

## STARS WORKSHEET

### STAR 4 – School Age Child Care (SACC)

**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, the program must meet all of the STARS Performance Standards for STAR 4, *as well as* STAR 1, STAR 2, and STAR 3. Equivalencies for School-Age (SACC) programs are listed throughout the worksheets. Please contact your Regional Key for more information regarding paperwork. SACC only sites should use these worksheets. Centers that have a mix of SACC and Early Learning components should contact the Regional Key for assistance.

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, STAR 2, and STAR 3 standards included in the STAR 4 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 your pre-designation preparation to help keep track of your progress. In the comments section, feel free to write specific notes or explanations. Many SACC equivalencies will be listed in this section.
3. *Designation Notes column* – STARS staff will use this column during your STAR 4 designation visit. There also is a section for comments where specific guidance can be provided.

As you are working through the worksheet, you will see 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.

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 42 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: 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><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 Completed: Date _____ Hrs _____</p> <p><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> <p><b>Comments:</b></p>

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<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></p> <p><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><b>SACC:</b> It is recommended that School Age directors complete Links to Learning to meet the Learning Standards professional development.</li> <li>Links to Learning Foundations is approved Core Series professional development. It is six hours in length and includes the following modules: <ul style="list-style-type: none"> <li>Theoretical Framework</li> <li>Curriculum Planning Basics</li> <li>Linking to Learning Standards</li> <li>Theme and Project-based Learning</li> </ul> </li> </ul> <p>Additional Links to Learning modules include:</p> <ul style="list-style-type: none"> <li>Coordinating and Communicating with Schools</li> <li>Family Engagement</li> <li>Homework centers</li> <li>Literacy</li> <li>Math</li> <li>Science</li> <li>Fitness &amp; Nutrition</li> <li>Technology</li> </ul> <p>Director's Initials: _____</p> <p><input type="checkbox"/> CQI Completed:    Date _____ Hrs _____</p> <p><input type="checkbox"/> FPD Completed:    Date _____ Hrs _____</p> <p><input type="checkbox"/> Learning Standards Completed:  Date _____ Hrs _____</p>	<p>CQI Completed:    Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>FPD Completed:    Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Learning Standards Completed:  Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>

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<p><b>4. Complete professional development in the ERS scales appropriate to age groups in the facility. (STAR 2)</b>  <input type="checkbox"/> STARS approved professional development certificates for the ERS scales appropriate to age groups in the facility.</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 professional development in the ERS scales appropriate to the facility.</li> <li>To determine which ERS is appropriate to your facility, please contact the Regional Key.</li> </ul> <p>Director's Initials: _____</p> <p><input type="checkbox"/> ECERS Completed: Date _____ Hrs _____</p> <p><input type="checkbox"/> SACERS Completed: Date _____ Hrs _____</p>	<p>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><b>5. Complete STARS Orientation Part 2. (STAR 3)</b>  <input type="checkbox"/> STARS approved professional development certificates for STARS Orientation Part 2.</p>	<p><b>Note:</b> Directors hired within the 12 months prior to designation have 12 months after their directorship start date to complete the STARS Orientation Part 2.</p> <p>Director's Initials: _____</p> <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>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

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<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><b>7. Level VI or above on the Career Lattice.*</b>  <input type="checkbox"/> Transcripts or copy of degree/diploma from an accredited college indicating completion of a Bachelor’s degree including 30 Education 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 Tool Available:</b>  <i>Career Lattice Information Sheet</i>  <i>Early Childhood Education (ECE) Credit Guidelines</i></p>	<p><b>SACC:</b> For SACC practitioners including Kindergarten, credits on the Career Lattice may be in Education (excluding Secondary Education).            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>

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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><b>2. Annually participate in 3 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 development activities</p> <p><input type="checkbox"/> STARS staff may interview director during the designation visit to discuss staff participation in professional growth and development activities</p> <p>List activity beside each check box:</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p>[List the number of activities on the <i>Staff Records Grid</i>. 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>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

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<p><b>3. Complete the PA Director's Credential. (STAR 3)</b>  <input type="checkbox"/> Documentation of completion in 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>Note:</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>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

