, including stopping negative behavior with age appropriate non-punitive actions, modeling good social skills and helping children discover ways to solve conflicts.	<input type="checkbox"/>	<input type="checkbox"/>
Program Structure	Yes	No
25. Whole group gatherings are limited to short periods suited to the individual needs and interests of the children.	<input type="checkbox"/>	<input type="checkbox"/>
26. Children have the opportunity to choose from a wide variety of materials and activities throughout the day.	<input type="checkbox"/>	<input type="checkbox"/>
27. The needs and program goals of children with disabilities are incorporated in curriculum decisions and on-going activities.	<input type="checkbox"/>	<input type="checkbox"/>
28. Children are taken outdoors for free play every day when the temperature/wind-chill is 25-90 degrees.	<input type="checkbox"/>	<input type="checkbox"/>

Name of Facility: _____ MPI # on Certificate of Compliance: _____ County: _____

Instructions: In order to develop appropriate goals for your facility, it is important to involve all site leadership and program staff. Some goals may be achieved quickly while others may be long term, over months or years. Likewise, some goals may change over time depending on developmental needs of the children and available resources. As your facility achieves a goal, develop a new goal to further your program's quality. Please consider the "No" answers on pages 1 and 2 of this Learning Environment Checklist and consider goals related to those areas.

Item #	Recommended Change	Responsible Party	Target Date	Done

STAFF MEETING FORM

Instructions: Meeting regularly with staff is one of the best ways to maintain organizational stability, improve staff morale, and support continuous quality improvement. This is a sample form for your reference. Complete this form by filling in the specifics regarding the most recent staff meeting from within the past six months.

* Please note that this is a sample format. You may attach your own copy of a dated sign-in sheet and the minutes from a staff meeting.

Name of Facility: _____ **MPI # on Certificate of Compliance:** _____

County: _____

Date of Meeting: _____

Agenda Items: _____

Staff in Attendance: _____

Topics Discussed: _____

Director's Signature: _____ **Date:** _____

Print Name: _____