

STAR 2: Required Performance Standards

Criteria #	Performance Standard	Suggested Measurement / Evidence / Documentation	Meets Standards
Staff Qualifications and Professional Development			
SQ.2.1	<p>Program Leadership and Staff complete NEW Keystone STARS Orientation Part 1 and 2 (within 90 days of hire)</p> <p>Part 1 – Overview of STARS System and CQI Principles</p> <p>Part 2 – Elements of Assessing and Building Quality</p> <ul style="list-style-type: none"> • The Pennsylvania Core Knowledge Competencies (CKC) • Pennsylvania Big Ideas Framework • Continuous Quality Improvement (CQI) • PA Early Learning Standards • Using Caring for our Children Basics (CFOCB) to Support Practice • Assessment tools that support program quality • Supporting interactions with children and families 	<ul style="list-style-type: none"> - Certification of Completion - Facility profile and staff list - Links to Learning (SACC Only Programs) - Program provides information on how they define Program Leadership - PD and Staff Qualification Grid 	<input type="checkbox"/> Yes <input type="checkbox"/> No
SQ.2.2	Program Leadership and Staff are registered in the Professional Development Registry (within 60 days of hire).	<ul style="list-style-type: none"> - PD Registry transcript report - PD and Staff Qualification Grid 	<input type="checkbox"/> Yes <input type="checkbox"/> No
SQ.2.3	Individualized annual professional development plans are developed for Program Leadership and Staff to support educational achievement and professional growth. Annual written professional development plans are based on needs identified in the Big Ideas and Individual Professional Development Plan (IPDP). Plan includes goals to support further education.	<ul style="list-style-type: none"> - PD registry -IPDP compliance report - PD and Staff Qualification Grid 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Early Care and Education Program			
EC.2.1	Program conducts self-assessments using evidence-based tools and creates a CQI Plan with goals and action items to support improvement.	- Copy of self-assessment and CQI Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No
EC.2.2	Pennsylvania's Early Learning Standards are used as a resource for staff to support planning and documentation of children's learning. Lessons plans reflect a balance of activities that support developmentally appropriate learning through play.	- Copy of lesson plans that show references to PA ELS, a balance of activities and notes on children's progress	<input type="checkbox"/> Yes <input type="checkbox"/> No
EC.2.3	A research-based developmental screening tool is used within 45 days of enrollment to identify children who may need additional evaluation and/or intervention strategies.	- List of Screening tools and associated policies Examples: ASQ, ASQ-SE and/or Brigance Screening	<input type="checkbox"/> Yes <input type="checkbox"/> No
EC.2.4	Program adopts Pennsylvania's Office of Child Development and Early Learning state policies, practices and supports regarding inclusion. The Program develops a process to address the local steps in the OCDEL Inclusion Announcement. Programs may choose to collaborate with the local Early Intervention Program to support this activity.	- Copy of process and associated policies regarding evidence of practice	<input type="checkbox"/> Yes <input type="checkbox"/> No
EC.2.5	Program adopts Pennsylvania's Office of Child Development and Early Learning state policies, practices and supports regarding suspension and expulsion and has policies and practices in place to support the social and emotional development of children served. Programs may choose to collaborate with the local Early Intervention Program to support this activity.	- Copy of process and associated policies regarding evidence of practice	<input type="checkbox"/> Yes <input type="checkbox"/> No

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Partnerships with Families & Communities			
FC.2.1	IEP or IFSP written plans, and/or special needs assessments are utilized as appropriate to inform practice. Participants at IEP/IFSP meetings include family members, the child's teacher, specialists and director or administrator.	- Copy of process and associated policies regarding evidence of practice	<input type="checkbox"/> Yes <input type="checkbox"/> No
FC.2.2	Program has a written policy to support a child's transition from one classroom/group or program to the next and from preschool to kindergarten. The policy includes a plan for the program to share information with families regarding transitioning plans. Includes a plan to support school age children in transitioning to self-care.	- Copy of policy - Copies of information given to families (letter, meeting invitation) - Examples of transition plans for each age group	<input type="checkbox"/> Yes <input type="checkbox"/> No
FC.2.3	Programs have a policy and/or practice in place to support and encourage family engagement and a minimum of one family conference is offered per year to discuss children's progress and behavioral, social, and physical needs.	- Copy of conference invitation template, schedule of conferences, records of completed conferences, family handbook - Copy of policy	<input type="checkbox"/> Yes <input type="checkbox"/> No
FC.2.4	A Family Handbook is distributed to outline program policies and practices beyond those required by Certification. (See Appendix D Keystone STARS Policy Manual)	- Copy of handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No
Leadership and Management			
LM.2.1	A financial record keeping system for revenue and expenses is in place.	- Evidence of a financial record keeping system	<input type="checkbox"/> Yes <input type="checkbox"/> No
LM.2.2	A policy manual is provided to staff to support their understanding of program policies, procedures, roles and responsibilities.	- Copy of manual and evidence that it is shared with staff	<input type="checkbox"/> Yes <input type="checkbox"/> No
LM.2.3	Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences.	- Copy of tracking document - In progress and current action plans– not sample. - Description of process implementation	<input type="checkbox"/> Yes <input type="checkbox"/> No
LM.2.4	A system of site safety review is in place including strategies for supervising children.	- Guidance and checklist for site review and schedule	<input type="checkbox"/> Yes <input type="checkbox"/> No
LM.2.5	Program uses Caring for our Children to establish policies and practices regarding care plans for children with special needs, asthma, medical needs, food allergies, and medication administration.	- Copy of policies showing evidence of practice	<input type="checkbox"/> Yes <input type="checkbox"/> No