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<p><b>4. 27 annual clock hours of professional development based on the PDR, including the Director’s section.</b>  <i>(This is 6 additional clock hours above the STAR 3 requirement; 21 clock hours must be based on the PDR. Also, 3 of the clock hours must be in management, professionalism, supervision, leadership, and/or administration.)</i></p> <p><input type="checkbox"/> Documentation of STARS approved professional development including information such as course title, hours, instructor signature and date.</p> <p><input type="checkbox"/> 3 hours in management, professionalism, supervision, leadership, and/or administration</p> <p><input type="checkbox"/> 21 hours of STARS approved professional development match the needs in PDR</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 credit = 15 annual clock hours.</li> <li>• Annual clock hours include professional development that has occurred in the 12 months prior to the designation visit. These hours may follow a staff person from one STARS facility to another, as long as the hours are taken within the year prior to designation and are aligned with the individual’s PDR and the ages of children served.</li> <li>• Director hired within the 12 months prior to designation have 12 months after their directorship start date 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> <li>• <b>SACC:</b> It is recommended that Directors of SACC programs attend “Using Portfolios to Bring Out the Best in School Age Children” as part of their annual hours.</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>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>Staff* Qualifications</b></p> <p><b>1. New Staff Orientation* completed by all aides and new staff within 90 days of start of employment. (STAR 2)</b></p> <p><input type="checkbox"/> Documentation of SACC New Staff Orientation for new staff (within 90 days of start of employment) and aides</p> <p>[Check (✓) on the Staff Records Grid. See column N.]</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• “New staff” includes employees who were hired within the past 6 months.</li> <li>• New staff and aides working <u>less</u> than 500 hours per year must complete the orientation within 180 days of start of employment.</li> <li>• Volunteers and Substitutes working <u>more</u> than 500 hours per year must complete the orientation within 180 days of start of employment.</li> <li>• For staff working in both Early Childhood and School Age classrooms, please complete the New Employee Orientation for the age group of primary focus.</li> <li>• It is recommended that staff complete this requirement within 30-45 days of hire, so that the provider receives the professional development certificate within the 90 day period.</li> <li>• These training hours count only for New Staff Orientation. They do not meet Health and Safety, Observation or other professional development requirements.</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>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

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<p><b>2. 100% of Teachers/Group Supervisors (GS) at Level V or above and 50% of Teachers/Group Supervisor (GS) at Level VI or above on Career Lattice; 50% of Assistant Teachers/Assistant Group Supervisor (AGS) at Level IV or above and 25% of Assistant Teachers/Assistant Group Supervisor (AGS) at Level V or above on Career Lattice; and 50% 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). [List Career Lattice levels on the <i>Staff Records Grid</i>. See column K.]</p> <p><b>Optional Tool Available:</b> <i>Career Lattice Information Sheet</i> <i>Early Childhood Education (ECE) 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 Education credits attained. If site is selected for grant/award monitoring, STARS staff will verify this information during the designation process.</li> <li>• <b>SACC:</b> The Pennsylvania School-Age Professional Credential (SAPC) may substitute for a CDA for staff employed at a SACC site. For information regarding the SAPC, including where to obtain the credential, please contact your Regional Key or visit <a href="http://www.pakeys.org">www.pakeys.org</a>. <i>(The School-Age Child Care Specialized Diploma through Northampton Community College and the School-Age Diploma through Harrisburg Area Community College may also continue to substitute for a CDA for staff employed at a SACC site. As of July 2010, practitioners with one of these degrees need to follow the renewal process established for the SACC Credential.)</i> For information regarding CDA programs / SACC Credential financial resources, call your Regional Key.</li> <li>• <b>SACC:</b> For SACC practitioners including Kindergarten, credits on the Career Lattice may be in Education (excluding Secondary Education).</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>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>Staff* Development</b></p> <p><b>1. Annual professional development plan is developed for each staff member based on needs identified in the Professional Development Record (PDR) and documented on the Professional Development plan in the PDR. (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><b>2. All staff must have current pediatric first aid certification.* (STAR 3)</b></p> <p><input type="checkbox"/> First aid card or professional development certificate indicating pediatric first aid</p> <p>[List the Pediatric First Aid Expiration Date on the Staff Records Grid. See column O.]</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Pediatric First Aid hours <u>cannot</u> count toward the annual clock hours required by the Performance Standards.</li> <li>In order for the First Aid Certificate to be current, it must be renewed on or before the expiration date, or every 3 years, as applicable.</li> <li>Pediatric First Aid is applicable to children from birth to 21 years old.</li> <li>Staff hired within the 12 months prior to designation have 12 months after date of hire to complete.</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>

