

## STARS WORKSHEET STAR 3 - 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 STARS Performance Standard. In order to receive a designation at this level, you must meet all of the STARS Performance Standards for STAR 3, as well as STAR 1 and STAR 2. For School Age only or Head Start programs, please refer to the *STAR 3 Worksheet for School Age Child Care (SACC)* or *STAR 3 Worksheet for Head Start*.

This worksheet will help you to compile the information and paperwork necessary for designation. During your designation visit, STARS staff may use other methods to confirm that a 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 STAR 1 and STAR 2 included in the STAR 3 standards. *These standards are italicized with the STAR level in parentheses.* Under each standard, there are checkboxes to help you keep track of the items needed for the designation visit. You also will notice that certain standards have a note to let you know that there is an optional tool available to help meet the standard.
2. *Pre-Designation Notes column* – There are important notes in this column to help you prepare. Please use this column during pre-designation preparation to help keep track of your progress. In the comments section, feel free to write specific notes or explanations.
3. *Designation Notes column* – STARS staff will use this column during the STAR 3 designation visit. There also is a section for comments where specific guidance can be provided.

As you are working through the worksheet, there are several notes that ask you to refer to the *Staff Records Grid* (required for designation) and *Career Lattice Calculation Sheet* forms at the end of this worksheet. Also at the end of this worksheet is the *STARS Enrollment Calculation Tool*, which is also required for designation. Optional tools are also listed throughout the worksheet. These tools are listed with the individual standards that they were designed to help you 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](http://www.pakeys.org) or by contacting your STARS representative.

Indicators for “Good”, “Better” or “Best” have been included in the Designation Notes column. Good, Better, Best: Pennsylvania’s Continuous Quality Improvement Guide to Best Practices is an optional tool that can be used by STARS Specialists/Managers, STARS Designators, and practitioners to determine at what quality point in the spectrum a program is meeting a Keystone STARS standard. Additional information is available at <http://www.pakeys.org/pages/starsDocs.aspx> 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 STAR designation.

If you have questions or concerns during any part of this process, please do not hesitate to contact your Regional Key for assistance.

\* Please see the Clarifications section beginning on page 35 of this worksheet.

**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>Director* Qualifications</b></p> <p><b>1. Director completes the STARS Orientation within 90 days of Start with STARS Enrollment. (Start with STARS)</b></p> <p><input type="checkbox"/> STARS approved professional development certificates for STARS Orientation.</p>	<p><b>Pre-Designation Date:</b> _____</p> <p><b>Note:</b> 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.</p> <p>Director's Initials: _____</p> <p><input type="checkbox"/> STARS Orientation Completed: _____</p> <p>Date _____ Hrs _____</p>	<p><b>Designation Date:</b> _____</p> <p>STARS Orientation Completed: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good Better Best</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>2. Complete professional development on the Core Body of Knowledge/Professional Development Record (CBK/PDR) and Foundations of the Environment Rating Scale (ERS). (STAR 1)</b></p> <p>STARS approved professional development certificates</p> <p><input type="checkbox"/> CBK/PDR for Directors</p> <p><input type="checkbox"/> Foundations of the ERS</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>If ITERS, ECERS or SACERS was taken before July 2007, credit for Foundations of ERS is given.</li> </ul> <p>Director's Initials: _____</p> <p><input type="checkbox"/> CBK/PDR Complete: Date _____ Hrs _____</p> <p><input type="checkbox"/> Foundations of ERS Completed: _____</p> <p>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> <p><b>Comments:</b></p> <p>Good Better Best</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.



