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| ***STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT*** | | | | | | | |
| **PERFORMANCE STANDARDS**  **FOR CENTERS** | **STAR 2**  **Performance Standards** | **Complete/ Currently Meet Standard** | **3 Months** | **6 Months** | **9 Months** | **12 Months** | **12+ Months** |
| ***General CC.1*** | Must meet all standards for STAR 1 and maintain Regular Certificate of Compliance from DHS, hold private academic license and are in good standing with PA Dept. of Education, or be a Head Start or Early Head Start program with substantial compliance. |  |  |  |  |  |  |
| ***Staff Qualifications and Professional Development***  ***SQ 2.1*** | Program Leadership and Staff complete NEW Keystone STARS Orientation Part 1 and 2 **(within 90 days of hire)**. Staff show evidence of using Caring For Our Children Basics (CFOCB) to support practice |  |  |  |  |  |  |
| ***Staff Qualifications and Professional Development***  ***SQ 2.2*** | Program Leadership and Staff are registered in the Professional Development Registry **(within 60 days of hire)** |  |  |  |  |  |  |
| ***Staff Qualifications and Professional Development***  ***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. |  |  |  |  |  |  |
| ***EARLY CARE AND LEARNING PROGRAM*** | | | | | | | |
| **PERFORMANCE STANDARDS**  **FOR CENTERS** | **STAR 2**  **Performance Standards** | **Complete/ Currently Meet Standard** | **3 Months** | **6 Months** | **9 Months** | **12 Months** | **12+ Months** |
| ***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 achievement. |  |  |  |  |  |  |
| ***Early Care and Education Program***  ***EC 2.2*** | Pennsylvania’s Early Learning Standards are used as a resource for staff to support planning and documentation of children’s learning. Lesson plans reflect a balance of activities that support developmentally appropriate learning through play. |  |  |  |  |  |  |
| ***Early Care and Education Program***  ***EC 2.3*** | A research-based developmental screening tool is used **within 45 days of enrollment** to identify children who made need additional evaluation and/or intervention strategies. |  |  |  |  |  |  |
| ***Early Care and Education Program***  ***EC 2.4*** | Program adopts Pennsylvania’s Office of Child Development and Early Learning policies, practices and supports regarding inclusion. The program develops a process to address the local steps in the OCDEL Inclusion Announcement. |  |  |  |  |  |  |
| ***Early Care and Education Program***  ***EC 2.5*** | Program adopts Pennsylvania’s Office of Child Development and Early Learning policies, practices and supports regarding suspension and expulsion and has policies in place to support the social and emotional development of children served. |  |  |  |  |  |  |
| ***PARTNERSHIPS WITH FAMILIES & COMMUNITY*** | | | | | | | |
| **PERFORMANCE STANDARDS**  **FOR CENTERS** | **STAR 2**  **Performance Standards** | **Complete** | **3 Months** | **6 Months** | **9 Months** | **12 Months** | **12+ Months** |
| ***Partnerships with Families and 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 to include family members, the child’s teacher, specialists and director or administrator. |  |  |  |  |  |  |
| ***Partnerships with Families and Communities***  ***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. |  |  |  |  |  |  |
| ***Partnerships with Families and Communities***  ***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. |  |  |  |  |  |  |
| ***Partnerships with Families and Communities***  ***FC 2.4*** | A Family Handbook is distributed to outline program policies and practices beyond those required by Certification. |  |  |  |  |  |  |

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| ***LEADERSHIP AND MANAGEMENT*** | | | | | | | |
| **PERFORMANCE STANDARDS**  **FOR CENTERS** | **STAR 2**  **Performance Standards** | **Complete** | **3 Months** | **6 Months** | **9 Months** | **12 Months** | **12+ Months** |
| ***Leadership and Management***  ***LM 2.1*** | A financial record keeping system for revenue and expenses is in place. |  |  |  |  |  |  |
| ***Leadership and Management***  ***LM 2.2*** | A policy manual is provided to staff to support their understanding of program policies, procedures, roles and responsibilities. |  |  |  |  |  |  |
| ***Leadership and Management***  ***LM 2.3*** | Program uses documents for tracking child and staff illnesses and injuries, including plans of action to prevent further occurrences. |  |  |  |  |  |  |
| ***Leadership and Management***  ***LM 2.4*** | A system of site review is in place including strategies for supervising children. |  |  |  |  |  |  |
| ***Leadership and Management***  ***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. |  |  |  |  |  |  |