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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, 24 annual clock hours of professional development* based on PDR; each Aide, 15 clock hours based on PDR.</b>  <i>(For Teachers/Assistant Teachers, this is 9 additional annual clock hours above the STAR 3 requirement and 18 of these clock hours must be based on the PDR. Each Aide needs 15 clock hours based on PDR, which is 3 above STAR 3)</i></p> <p><input type="checkbox"/> Teacher/Assistant Teacher – Each has additional 18 annual clock hours above the number to meet DPW regulations</p> <p><input type="checkbox"/> Aides – Each has additional 9 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 12 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> <li>• <b>SACC:</b> The content of staff professional development needs to be appropriate for the age groups served.</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>

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**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>4. All staff must have two hours of health and safety professional development annually. (STAR 2)</b></p> <p><input type="checkbox"/> Documentation of STARS approved professional development that indicates completion of two annual hours of health and safety in child care</p> <p><i>[List the professional development dates on the Staff Records Grid. See column Q.]</i></p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• “Managing Illness in Child Care” ECELS workshop is recommended as the initial course to meet this STARS performance standard.</li> <li>• If you have already taken this course, other examples of course topics include asthma, food allergies, childhood obesity, nutrition, physical activity, medication administration, immunization, child wellness, managing child health records, drug and alcohol prevention, and peer pressure.</li> <li>• For a list of health and safety courses in your area, login to the PA Keys to Professional Development website and view the calendar at <a href="http://www.pakeys.org">www.pakeys.org</a>.</li> <li>• Please contact your Regional Key if you want to know if a particular topic is appropriate to meet this standard.</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>

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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>  <input type="checkbox"/> Documentation of STARS approved professional development including information such as course title, hours, instructor signature and date.  <b>- OR -</b>  <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.  <i>[List professional development dates on the Staff Records Grid. See columns R-T.]</i></p>	<p><b>Note:</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 professional development related to appropriate learning environments for children. Staff who work in both Early Childhood and School Age classrooms must meet the standard for the age group of primary focus (ECERS, SACERS, etc.)</li> <li>• The Inclusive Practices requirement refers to professional development related to serving children with special needs or disabilities and/or supporting diverse children/families.</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>

\* Please see the Clarifications section beginning on page 42 of this worksheet.



**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. (STAR 3)</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, instructor signature and date.</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 U-W.]</i></p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• The professional development attended 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>• <b>SACC:</b> It is recommended that School Age directors complete Links to Learning to meet the Learning Standards professional development. Links to Learning Foundations is approved Core Series professional development. It is six hours in length and includes the following modules:             <ul style="list-style-type: none"> <li>○ Theoretical Framework</li> <li>○ Curriculum Planning Basics</li> <li>○ Linking to Learning Standards</li> <li>○ Theme and Project-based Learning</li> </ul> </li> </ul> <p>Additional Links to Learning modules include:</p> <ul style="list-style-type: none"> <li>○ Coordinating and Communicating with Schools</li> <li>○ Family Engagement</li> <li>○ Homework centers</li> <li>○ Literacy</li> <li>○ Math</li> <li>○ Science</li> <li>○ Fitness &amp; Nutrition</li> <li>○ Technology</li> </ul> <ul style="list-style-type: none"> <li>• <b>SACC:</b> It is recommended that School Age practitioners complete "Using Portfolios to Bring Out the Best in School Age Children" to meet the Child Assessment professional development.</li> <li>• The approved "Using Portfolios..." professional development is 6 hours in length.</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>

\* Please see the Clarifications section beginning on page 42 of this worksheet.



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

**STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>7. Annually, all staff involved in two professional growth and development activities.*</b></p> <p><input type="checkbox"/> Membership card, certificate, meeting minutes, certificate of attendance, or other documentation of at least two professional growth activities for each staff member</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 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.</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>

\* Please see the Clarifications section beginning on page 42 of this worksheet.



**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>  <input type="checkbox"/> Current Learning Standards are available to teachers and accessible for all staff members to review</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Copies of the Learning Standards for Kindergarten, 1<sup>st</sup> Grade, and 2<sup>nd</sup> Grade may be viewed, downloaded, or ordered 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>.</li> <li>Copies of the Academic Standards for 3<sup>rd</sup> Grade and above may be viewed online at <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a></li> <li>If you need further assistance in obtaining a copy of the any of the Learning Standards mentioned above, please contact your Regional Key.</li> <li>SACC programs obtain and maintain Learning Standards, as appropriate for the age groups in their program. Having internet access to standards for 3<sup>rd</sup> grade and higher is sufficient.</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><b>2. Learning Standards are used as a resource for staff in classroom planning and documentation of children’s learning. (STAR 2)</b>  <input type="checkbox"/> STARS staff may interview site staff during the designation visit regarding the use of the Learning Standards during staff planning  <input type="checkbox"/> Planned classroom activities reflect the Key Learning Areas of the appropriate Learning or Academic 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> <li><b>SACC:</b> Child-chosen activities are labeled and lesson plans reflect Key Learning Areas of the appropriate Learning or Academic Standards.</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>

\* Please see the Clarifications section beginning on page 42 of this worksheet.