**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>3. Complete professional development on Continuous Quality Improvement (CQI), the Facility Professional Development (FPD) Plan, and the Learning Standards. (STAR 2)</b>  <i>STARS approved professional development certificates</i>  <input type="checkbox"/> CQI  <input type="checkbox"/> FPD Plan  <input type="checkbox"/> Learning Standards</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Directors hired within the 12 months prior to designation have 12 months after their directorship start date to complete the CQI, FPD Plan, and Learning Standards professional development.</li> <li>The approved Learning Standards professional development is 6 hours in length.</li> <li>For School Age practitioners, Links to Learning is a separate school age professional development series that is also 6 hours in length.</li> </ul> <p>Director's Initials: _____  <input type="checkbox"/> CQI Completed: Date _____ Hrs _____  <input type="checkbox"/> FPD Completed: Date _____ Hrs _____  <input type="checkbox"/> Learning Standards Completed: Date _____ Hrs _____</p>	<p>CQI Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>            FPD Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>            Learning Standards Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p> <p>Good Better Best  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>4. Complete professional development in the ERS scales appropriate to age groups in the facility. (STAR 2)</b>  <i>STARS approved professional development certificates for the ERS scales appropriate to age groups in the facility.</i></p>	<p><b>Note:</b> Directors hired within the 12 months prior to designation have 12 months after their directorship start date to complete professional development in the ERS scales appropriate to the facility.</p> <p>Director's Initials: _____  <input type="checkbox"/> ITERS Completed: Date _____ Hrs _____  <input type="checkbox"/> ECERS Completed: Date _____ Hrs _____  <input type="checkbox"/> SACERS Completed: Date _____ Hrs _____</p>	<p>ITERS Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>            ECERS Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>            SACERS Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p> <p>Good Better Best  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>5. Complete STARS Orientation Part 2.</b>  <input type="checkbox"/> STARS approved professional development certificates for STARS Orientation Part 2.</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Directors hired within the 12 months prior to designation have 12 months after their directorship start date to complete the STARS Orientation Part 2.</li> <li>Director's Initials: _____</li> </ul> <p><input type="checkbox"/> STARS Orientation Part 2 Completed: Date _____ Hrs _____</p>	<p>STARS Orientation Part 2 Complete: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p> <p>Good Better Best  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>6. Attend child abuse mandated reporter professional development that reflects the most current laws in Pennsylvania. (STAR 2)</b>  <input type="checkbox"/> Certificate or other documentation showing completion date of professional development</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>The professional development instruction must be a minimum of 2 hours in length.</li> <li>If completed between 7/1/2006 and 6/30/2007, staff person must read and sign the summary of the new laws passed in May, 2007. Attach the signed summary to the documentation of professional development.</li> <li>If completed prior to 7/1/06, that person must receive updated mandated reporter professional development.</li> <li>For more information, contact STARS staff or go to <a href="http://www.pakeys.org">www.pakeys.org</a>.</li> </ul> <p>Completion Date: _____            Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>
<p><b>7. Level V or above on the Career Lattice.*</b>  <input type="checkbox"/> Transcripts or copy of degree/diploma from an accredited college indicating completion of an Associates/AAS or above degree with 60/65 credits (including 18 ECE credits) with documentation of the major area of study            [List Career lattice levels on the <i>Staff Records Grid</i>. See column K.]  <b>Optional Tools Available:</b>  <i>Career Lattice Information Sheet</i>  <i>Early Childhood Education Credit Guidelines</i></p>	<p>Degree Type/Major Area of Study:            _____            Graduation Date: _____            Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>Director* Development</b></p> <p><b>1. Annual professional development plan is developed based on needs identified in the Professional Development Record (PDR). (STAR 2)</b></p> <p><input type="checkbox"/> Annual professional development (PD) plan completed based on the needs in PDR [Check (✓) on the Staff Records Grid. See column L.]</p> <p><input type="checkbox"/> PD plan completed for the past 12 months [Check (✓) on the Staff Records Grid. See column M.]</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Annual training plan must be current and must be signed/dated by the Director and Staff. All four (4) pages must be completed as follows: <ul style="list-style-type: none"> <li>Knowledge Areas and Competency Codes must be listed on pages 12, 13, etc.</li> <li>Professional development must be cross-referenced.</li> <li>Self-assessment must be completed</li> </ul> </li> <li>Director must complete Knowledge Areas (K1-K7, as well as D1-D8) whether they work inside the classroom or not.</li> <li>New directors have 90 days from hire date to complete PDR. SACC directors have 180 days to complete PDR.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>
<p><b>2. Annually participate in 2 professional growth and development activities.*</b></p> <p><input type="checkbox"/> Membership card, certificate, meeting minutes, certificate of attendance, or other documentation of the listed professional growth activities</p> <p><input type="checkbox"/> STARS staff may interview the director during the designation visit to discuss participation in professional growth activities</p> <p>List activity beside each check box:</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p>[List the number of activities on the Staff Records Grid. See column X.]</p>	<p><b>Note:</b> Directors hired within the 12 months prior to designation have 12 months after their directorship start date to complete.</p> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>4. Complete the PA Director’s Credential.</b>  <input type="checkbox"/> Documentation of completion of the PA Director’s Credential</p>	<p>Director/Administrator Initials: _____            PA Director’s Credential:            Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>-OR-</b>            Portfolio Assessment:            Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Notes:</b>  <ul style="list-style-type: none"> <li>• A portfolio review and assessment process exists for directors with a Bachelor’s Degree or higher who believe that they meet the Director’s Credential requirements without attending classes. Please refer to the Professional Development section of the PA Keys website at <a href="http://www.pakeys.org/pages/get.aspx?page=Career_Degrees">http://www.pakeys.org/pages/get.aspx?page=Career_Degrees</a>.</li> <li>• To assist facility with director turnover, this standard may be extended for 2½ years from the directorship start date, if the director enrolls in the PA Director’s Credential and develops a Detailed SQAP for completion within 2½ years. Please refer to your Regional Key for further information.</li> <li>• After completing course work, a director must apply for a certificate through the PA Key. Please refer to <a href="http://www.pakeys.org">www.pakeys.org</a> for more information.</li> </ul> <b>Comments:</b></p>	<p>PA Director’s Credential:            Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>-OR-</b>            Portfolio Assessment:            Completed: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Good    Better    Best  <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>2. 100% of Teachers/Group Supervisors (GS) at Level V or above on Career Lattice; 75% of Assistant Teachers/Assistant Group Supervisor (AGS) at Level III or above and 25% of Assistant Teachers/Assistant Group Supervisor (AGS) at Level IV or above on Career Lattice; and 25% of Aides at Level II or above on Career Lattice.*</b></p> <p><input type="checkbox"/> Transcripts or copy of degree/diploma from an accredited college indicating completion of a degree, certificate, diploma, credential, or credits with documentation of the major area of study (for degrees) (See attached <i>Career Lattice Calculation Sheet</i> for instructions)</p> <p>[List Career Lattice levels on the <i>Staff Records Grid</i>. See column K.]</p> <p><b>Optional Tools Available:</b>  <i>Career Lattice Information Sheet</i>  <i>Early Childhood Education Credit Guidelines</i></p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Volunteer, substitute, or other staff scheduled at a site to “enhance regulatory ratios” are not required to be included in the Career Lattice percentages.</li> <li>• Site directors will be responsible for maintaining appropriate documentation of staff degrees and ECE credits attained. If site is selected for grant/award monitoring, STARS staff will verify this information during the designation visit.</li> <li>• For information regarding CDA programs/ financial resources, call your Regional Key.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>
<p><b>Staff* Development</b></p>		
<p><b>1. Annual professional development plan 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. (STAR 2)</b></p> <p><input type="checkbox"/> Individual Professional Development Record completed showing staff member’s professional development needs</p> <p><input type="checkbox"/> Annual professional development plan completed based on the needs in PDR</p> <p>[Check (✓) on the Staff Records Grid. See column L.]</p> <p><input type="checkbox"/> Professional development plan completed for the past 12-month period</p> <p>[Check (✓) on the Staff Records Grid. See column M.]</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Annual training plan must be current and must be signed/dated by the Director and Staff. All four (4) pages must be completed as follows: <ul style="list-style-type: none"> <li>○ Knowledge Areas and Competency Codes must be listed on pages 12, 13, etc.</li> <li>○ Professional development must be cross-referenced.</li> <li>○ Self-assessments must be completed.</li> </ul> </li> <li>• New staff has 90 days from hire date to complete PDR. SACC staff has 180 days to complete PDR.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>3. For each Teacher/Assistant Teacher, 18 annual clock hours of professional development* based on PDR; each Aide, 12 total hours based on PDR.</b>  <i>(For Teachers/Assistant Teachers, this is 6 additional annual clock hours above the STAR 2 requirement and 12 of these clock hours must be based on the PDR.)</i></p> <p><input type="checkbox"/> Teacher/Assistant Teacher – Each has additional 12 annual clock hours above the number to meet DPW regulations</p> <p><input type="checkbox"/> Aides – Each has additional 6 annual clock hours above the number to meet DPW regulations</p> <p><input type="checkbox"/> Professional development has occurred within the past 12 months</p> <p><input type="checkbox"/> The additional hours of STARS approved professional development match the needs in the PDR</p> <p><input type="checkbox"/> Documentation of STARS approved professional development including information such as course title, hours, instructor signature and date.</p> <p>[List the number of annual clock hours on the <i>Staff Records Grid</i>. See column P.]</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Completion of college credit hours will count toward annual clock hours of professional development. The hours allotted will be as follows: 1 college credit = 15 annual clock hours.</li> <li>• 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.</li> <li>• Staff hired within the 12 months prior to designation have 12 months after date of hire to complete annual clock hours.</li> <li>• Fire and Water Safety do not count toward the required annual clock hours.</li> <li>• Pediatric First Aid does not count toward the required annual clock hours.</li> <li>• Self-learning modules require 6-8 weeks to process and receive certificates.</li> <li>• For designation purposes, a copy of the completed module and returned mail receipt will be acceptable. However, a copy of the Professional development certificate must be submitted to the Regional Key when received.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>5. All staff must attend at least two hours of professional development annually on child observation, inclusive practices and/or ERS. (STAR 2)</b>  <i>(A professional development course must be taken in at least one of the topic areas.)</i></p> <p><input type="checkbox"/> Documentation of STARS approved professional development including information such as course title, hours, and instructor signature.</p> <p style="text-align: center;"><b>- OR -</b></p> <p><input type="checkbox"/> Transcripts from an accredited college indicating completion of a course that includes at least one of these topic areas. A course description should be attached to verify course content.</p> <p><i>[List professional development dates on the Staff Records Grid. See columns R-T.]</i></p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>The professional development should be based on PDR if it is determined that a staff member requires knowledge in one or more of these topic areas. If none of the topic areas are determined as a need on the PDR, the director should assign the topic area that is best suited to meet site-specific professional development plans or goals.</li> <li>The ERS requirement refers to STARS approved professional development related to appropriate learning environments for children.</li> <li>The Inclusive Practices requirement refers to STARS approved professional development related to serving children with special needs or disabilities and/or supporting diverse children/families.</li> <li>If a staff person has already taken Child Observation and would like further professional development on the topic, the staff may attend STARS approved professional development on Ages &amp; Stages. For more information, please contact your Regional Key.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>6. Teachers/Assistant Teachers must attend at least two hours of professional development annually on curriculum, program or child assessment, the age-appropriate Learning Standards and/or ERS.</b>                      (A STARS approved professional development course must be taken in at least one of the topic areas.)  <input type="checkbox"/> Documentation of STARS approved professional development including information such as course title, hours, instructor signature and date.                      – OR –  <input type="checkbox"/> Transcripts from an accredited college indicating completion of a course that includes at least one of these topic areas. A course description should be attached to verify course content.                      [List professional development dates on the <i>Staff Records Grid</i>. See columns U-W.]</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>The professional development should be based on PDR if it is determined that a staff member requires knowledge in one or more of these topic areas. If none of the topic areas are determined as a need on the PDR, the director should assign the topic area that is best suited to meet site-specific professional development plans or goals.</li> <li>Course work, including CDA classes, can be counted if the course breakdown, letter from instructor or syllabus indicates that these topics are covered.</li> <li>Professional development on Ounce/Work Sampling Systems Guidelines and Checklists can be counted for child assessment.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>
<p><b>7. Annually, all staff involved in one professional growth and development activity.*</b>  <input type="checkbox"/> Membership card, certificate, meeting minutes, certificate of attendance, or other documentation of at least one professional growth activity for each staff member  <input type="checkbox"/> STARS staff may interview the director during the designation visit to discuss participation in professional growth activities                      [List the number of activities on the <i>Staff Records Grid</i>. See column X.]</p>	<p><b>Note:</b> Staff hired within the 12 months prior to designation have 12 months after date of hire to complete.                      Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

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**LEARNING PROGRAM**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>Child Observation / Curriculum / Assessment</b></p> <p><b>1. Site obtains and maintains copies of the appropriate Learning Standards for all age groups in the program. (STAR 1)</b></p> <p><input type="checkbox"/> Current Learning Standards are on site and accessible for all staff members to review</p>	<p><b>Note:</b> Copies of the Learning Standards may be viewed and downloaded online at <a href="http://www.pde.state.pa.us/portal/server.pt/community/Standards/8709/">http://www.pde.state.pa.us/portal/server.pt/community/Standards/8709/</a>. One copy per classroom may be ordered from <a href="mailto:fulfill@wavelinedirect.com">fulfill@wavelinedirect.com</a>. Copies may also be available from the Regional Key.</p> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>
<p><b>2. Learning Standards are used as a resource for staff in classroom planning and documentation of children’s learning. (STAR 2)</b></p> <p><input type="checkbox"/> STARS staff may interview site staff during the designation visit regarding the use of the Learning Standards during staff planning</p> <p><input type="checkbox"/> Planned classroom activities reflect the Key Learning Areas of the Learning Standards</p> <p><b>Optional Tool Available:</b> <i>Linking Standards to Classroom Planning</i></p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• It is recommended that lesson plans should address each key learning area daily.</li> <li>• It is recommended that lesson planning should contain a statement of the goal of the lesson.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

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**LEARNING PROGRAM**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>3. Implement a learning curriculum that incorporates the Learning Standards, including a written curriculum statement.</b></p> <p><input type="checkbox"/> Program has a written curriculum statement</p> <p><input type="checkbox"/> Facility’s curriculum statement and curriculum planning form that connects activities to the Learning Standards domains</p> <p><input type="checkbox"/> Policy and procedure for staff regarding curriculum is located in policy and procedures manual</p> <p><b>Optional Tools Available:</b></p> <p><i>Linking Standards to Classroom Planning</i></p> <p><i>What is Curriculum?</i></p> <p><i>Observation/Assessment/Conference Tracking Sheet</i></p> <p><i>Curricula Crosswalk Aid (Infant/Toddler Learning Standards)</i></p> <p><i>Curricula Crosswalk Aid (Pre-Kindergarten Learning Standards)</i></p> <p><i>Curricula Crosswalk Aid (Kindergarten Learning Standards)</i></p> <p><i>Sample Lesson Plan Form</i></p>	<p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• <u>Curriculum</u> is identified as a body of material that defines the content to be taught and the methods to be used. A written curriculum includes a separate curriculum statement written by the program that encompasses the following:               <ol style="list-style-type: none"> <li>1. <b>Goals</b> for children’s development and learning</li> <li>2. <b>Experiences</b> that achieve stated goals</li> <li>3. <b>Materials</b> needed to accomplish goals (including the purchased or homegrown content resources)</li> <li>4. Staff and parent <b>roles</b> in child’s achievement of stated goal</li> </ol> </li> <li>• Some published curricula may already be crosswalked to the Learning Standards. To view crosswalk, please visit <a href="http://www.pakeys.org/pages/get.aspx?page=Career_Standards">http://www.pakeys.org/pages/get.aspx?page=Career_Standards</a>.</li> <li>• It is recommended that the provider have a copy of crosswalk</li> <li>• It is recommended that the curriculum statement should be included in the Policy and Procedure Manual and Parent handbook</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.