**LEARNING PROGRAM**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>3. Implement a learning curriculum that incorporates Learning Standards, including a written curriculum statement. (STAR 3)</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>  <i>Using Curriculum and Assessment to Strengthen Classroom Practice</i>  <i>SCHOOL-AGE: Curriculum Statement Tool</i>  <i>SCHOOL-AGE: Lesson Plan Template</i>  <i>SCHOOL-AGE: Activity Schedule Week-at-a-Glance by Key Learning Area</i>  <i>SCHOOL-AGE: Aligning Curriculum with 1<sup>st</sup> Grade Standards</i>  <i>SCHOOL-AGE: Aligning Curriculum with 2<sup>st</sup> Grade Standards</i>  <i>Aligning Curriculum with Kindergarten Standards</i>  <i>Observation/Assessment/Conference Tracking Sheet</i>  <i>Curricula Crosswalk Aid (Kindergarten Learning Standards)</i></p>	<p><b>Notes:</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, 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> <li>• Optional Tools are available at the PA Keys website <a href="http://www.pakeys.org">www.pakeys.org</a>. Follow the Keystone STARS documents link.</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>

\* Please see the Clarifications section beginning on page 42 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 observation 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 observation and sharing with parent.</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>• <b>SACC:</b> An <i>observation</i> of school age children must be completed within 90 days of program entry.</li> <li>• It is recommended that the same observation tool be used for all children in a particular age group.</li> <li>• Observations may be done using techniques such as anecdotal records (e.g. detailed logs, running records on individual children) and/or homegrown checklist such as individual child development checklist.</li> <li>• Observations should be recorded using a format established in advance and used for all observations. This may include a facility designed or commercially published form that is appropriate for the observation technique(s) used.</li> <li>• Parent signature or documentation of an attempt for parent signature is available.</li> <li>• Staff performing the observation must have taken approved child observation professional development.</li> <li>• One method of sharing observations with parents is to attach the observations 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>

\* Please see the Clarifications section beginning on page 42 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. (STAR 3)</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> Observation/Assessment/Conference Tracking Sheet</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>Documentation of Observations (data collection)</li> <li>Evaluation (comparison) based on child's (comparative) progress in the program</li> <li>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> <li><b>SACC:</b> Assessment of school age children should be completed and shared with parents at least once per year.</li> <li><b>SACC:</b> It is recommended that school age practitioners use the method of assessment from "Using Portfolios to Bring Out the Best in School Age Children".</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>

\* Please see the Clarifications section beginning on page 42 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. (STAR 3)</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 individual and group developmental 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>Using Curriculum and Assessment to Strengthen Classroom Practice</i>  <i>SCHOOL-AGE: Curriculum Statement Tool</i>  <i>SCHOOL-AGE: Lesson Plan Template</i>  <i>SCHOOL-AGE: Activity Schedule Week-at-a-Glance by Key Learning Area</i>  <i>SCHOOL-AGE: Aligning Curriculum with 1<sup>st</sup> Grade Standards</i>  <i>SCHOOL-AGE: Aligning Curriculum with 2<sup>st</sup> Grade Standards</i>  <i>Aligning Curriculum with Kindergarten Standards</i>  <i>Observation/Assessment/Conference Tracking Sheet</i>  <i>Curricula Crosswalk Aid (Kindergarten Learning Standards)</i></p>	<p><b>Note:</b> Optional Tools are available at the PA Keys website <a href="http://www.pakeys.org">www.pakeys.org</a>. Follow the Keystone STARS documents link.</p> <p>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>

\* Please see the Clarifications section beginning on page 42 of this worksheet.