**LEARNING PROGRAM**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>4. A developmental screening is completed and shared with parents within 45 days of program entry. (STAR 2)</b></p> <p><input type="checkbox"/> STARS staff will review child records to confirm that the developmental screening has been completed within 45 days of program entry. A copy of the written information provided to parents must also be in the child record.</p> <p><input type="checkbox"/> Statement indicating procedure for completing developmental screening and sharing with parent.</p> <p><b>Optional Tool Available:</b> Observation/Assessment/Conference Tracking Sheet</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• It is recommended that the same developmental screening be used for all children in a particular age group.</li> <li>• The Ages &amp; Stages Questionnaire is the recommended tool to meet this performance standard. For more information, please contact your Regional Key.</li> <li>• For a list of Ages &amp; Stages Professional Development in your area, login to the PA Keys to Professional Development website at <a href="http://www.pakeys.org">www.pakeys.org</a>.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.



**LEARNING PROGRAM**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>5. Based on ongoing child observations, developmentally appropriate authentic assessments of the child are completed following the established ELN timeframes and shared with the family three times per year.</b></p> <p><input type="checkbox"/> Authentic assessments of the child are based on child observations.</p> <p><input type="checkbox"/> STARS staff will review child records to confirm that authentic assessments are complete based on established ELN timeframes. A copy of the written information provided to families must also be in the child record.</p> <p><input type="checkbox"/> Statement indicating procedure for completing authentic assessments and sharing with families.</p> <p><b>Optional Tool Available:</b> <i>Observation/Assessment/Conference Tracking Sheet</i></p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Assessments should be based on observations recorded using a format established in advance, such as anecdotal records (e.g. detailed logs, running records on individual children) and/or homegrown checklist such as individual child development checklist. This may include a facility designed or commercially published form that is appropriate for the observation technique(s) used.</li> <li>• It is recommended that the same observation format should be used for all children in a particular age group.</li> <li>• Staff performing the observation must have taken approved child observation professional development.</li> <li>• <u>Assessment</u> is composed of the following three essential, interrelated components:             <ol style="list-style-type: none"> <li>1. Documentation of Observations (data collection)</li> <li>2. Evaluation (comparison) based on child's (comparative) progress in the program</li> <li>3. Communication with family (sharing both progress and performance)</li> </ol> </li> <li>• For an overview of Pennsylvania's recommendations for best practice, please access "Early Childhood Assessment for Children from Birth to Age 8" at <a href="http://www.pakeys.org">www.pakeys.org</a>.</li> <li>• Parent signature or documentation of an attempt for parent signature is available.</li> <li>• One method of sharing assessments with families is to attach to the DPW service report.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.



**LEARNING PROGRAM**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>6. Results from authentic assessments are used for curriculum, individual child planning, and referral to community resources.</b></p> <p><input type="checkbox"/> Program has a written curriculum</p> <p><input type="checkbox"/> Provide examples of classroom planning that was developed or adapted using the information gained through authentic assessments</p> <p><input type="checkbox"/> Documentation of referral process</p> <p><input type="checkbox"/> STARS staff will interview site staff during the designation visit regarding the use of authentic assessments during staff planning</p> <p><b>Optional Tools Available:</b>  <i>Linking Standards to Classroom Planning</i>  <i>What is Curriculum?</i>  <i>Observation/Assessment/Conference Tracking Sheet</i>  <i>Curricula Crosswalk Aid (Infant/Toddler Learning Standards)</i>  <i>Curricula Crosswalk Aid (Pre-Kindergarten Learning Standards)</i>  <i>Curricula Crosswalk Aid (Kindergarten Learning Standards)</i>  <i>Sample Lesson Plan Form</i></p>	<p><b>Notes:</b> Please indicate where the information is located</p> <p><input type="checkbox"/> Child Record</p> <p><input type="checkbox"/> Lesson Plan</p> <p><input type="checkbox"/> Classroom/Child Observation</p> <p><input type="checkbox"/> Other: _____</p> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.





**LEARNING PROGRAM**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>Environment Rating</b></p> <p><b>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. (STAR 2)</b>  <input type="checkbox"/> Score sheet of completed ERS self-assessment  <input type="checkbox"/> Written explanation for each score below 3</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>All sections of the document are complete</li> <li>Must have ERS training to complete self-assessment</li> <li>Please visit <a href="http://www.pakeys.org/pages/get.aspx?page=Programs_STARS_ERS">http://www.pakeys.org/pages/get.aspx?page=Programs_STARS_ERS</a> for the PA Position Statement regarding the Environment Rating Scale.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>
<p><b>2. The average facility score of all sampled classrooms/age groups assessed by a STARS ERS assessor must be a 4.25.</b>  <input type="checkbox"/> Summary report from Keystone STARS ERS Assessor indicates an average facility score for all sampled classrooms is at least a 4.25</p>	<p><b>Note:</b> <i>This is not required to request designation. An ERS assessment will be scheduled once your Regional Key designates all other STARS performance standards.</i></p> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>
<p><b>3. Each individual sampled classroom/age group must have an ERS score no less than 3.50.</b>  <input type="checkbox"/> Summary report from Keystone STARS ERS Assessor indicates ERS score for all sampled classrooms is at least a 3.50</p>	<p><b>Note:</b> <i>This is not required to request designation. An ERS assessment will be scheduled once your Regional Key designates all other STARS performance standards.</i></p> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>
<p><b>4. A written Improvement Plan is developed to address any ERS subscale score below a 3.50.</b>  <input type="checkbox"/> Written Improvement Plan addressing any subscale score below 3.50 in the Keystone STARS ERS assessment</p>	<p><b>Note:</b> <i>This is not required to request designation. An ERS assessment will be scheduled once your Regional Key designates all other STARS performance standards.</i></p> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.