**LEARNING PROGRAM**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>7. All demographic information, including program and staff information, is recorded accurately and timely in the Early Learning Network (ELN). For infants, toddlers and preschoolers, child and family demographics are entered accurately and timely in ELN and child outcome data is reported electronically using Ounce Scale Online (OSO) and Work Sampling System Online (WSO). (STAR 3)</b></p> <p><input type="checkbox"/> Documentation of children's outcomes reported using Ounce/Work Sampling System's Guidelines and Checklists.</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• It is recommended that programs attend professional development on Ounce/Work Sampling System's Guidelines and Checklists for Child Outcome Reporting. Please contact your Regional Key for more information.</li> <li>• Child assessments must be completed on all children at the stated data collection points. If the functionality of ELN does not allow for entry of the assessment information into OSO/WSO, demographic information should be collected and child assessments should be completed on paper until the program is able to enter the information online. Attempted compliance should be documented via a record of Help Desk call logs and copies of emails. Upon resolution of the issue, the provider will be responsible for entering all data into ELN and WSO/OSO. Please contact your Regional Key in reference to ELS-KS 10 #02.</li> <li>• A child assessment must be completed on school-age children. However, providers are not required to report school-age children through ELN or WSO. Only Full Day Private Kindergartens are required to report school-age children through ELN or WSO.</li> <li>• <b>SACC:</b> Please contact your Regional Key for more information.</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>

\* Please see the Clarifications section beginning on page 42 of this worksheet.



**LEARNING PROGRAM**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>8. Program crosswalks curriculum and assessment tools to the Learning Standards.</b></p> <p><input type="checkbox"/> Facility’s curriculum and assessment tools are crosswalked to the key learning areas of the standards.</p> <p><input type="checkbox"/> List pre-crosswalked curricula in use:</p> <p>_____</p> <p>_____</p> <p><b>Optional Tool Available:</b>  <i>What is Curriculum?</i>  <i>Curricula Crosswalk Aid (Kindergarten Learning Standards)</i>  <i>SCHOOL-AGE: Aligning Curriculum with 1<sup>st</sup> Grade Standards</i>  <i>SCHOOL-AGE: Aligning Curriculum with 2<sup>nd</sup> Grade Standards</i>  <i>Aligning Curriculum with Kindergarten Standards</i>  <i>Observation/Assessment/Conference Tracking Sheet</i>  <i>Curricula Crosswalk Aid (Kindergarten Learning Standards)</i></p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Copies of the Learning Standards for Kindergarten, 1<sup>st</sup> Grade, and 2<sup>nd</sup> Grade may be viewed, downloaded, or ordered 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>.</li> <li>Copies of the Academic Standards for 3<sup>rd</sup> Grade and above may be viewed online at <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a>.</li> <li>If you need further assistance in obtaining a copy of the any of the Learning Standards mentioned above, 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><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></p> <p><input type="checkbox"/> Score sheet of completed ERS self-assessment</p> <p><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> <li>For additional clarifications by authors, please visit <a href="http://www.fpg.unc.edu">www.fpg.unc.edu</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>

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**LEARNING PROGRAM**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>2. The average facility score of all sampled classrooms/age groups assessed by a STARS ERS assessor must be a 5.25.</b>  <input type="checkbox"/> Summary report from Keystone STARS ERS Assessor indicates an average facility score for all sampled classrooms is at least a 5.25</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>            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><b>3. Each individual sampled classroom/age group must have an ERS score no less than 4.25.</b>  <input type="checkbox"/> Summary report from Keystone STARS ERS Assessor indicates ERS 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>            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><b>4. A written Improvement Plan is developed to address any ERS subscale score below a 4.25.</b>  <input type="checkbox"/> Written Improvement Plan addressing any subscale scores below 4.25 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>            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>

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**PARTNERSHIPS WITH FAMILY AND COMMUNITY**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>Community Resources / Family Involvement</b></p> <p><b>1. At enrollment, families are provided with information regarding public, social, and community services. (STAR 1)</b></p> <p><input type="checkbox"/> Copy of the information given to parent</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Providers may contact their local Early Intervention (EI), Children &amp; 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.</li> <li>• It is recommended that providers include information about Pennsylvania’s Promise for Children (<a href="http://paprom.convio.net">http://paprom.convio.net</a>).</li> <li>• 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.</li> <li>• It is recommended that providers offer the above materials 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>

\* Please see the Clarifications section beginning on page 42 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 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><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 dated 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>

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**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</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 is requested</p> <p style="text-align: center;"><b>-OR-</b></p> <p><input type="checkbox"/> Written enrollment practices require that the IEP 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><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 school age</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><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>

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<p><b>7. A plan is written and implemented describing procedures to refer parents to appropriate social, mental health, educational, wellness, and medical services. (STAR 3)</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><b>8. Coordinate a minimum of one annual group activity to involve parents in meeting program learning goals. (STAR 3)</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>Suggested activity topics include family literacy, health information, open house, children’s program, and family celebrations.</li> <li>The staff member who conducted the activity may be noted in meeting notes, an invitation to the event, or in other documentation.</li> <li><b>SACC:</b> Self-care may also be an appropriate topic.</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><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. (STAR 3)</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 written 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>

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**PARTNERSHIPS WITH FAMILY AND COMMUNITY**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>10. If applicable to the child, provider, in conjunction with parents and service providers from public, social, and community service organizations, implements activities appropriate to meet IEP or IFSP goals and/or special needs plans and objectives.</b></p> <p><input type="checkbox"/> For children with an IEP, implemented activities are noted in each child’s individual record</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><b>11. Program has policies that demonstrate engagement and partnership with parents in program planning and decision-making.</b></p> <p><input type="checkbox"/> Parent engagement and partnership policies are included in the Policy and Procedure Manual.</p> <p><input type="checkbox"/> Parent engagement and partnership policies are included in the parent handbook</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Suggested policies include a Parent Advisory Board, a system of family and child surveys, and a suggestion gathering (such as a suggestion box) and follow-up procedure, and a method for ensuring sensitivity to the cultures and diversity of the children and families.</li> <li><b>SACC:</b> “Links to Learning – Family Engagement” module will provide strategies for engaging families on multiple levels, steps to creating the partnership and a form and process for creating a Family Engagement Plan.</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>

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**PARTNERSHIPS WITH FAMILY AND COMMUNITY**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<b>Transition</b>		
<p><b>1. Program provides general information to parents regarding transitioning children to another classroom or educational setting. (STAR 1)</b></p> <p><input type="checkbox"/> Copy of information provided to parents regarding transitioning children to another classroom</p> <p><input type="checkbox"/> Copy of information provided to parents regarding transitioning children to another educational setting</p> <p><input type="checkbox"/> STARS staff may interview the staff during the designation visit to discuss general information provided to parents</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>It is recommended that providers offer the transitioning information in the parent’s/family’s primary language, if their knowledge of English is limited.</li> <li><b>SACC:</b> Information must include age appropriate tips for transitioning to self-care and/or other community/school programs/activities that serve school age children. Information is also included on transition between school day and SACC program.</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><b>2. Program transfers child records, at the request of the parent, when the child transitions to another educational setting. (STAR 2)</b></p> <p><input type="checkbox"/> Policy addressing the mechanism to transfer appropriate information is part of the Policy and Procedure Manual</p> <p><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"/></p> <p><b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Comments:</b></p>
<p><b>3. Program includes age-appropriate activities for children to prepare for transition. (STAR 2)</b></p> <p><input type="checkbox"/> Sample activities or lesson plans</p>	<p><b>SACC:</b> Information must include age appropriate tips for transitioning to self-care and/or other community/school programs for school age children. Information is also included on transition between school day and SACC program.</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>

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<p><b>4. Program participates in community/school transition activities as available. (STAR 3)</b>  <input type="checkbox"/> List of activities attended by facility staff.  <input type="checkbox"/> STARS staff will interview site staff during the designation visit regarding involvement in community/school transition activities.</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• <b>SACC:</b> This may include - Program incorporates programming that complements school-day activities. School-linkages may include aligned visions, complementary activities, scheduling, etc.</li> <li>• <b>SACC:</b> Community Linkages – Program may engage in community collaborations to enhance program activities. This may include educating youth about the community; encouraging youth to give back to their community through service projects builds links with businesses, municipal government, and local education institutions for funding, volunteering, programming, and/or advocacy.</li> <li>• <b>SACC:</b> Links to Learning resources “Connecting School and Afterschool 15 Ways to Improve Partnerships”  <a href="http://supportunitedway.org/files/SchoolTipCards.pdf">http://supportunitedway.org/files/SchoolTipCards.pdf</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>

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**PARTNERSHIPS WITH FAMILY AND COMMUNITY**

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<p><b>5. Program offers parents an individual meeting to share specific information regarding the child’s transition to another classroom or educational setting and to give parents written information about the child’s developmental progress.</b></p> <p><input type="checkbox"/> Copy of the dated meeting notice offering the parent an individual meeting regarding their child’s transition is a part of the child’s record</p> <p><input type="checkbox"/> Copy of the information provided to parent is part of the child’s record</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>It is recommended that providers offer the individual meeting in the parent’s/family’s primary language, if their knowledge of English is limited.</li> <li><b>SACC:</b> Information must include age appropriate tips for transitioning to self-care and/or other community programs for school age children. Information is also included on transition between the school day and the SACC program</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><b>6. Program develops and shares a written plan for child transition with parents and community/school stakeholders.</b></p> <p><input type="checkbox"/> Copy of the plan</p> <p><input type="checkbox"/> List of stakeholders with a description of how parents were involved in the process</p> <p><input type="checkbox"/> Dated copy of letter of introduction to appropriate stakeholders outlining goal to partner in child transitioning efforts</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> <li>It is recommended that providers contact local CEG Coordinator</li> <li><b>SACC:</b> This standard applies to the program’s relationship with the school and the transition between SACC and other community programs for school age children.</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>