**PARTNERSHIPS WITH FAMILY AND COMMUNITY**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>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. (STAR 1)</b></p> <p><input type="checkbox"/> Copy of a meeting notice to parent offering the meeting dated within 45 calendar days of enrollment is part of the child's record</p> <p><input type="checkbox"/> Notes from the meeting are a part of the child's record</p> <p><b>Optional Tool Available:</b> Enrollment and "Getting to Know You" Meeting Guide</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• This standard was previously referred to as the "Getting to Know You" meeting.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>3. 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. (STAR 2)</b></p> <p><input type="checkbox"/> Sample of health and human services, wellness, nutrition and fitness, and/or child development information</p>	<p><b>Note:</b> It is recommended that providers offer the written 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><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.

**PARTNERSHIPS WITH FAMILY AND COMMUNITY**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>4. 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 2)</b></p> <p><input type="checkbox"/> Parent sign-off sheet requesting the IEP/IFSP</p> <p style="text-align: center;"><b>-OR-</b></p> <p><input type="checkbox"/> Page in Parent Handbook in which a copy of the IEP/IFSP is requested</p> <p style="text-align: center;"><b>-OR-</b></p> <p><input type="checkbox"/> Written enrollment practices require that the IEP/IFSP is requested at enrollment.</p> <p><b>Optional Tool Available:</b> IEP/IFSP Information Sheet</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p style="text-align: center;">Good      Better      Best</p> <p style="text-align: center;"><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>5. Individual child information is shared in written form with parents on a daily basis for infants &amp; toddlers, and there is a format and procedure for use on an as needed basis for other age groups. (STAR 2)</b></p> <p><input type="checkbox"/> Procedure to share written individual child information with parents</p> <p><input type="checkbox"/> Sample of written format for infants and toddlers</p> <p><input type="checkbox"/> Sample of written format for other age groups</p>	<p><b>Note:</b> It is recommended that providers offer the individual child 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><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p style="text-align: center;">Good      Better      Best</p> <p style="text-align: center;"><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>6. Specific group or classroom information is shared with parents daily using a visual communication format. (STAR 2)</b></p> <p><input type="checkbox"/> Communication format is either visible in the classroom or a sample is provided</p>	<p><b>Note:</b> It is recommended that providers offer the communication 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><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p style="text-align: center;">Good      Better      Best</p> <p style="text-align: center;"><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.



**PARTNERSHIPS WITH FAMILY AND COMMUNITY**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>7. A plan is written and implemented describing procedures to refer parents to appropriate social, mental health, educational, wellness, and medical services.</b></p> <p><input type="checkbox"/> Written procedure to refer parents to appropriate community services.</p> <p><input type="checkbox"/> Written procedures are part of the Policy and Procedure Manual</p>	<p><b>Note:</b> Procedures should include discussion at parent conference, if applicable.</p> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>8. Coordinate a minimum of one annual group activity to involve parents in meeting program learning goals.</b></p> <p><input type="checkbox"/> Dated documentation (newsletters, bulletins, flyers, invitations, etc.) showing that at least one activity was offered and available in the past 12 months</p> <p><input type="checkbox"/> A written list of learning goals</p> <p><input type="checkbox"/> A staff member conducted the activity</p> <p><input type="checkbox"/> List the activity: _____</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>The staff member who conducted the activity may be noted in meeting notes, an invitation to the event, or other documentation.</li> <li>Suggested activity topics include family literacy, health information, open house, children’s program, and family celebrations.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>9. 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 these conferences.</b></p> <p><input type="checkbox"/> Dated copies of at least two parent conference notices within the last 12 months are part of the child’s records</p> <p><input type="checkbox"/> Acknowledgement signed by parent indicating receipt of child’s written report of progress</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>If the parent does not attend the offered conference, a procedure must be followed to give the parent a copy of the written report.</li> <li>It is recommended that providers offer the conference and written report in the parent’s/family’s primary language, if their knowledge of English is limited.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.



**PARTNERSHIPS WITH FAMILY AND COMMUNITY**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>Transition</b></p>		
<p><b>1. Program provides general information to parents regarding transitioning children to another classroom or educational setting. (STAR 1)</b>  <input type="checkbox"/> Copy of information provided to parents regarding transitioning children to another classroom  <input type="checkbox"/> Copy of information provided to parents regarding transitioning children to another educational setting  <input type="checkbox"/> STARS staff may interview the staff during the designation visit to discuss general information provided to parents</p>	<p><b>Note:</b> It is recommended that providers offer the transitioning information in the parent's/family's primary language, if their knowledge of English is limited.                      Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b>                       Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>2. Program transfers child records, at the request of the parent, when the child transitions to another educational setting. (STAR 2)</b>  <input type="checkbox"/> Policy addressing the mechanism to transfer appropriate information is part of the Policy and Procedure Manual  <input type="checkbox"/> Page in the parent handbook that indicates that parents are aware of the policy</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b>                       Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>3. Program includes age-appropriate activities for children to prepare for transition. (STAR 2)</b>  <input type="checkbox"/> Sample activities or lesson plans</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b>                       Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>4. 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.</b>  <input type="checkbox"/> Copy of a group meeting notice to provide information on child's transition is part of the child's record  <input type="checkbox"/> Copy of information provided at meeting including the transition information and the child's developmental progress is part of the child's record</p>	<p><b>Note:</b> It is recommended that providers offer the group meeting in the parent's/family's primary language, if their knowledge of English is limited.                      Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b>                       Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.



**PARTNERSHIPS WITH FAMILY AND COMMUNITY**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>5. Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from child care to school setting.</b></p> <p><input type="checkbox"/> Dated copy of the letter</p> <p><input type="checkbox"/> List of stakeholders with a description of how parents were involved in the process</p> <p><b>Optional Tool Available:</b> <i>What is a Stakeholder?</i></p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>The stakeholders include your local Head Start, Community Engagement Group, parents, and schools in addition to other resources in your community.</li> <li>The documentation for this standard may be comprised of information regarding the ongoing transition work of the center.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>6. Program participates in community/school transition activities as available.</b></p> <p><input type="checkbox"/> List of activities attended by facility staff</p> <p><input type="checkbox"/> STARS staff will interview site staff during the designation visit regarding involvement in community/school transition activities</p>	<p><b>Note:</b> It is recommended that the provider access the local community engagement group or other local early childhood support groups for information regarding the community/school transition. Please refer to your Regional Key for more information.</p> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.