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**LEADERSHIP AND MANAGEMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<b>Business Practices</b>		
<p><b>1. Program develops and distributes a Parent Handbook. (STAR 1)</b>  <input type="checkbox"/> Parent Handbook  <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.            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><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. 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"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>

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<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 SACC 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><b>4. A policy and procedure manual is developed and made available to the staff at all times. (STAR 3)</b></p> <p><input type="checkbox"/> Policy and Procedure Manual</p> <p>Please list any other Business Practice tools 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>

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<p><b>5. A financial system with quarterly comparisons of expenses to revenue is implemented. (STAR 3)</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></p>
<p><b>6. The program creates a mission statement. (STAR 3)</b>  <input type="checkbox"/> Mission statement has been created and is available to staff and parents  <b>Optional Tool Available:</b>                      Mission Statement Article</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></p>
<p><b>7. Annual operational business plan to address organizational stability and to implement quarterly reconciliation.</b>                      Business plan that:  <input type="checkbox"/> is updated annually.  <input type="checkbox"/> addresses quarterly reconciliation.  <input type="checkbox"/> plans for organizational stability.</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• A Business Plan is a document that guides your business-related decisions. It includes a description of your business and its operating procedures, as well as fiscal and personnel information.</li> <li>• For additional information regarding Business Plans, 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> <li>• For a multi-site program, a business plan need not be site-specific as long as it reflects the competency of the corporate entity..</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>

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<p><b>8. Program establishes a written code for professional conduct of staff.</b>  <input type="checkbox"/> Written code for staff professional conduct  <input type="checkbox"/> STARS staff will interview site staff during designation visit to verify that they were informed of written code</p>	<p><b>Note:</b> Your facility may adopt other official codes of conduct from organizations such as NAEYC’s Code of Ethical Conduct.                      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><b>9. Annual independent financial review by a CPA is conducted.</b>  <input type="checkbox"/> Documentation of independent financial review by a Certified Public Accountant (CPA)                      Dates of review _____</p>	<p><b>Note:</b> This review may be a part of an independent audit.                      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><b>10. Risk management plan is written and developed that identifies potential operational risks and specifies ways to reduce or eliminate risks.</b>  <input type="checkbox"/> Risk Management Plan and dates of review  <b>Optional Tool Available:</b>  <i>Risk Management Plan Guide</i></p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• A risk management plan is reviewed at least annually and is updated as deemed necessary.</li> <li>• A risk management plan is much broader than the emergency preparedness plan required by DPW regulations. Please refer to the optional tool for assistance.</li> <li>• The program may engage a consultant to assist in the development of this plan.</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><b>Continuous Quality Improvement</b></p>		
<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></p>

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<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></p>
<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"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>
<p><b>4. Provider develops a Continuous Quality Improvement Plan using multiple sources. (STAR 3)</b>  <input type="checkbox"/> Continuous Quality Improvement Plan with a list of at least 3 sources of information  <b>Optional Tool:</b>            STARS Continuous Quality Improvement Plan Instructions &amp; Appendices            STARS Resource Planning Guide            Change of Directorship</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"/>  <b>Comments:</b></p>	<p>Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>  <b>Comments:</b></p>

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<p><b>5. A Strategic Plan is aligned with the program’s mission statement and put in place.</b>  <input type="checkbox"/> Strategic plan is developed, implemented and reviewed annually</p>	<p><b>Note:</b> For additional information regarding Strategic Planning, 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>.                      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>
<b>Staff Communication and Support</b>		
<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>  <input type="checkbox"/> Agenda, minutes, sign-in sheets showing that staff members have opportunity to participate in a meeting at least once per month to discuss the learning program  <input type="checkbox"/> STARS staff will interview site staff during the designation visit regarding the basic agenda for staff meetings</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>The Learning Program includes all aspects of your educational program, including curriculum and a discussion of continuous quality improvement (CQI) planning.</li> <li><b>SACC:</b> Staff persons must meet at least bi-monthly.</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><b>2. Director* develops plan for sharing information about Keystone STARS, continuous quality improvement, and professional development with staff members. (STAR 1)</b>                      Plan for sharing information regarding  <input type="checkbox"/> Keystone STARS  <input type="checkbox"/> Continuous quality improvement  <input type="checkbox"/> Professional development  <b>Optional Tool Available:</b>                      Talking Points for Directors</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></p>

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STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<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><b>4. Annually, at least two classroom observations are conducted and feedback regarding job performance is provided to the staff member. (STAR 3)</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> Staff Classroom Observation Guide</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><b>5. Annual performance evaluation provided in written format to employee. (STAR 3)</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>

\* Please see the Clarifications section beginning on page 42 of this worksheet.

**LEADERSHIP AND MANAGEMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>6. Teachers and Assistant Teachers are provided at least four 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><b>SACC:</b> School Age Only providers are required to provide a minimum of <b>2</b> hours per month of paid curriculum and lesson planning/preparation time away from 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><b>7. Staff members are offered a minimum of 15 minutes with no program responsibilities for each 4 hour period worked.</b></p> <p><input type="checkbox"/> Policy on staff schedules and breaks assures staff are offered at least 15 minutes without any program responsibilities for every 4 hours worked</p> <p><input type="checkbox"/> Staff schedules reflect break times</p> <p><input type="checkbox"/> STARS staff will interview site staff to verify that they are offered at least 15 minutes away from program responsibilities for 4 hour period worked</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• One 15-minute period must be offered for each 4 hours worked.</li> <li>• There are PA Department of Labor &amp; Industry regulations that affect breaks. Please visit the FAQ section of <a href="http://www.dli.state.pa.us">http://www.dli.state.pa.us</a> for more information.</li> <li>• Collective Bargaining Agreements (CBA) may supersede this Performance Standard.</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>
<b>Employee Compensation</b>		
<p><b>1. List of all staff by positions, salary, and tenure. (STAR 2)</b></p> <p><input type="checkbox"/> Documentation of staff positions and tenure [List on the Staff Records Grid. See column A-D.]</p> <p><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.</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>

\* Please see the Clarifications section beginning on page 42 of this worksheet.

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

**LEADERSHIP AND MANAGEMENT**

STARS Performance Standard & Documentation	Pre-Designation Notes	Designation Notes
<p><b>2. A salary scale based on level of education/ training, and years of ECE experience is documented. (STAR 3)</b>  <input type="checkbox"/> Site-based salary scale based on level of education, 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></p>
<p><b>3. At least 4 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 4 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, please 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></p>

\* Please see the Clarifications section beginning on page 42 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** For SACC-only sites, the new staff orientation may be provided using the DPW-approved SACC New Staff Orientation workbook and video or 15 hours of documented topics outlined by *Caring for Our Children 2<sup>nd</sup> ed, Section 1.023*. The SACC New Staff Orientation can be ordered through the PA Key. Please call the PA Key at 1-800-284-6031. 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.
- 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.
  - If a SACC program is only open during the school year, the school year is considered its calendar/fiscal year.
  - 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 staff incentives may be acceptable benefits. Please contact your Regional Keys for assistance.

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

When you believe that you meet the STAR 4 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.

## 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.

TEACHER / GROUP SUPERVISOR (GS)	ASSISTANT TEACHER / ASSISTANT GROUP SUPERVISOR (AGS)	AIDE
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>	B ÷ A = _____ X 100 = _____ % (F)	<input type="checkbox"/> <b>STAR 2 - D equals 100%</b>
<input type="checkbox"/> <b>STAR 3 - D equals 100%</b>	C ÷ A = _____ X 100 = _____ % (G)	<input type="checkbox"/> <b>STAR 3 - E equals at least 25%</b>
<input type="checkbox"/> <b>STAR 4 - E equals at least 50%</b>	D ÷ A = _____ X 100 = _____ % (H)	<input type="checkbox"/> <b>STAR 4 - E equals at least 50%</b>
	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>	

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

## STAFF RECORDS GRID – STAR 4

**Instructions:** This form will assist you in completing the *STARS Worksheet – STAR 4*. You will notice that there is a letter at the top of each column. These letters appear throughout the *STARS Worksheet – STAR 4*. 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.

	A	B	C	D	E				F	G	H	I	J	K	L	M	N	O	P		
	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		AA		BA/BS						Pediatric First Aid	Director 27 Annual Hours	Teacher/Asst Teacher 24 Annual Hours	Aide 15 Annual Hours			
					Enrd	Attd	Enrd	Attd	Enrd	Attd											
<i>Example: Jane Doe</i>	<i>1/1/04</i>	<i>T</i>	<i>FT</i>				✓			✓	VI	✓	✓	✓	6/30/11		26				
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 4 (continued)

**Instructions:** This is the second page of the *Staff Records Grid – STAR 4*. 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.