**LEADERSHIP AND MANAGEMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>Business Practices</b></p> <p><b>1. Program develops and distributes a Parent Handbook. (STAR 1)</b>  <input type="checkbox"/> Parent Handbook</p> <p><b>Optional Tool Available:</b>            Parent Handbook Topic Areas</p>	<p><b>Note:</b> It is recommended that providers offer the Parent Handbook 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><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>2. Program creates a projected one-year operating budget, including a statement of income and expenditures. (STAR 2)</b>  <input type="checkbox"/> Program budget  <input type="checkbox"/> Budget addresses the period of the designation visit</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• For a multi-site program, a projected one-year operating budget need not be site-specific as long as it reflects the competency of the corporate entity.</li> <li>• Courses are available to assist your facility in developing a budget, such as those offered in the PA Director’s Credential. Please contact your Regional Key for further information.</li> <li>• For additional information regarding budgets, you may access the Small Business Administration web site at <a href="http://sba.gov/">http://sba.gov/</a> or the PA Small Business Development Centers web site at <a href="http://www.pasbdc.org/">http://www.pasbdc.org/</a>.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.



**LEADERSHIP AND MANAGEMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>3. Organizational structure and job descriptions are included in a personnel policy manual that is shared with staff. (STAR 2)</b></p> <p><input type="checkbox"/> Program-specific organizational charts as relating to the organizational needs at a program level</p> <p><input type="checkbox"/> Job descriptions for staff employed (have responsibilities at the site) in the program</p> <p><input type="checkbox"/> Organizational charts and job descriptions are documented and available to staff.</p> <p><b>Optional Tools Available:</b> Organizational Chart Samples Job Descriptions Guide</p>	<p><b>Note:</b> A written description of the duties, qualifications, and responsibilities of each staff position and the lines of authority and responsibility within the center should accompany an organizational chart.</p> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>
<p><b>4. A policy and procedure manual is developed and is available to the staff at all times.</b></p> <p><input type="checkbox"/> Policy and Procedure Manual</p> <p>Please list any other Business Practice tool used:</p> <hr/> <p><input type="checkbox"/> STARS staff will interview site staff during the designation visit to verify availability of a policy and procedure manual</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Manual is to include personnel policies and written health policies covering topics found in Caring for Our Children 2<sup>nd</sup> ed., a published Model Child Care Health Policy booklet (ECELS/NAEYC/AAP), and/or other appropriate Business Practices tools.</li> <li>For additional information regarding Policy &amp; Procedure Manuals, you may access the Small Business Administration web site at <a href="http://sba.gov/">http://sba.gov/</a> or the PA Small Business Development Centers web site at <a href="http://www.pasbdc.org/">http://www.pasbdc.org/</a>.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good <input type="checkbox"/> Better <input type="checkbox"/> Best <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.



**LEADERSHIP AND MANAGEMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>5. A financial system with quarterly comparisons of expenses to revenue is implemented.</b>  <input type="checkbox"/> Documentation of financial system includes comparison of expenses and revenue and is operational during the current period of the designation visit</p>	<p><b>Note:</b> For a multi-site program, a financial system with quarterly comparisons need not be site-specific as long as it reflects the competency of the corporate entity.                      Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b>                       Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>6. The program creates a mission statement.</b>  <input type="checkbox"/> Mission statement has been created and is available to staff and parents  <b>Optional Tool Available:</b>  <i>Mission Statement Article</i></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b>                       Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<b>Continuous Quality Improvement</b>		
<p><b>1. Program uses documents for tracking illnesses and injuries, including plans of action to prevent further occurrences. (STAR 1)</b>  <input type="checkbox"/> Documents for injury and illness tracking of children  <input type="checkbox"/> Plans of action to prevent further occurrences.  <b>Optional Tool Available:</b>  <i>Injury and Illness Tracking Guide</i></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b>                       Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>2. Complete and provide an annual Facility Professional Development Plan (or equivalent). (STAR 2)</b>  <input type="checkbox"/> Annual Facility Professional Development (FPD) Plan Completed and submitted to Regional Key</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b>                       Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.



**LEADERSHIP AND MANAGEMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>3. System of site safety review and corresponding plan of action are instituted. (STAR 2)</b>  <input type="checkbox"/> Documentation of system of site safety review  <input type="checkbox"/> Plan of action to address issues</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• The "Health and Safety Checklist" found in <u>Model Child Care Health Policies</u> and <u>Healthy Young Children</u> are recommended; however, other tools may be appropriate for your facility.</li> <li>• With any pre-existing tool for site safety review, it is recommended that you follow the timeframes suggested in the tool for performing the review.</li> <li>• It is recommended that indoor and outdoor site reviews are completed at least quarterly/seasonally, if not otherwise specified by the tool.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>4. Provider develops a Continuous Quality Improvement Plan using multiple sources.</b>  <input type="checkbox"/> Continuous Quality Improvement Plan with a list of at least 3 sources  <b>Optional Tool:</b>  <i>STARS Continuous Quality Improvement Plan Instructions &amp; Appendices</i>  <i>STARS Resource Planning Guide</i>  <i>Change of Directorship</i></p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Sources of information for an annual evaluation/review of program may include surveys of parents, staff, and/or school-aged children, ERS, LIS, audits, FPD plan, etc.</li> <li>• It is recommended that the Continuous Quality Improvement Plan be reviewed and updated annually.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.



**LEADERSHIP AND MANAGEMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>Staff Communication and Support</b></p> <p><b>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. (STAR 2)</b></p> <p><input type="checkbox"/> Agenda, minutes, sign-in sheets showing that staff have opportunity to participate in a meeting at least one time per month to discuss the learning program</p> <p><input type="checkbox"/> STARS staff will interview site staff during the designation visit regarding the basic agenda for staff meetings</p>	<p><b>Note:</b> The Learning Program includes all aspects of your educational program, including curriculum and a discussion of continuous quality improvement (CQI) planning.</p> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>2. Director* develops plan for sharing information about Keystone STARS, continuous quality improvement, and professional development with staff members. (STAR 1)</b></p> <p>Plan for sharing information regarding</p> <p><input type="checkbox"/> Keystone STARS</p> <p><input type="checkbox"/> Continuous quality improvement</p> <p><input type="checkbox"/> Professional development</p> <p><b>Optional Tool Available:</b> Talking Points for Directors</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>3. 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. (STAR 2)</b></p> <p><input type="checkbox"/> STARS staff will interview site staff during the designation visit to verify that the director shared information regarding STARS, continuous quality improvement, and professional development</p> <p><input type="checkbox"/> STARS staff will interview new site staff to verify that this discussion occurred within 90 calendar days of employment</p> <p><b>Optional Tool Available:</b> Talking Points for Directors</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.

**LEADERSHIP AND MANAGEMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>4. Teachers and Assistant Teachers are provided at least two hours per month of paid curriculum and lesson planning/preparation time away from children.</b></p> <p><input type="checkbox"/> Policy on curriculum and lesson planning/preparation time assures that two hours per month is available away from the responsibility of caring for children</p> <p><input type="checkbox"/> Monthly schedules reflect two hours of paid prep time</p> <p><input type="checkbox"/> STARS staff will interview site staff to verify that two hours per month of paid planning/preparation time is provided away from the children</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>5. Annually, at least two classroom observations are conducted and feedback regarding job performance is provided to the staff member.</b></p> <p><input type="checkbox"/> Documentation of at least 2 classroom observations per staff member</p> <p><input type="checkbox"/> Documentation of at least 1 observation completed by the staff member’s direct supervisor</p> <p><input type="checkbox"/> STARS staff will interview site staff during designation visit to verify that staff received feedback regarding job performance</p> <p><b>Optional Tool Available:</b> <i>Staff Classroom Observation Guide</i></p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>It is recommended that the classroom observations occur at least three months apart.</li> <li>Professional development is available to assist you in observing staff in the classroom. Please refer to your Regional Keys and /or the Professional Development Calendar at <a href="http://www.pakeys.org">www.pakeys.org</a>.</li> </ul> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>6. Annual performance evaluation provided in written format to employee.</b></p> <p><input type="checkbox"/> Documentation of annual performance evaluations included in staff record</p> <p><input type="checkbox"/> Documentation of classroom observations by direct supervisor</p> <p><input type="checkbox"/> Documentation of the criteria established for performance evaluation (for example a job description)</p> <p><input type="checkbox"/> Documentation of employee self-assessment</p>	<p><b>Note:</b> Performance evaluation is based on classroom observations by the direct supervisor, criteria established in advance (i.e. job description), and an employee self-assessment.</p> <p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p> <p>Good      Better      Best</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.

**LEADERSHIP AND MANAGEMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>Employee Compensation</b></p> <p><b>1. List of all staff by positions, salary, and tenure. (STAR 2)</b>  <input type="checkbox"/> Documentation of staff positions and tenure [List on the Staff Records Grid. See column A-D.]  <input type="checkbox"/> Salary in personnel policies (listed as maximum – minimum for each position)</p>	<p><b>Note:</b> It is recommended that positions/titles and salary ranges are shared with all staff.                      Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b>                      Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>2. A salary scale based on level of education/training, and years of ECE experience is documented.</b>  <input type="checkbox"/> Site-based salary scale based on level of education, training/professional development, and years of experience documented in personnel policies</p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b>                      Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>
<p><b>3. At least 3 employee benefits* given to staff, and explained in the Policy and Procedure Manual.</b>  <input type="checkbox"/> Benefits in Policy &amp; Procedure Manual  <input type="checkbox"/> STARS staff will interview staff during the designation visit to verify that they receive 3 benefits</p>	<p><b>Note:</b> Benefits for part-time staff may be prorated to be commensurate with the number of hours they work. For more information on prorating, contact your Regional Key.                      Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b>                      Good      Better      Best  <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p>

\* Please see the Clarifications section beginning on page 35 of this worksheet.



## CLARIFICATIONS

- The **Director** is the person certified as “director” by DPW Certification.
- **Related Fields** are as defined on the Pennsylvania Keys to Quality Early Learning Career Lattice. They include Human Development, Psychology, Sociology, Social Work, Education, Nursing, Home Economics/Family & Consumer Science, Recreation, Child and Family Studies, and Business.
- **Professional Growth and Development Activities**, as defined by Keystone STARS, include:
  - For use in conjunction with Director and Staff Development**
    1. Active member of a professional organization (local, state or national) related to the field of early childhood or school age programs.
    2. Member of a committee or board of an organization committed to child advocacy, OCDEL community engagement group for early childhood education, or child development.
    3. Attend, as a participant, a national, nationally affiliated, or statewide early learning conference.
    4. Presenter, trainer, or instructor in child development/child care subjects in a class, training, workshop, or conference setting for staff, parents, or community.
    5. Author of published material on child development/child care subjects.
    6. Serve as a Child Development Associate or School Age Credential Advisor or Assessor.
    7. Mentor or provide consultation to another early childhood or school age program.
    8. State/national accreditation observer, assessor, verifier, or endorser.
    9. Supervisor of student teachers.
    10. Coordinate and/or serve on a committee to coordinate an early learning conference.
    11. Presenter, trainer or instructor in communications/community education subjects, such as media relations or becoming an ambassador for early education in your community, in a class, training, workshop or conference setting for staff, parents or community.
    12. Organizer or panelist/testifier in a leadership forum for community/school/business/or legislative leaders on early education in the community.
    13. Organize a site visit of your facility for community/school/business leadership or public officials, including legislators.
  - For use in conjunction with assistant level staff and aides only**
    1. Staff member is an aide who is enrolled in a CDA/CCP program.
    2. Responsible for having written a response to a professional article (may be an internally submitted response).
- **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

Name of Facility: \_\_\_\_\_ MPI # on Certificate of Compliance: \_\_\_\_\_ County: \_\_\_\_\_

- A provider can schedule **Pediatric First Aid** in one of the following ways:
  - Call your Regional Key and request information on where to enroll in Pediatric First Aid.
  - Call ECELS and request Pediatric First Aid. Information on Pediatric First Aid is included in each Health Link publication as well.
  - If the provider uses a non-Red Cross instructor, the provider must ensure that the instructor is PQAS approved for Pediatric First Aid. See [www.pakeys.org](http://www.pakeys.org) for more information.
- **New Staff Orientation** may be provided using the DPW-approved Better Kid Care video series ([www.betterkidcare.psu.edu](http://www.betterkidcare.psu.edu)) **or** 15 hours of documented topics outlined by *Caring for Our Children 2<sup>nd</sup> ed, Section 1.023*. 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. For staff working in both Early Childhood and School Age classrooms, please complete the New Employee Orientation for the age group of primary focus.
- **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.
- To be considered as **enrolled in a CDA**, provide enrollment documentation from a college or community-based CDA program, a CDA self-study distance education program, or individual professional development certificate that addresses the competency areas identified by the Council for Professional Recognition.
- The **Child Care Professional (CCP)** credential is equivalent to a CDA for this program's purposes.
- In order for an Associate's, Bachelor's, and/or Master's degree to be considered acceptable or approved for the Keystone STARS program, the **issuing institution of higher education** must be accredited by a regional accrediting organization such as Middle States. Please refer to the United States Department of Education Accreditation Database at [www.ope.ed.gov/accreditation](http://www.ope.ed.gov/accreditation). If you have a degree from outside the United States, please contact your Regional Key for assistance.
- **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 SACC 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
- **Employee Benefits** accepted by the Keystone STARS program include the following:
  - Annual incremental raises
  - At least 5 days of paid sick leave
  - At least 5 days of paid vacation
  - At least 5 paid holidays
  - Tuition reimbursement
  - Child care benefit
  - Paid family leave
  - Percentage of medical insurance paid by employer
  - Financial retirement plan

Other suggestions could be acceptable benefits at the discretion of the Regional Keys

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 3, contact the STARS staff listed on the first page of this packet.

When you believe that you meet the STAR 3 performance standards, make sure that you have done the following:

- Completed each of the items in the documentation column
- Completed the *Staff Records Grid*
- Completed the *STARS Enrollment Calculation Tool*
- Completed the *Request for STARS Designation*
- Attached your current DPW Certificate of Compliance to the *Request for STARS Designation*

Send the above documents to your Regional Key at the address listed on the first page of this packet.

Name of Facility: \_\_\_\_\_ MPI # on Certificate of Compliance: \_\_\_\_\_ County: \_\_\_\_\_

## CAREER LATTICE CALCULATION SHEET

Reminder: Please keep in mind the following Certification regulations:

§ 3270.33 (b): At least 50% of the staff persons in a facility shall be individuals qualified and functioning as directors, group supervisors and assistant group supervisors. No more than 50% of the staff persons may be of aide qualification level.

§ 3270.34 (d): In a facility in which 45 or fewer children are enrolled, a Director may also function as the Group Supervisor.

§ 3270.35 (e): In a facility in which more than 45 children are enrolled, a group supervisor is required for the first group of 45 enrolled children and for each group or partial group of 45 additional enrolled children.

<b>TEACHER / GROUP SUPERVISOR (GS)</b>	<b>ASSISTANT TEACHER / ASSISTANT GROUP SUPERVISOR (AGS)</b>	<b>AIDE</b>
Total # at Facility _____ (A)	Total # at Facility _____ (A)	Total # at Facility _____ (A)
Total # at <u>Career Lattice Level V+</u> _____ (B)	Total # at <u>Career Lattice Level II+</u> _____ (B)	Total # at <u>Career Lattice Level I+</u> _____ (B)
Total # at <u>Career Lattice Level VI+</u> _____ (C)	Total # at <u>Career Lattice Level III+</u> _____ (C)	Total # at <u>Career Lattice Level II+</u> _____ (C)
B ÷ A = _____ X 100 = _____ % (D)	Total # at <u>Career Lattice Level IV+</u> _____ (D)	B ÷ A = _____ X 100 = _____ % (D)
C ÷ A = _____ X 100 = _____ % (E)	Total # at <u>Career Lattice Level V+</u> _____ (E)	C ÷ A = _____ X 100 = _____ % (E)
<input type="checkbox"/> <b>STAR 2 - D equals at least 50%</b> <input type="checkbox"/> <b>STAR 3 - D equals 100%</b> <input type="checkbox"/> <b>STAR 4 - E equals at least 50%</b>	B ÷ A = _____ X 100 = _____ % (F) C ÷ A = _____ X 100 = _____ % (G) D ÷ A = _____ X 100 = _____ % (H) E ÷ A = _____ X 100 = _____ % (I)  <input type="checkbox"/> <b>STAR 2 - F equals at least 50%</b> <input type="checkbox"/> <b>STAR 3 - G equals at least 75%</b> <input type="checkbox"/> <b>STAR 3 - H equals at least 25%</b> <input type="checkbox"/> <b>STAR 4 - H equals at least 50%</b> <input type="checkbox"/> <b>STAR 4 - I equals at least 25%</b>	<input type="checkbox"/> <b>STAR 2 - D equals 100%</b> <input type="checkbox"/> <b>STAR 3 - E equals at least 25%</b> <input type="checkbox"/> <b>STAR 4 - E equals at least 50%</b>

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### STAFF RECORDS GRID – STAR 3

**Instructions:** This form will assist you in completing the *STARS Worksheet – STAR 3*. You will notice that there is a letter at the top of each column. These letters appear throughout the *STARS Worksheet – STAR 3*. Use this grid to track the professional development (PD) needs of your staff. Where the staff has completed an item on the grid, please indicate the item is complete by filling in the appropriate information in the box. Make copies of this form for additional staff.

Employee Name	Date of Hire	Position Title*	Part or Full Time	Current Education Level Enrolled In (Enrd) or Attained (Attd)						Career Lattice Level	Needs in PDR	Annual Prof Dev Plan	New Staff Orientation	List Expiration Date	List Number of Annual Clock Hours Completed		
				CDA/CCP/SAPC		AA		BA/BS							Pediatric First Aid	Director 21 Annual Hours	Teacher/Asst Teacher 18 Annual Hours
				Enrd	Attd	Enrd	Attd	Enrd	Attd								
				A	B	C	D	E	F					G	H	I	J
<i>Example: Jane Doe</i>	<i>1/1/04</i>	<i>T</i>	<i>FT</i>				✓		✓	VI	✓	✓	✓	6/30/11		20	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	

\* Position Titles: D = Director; T = Teacher/Group Supervisor; AT = Assistant Teacher/Assistant Group Supervisor; A = Aide.



## STAFF RECORDS GRID – STAR 3 (continued)

**Instructions:** This is the second page of the *Staff Records Grid – STAR 3*. Place the same employee in line #1 as you placed on the first page of this form. Where the staff has completed an item on the grid, please indicate the item is complete by filling in the appropriate information in the box. Make copies of this form for additional staff.

	A	Q	R	S	T	U	V	W	X
Employee Name	List Date of Professional Development	List Date of Professional Development**			(Teacher/Asst Teacher) List Date of Professional Development**			# of Professional Growth Activities	
	2 Annual Hours of Health & Safety	Child Observation	Inclusive Practices	ERS	Curriculum	Program or Child Assessment	Learning Standards		
<i>Example: Jane Doe</i>	<i>2/15/11</i>	<i>6/25/11</i>	<i>3/1/11</i>	<i>2/5/11</i>	<i>4/25/11</i>		<i>5/15/11</i>	<i>2</i>	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

\*\* A professional development course must be taken annually in at least one of the topic areas.