

Vermont STARS



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decisions

Center Based Child Care and Preschool
Programs and Family Child Care Homes

June 2026

STARS@Vermont.gov

1 (800) 649-2642 Option 8



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Arabic

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Somali

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Part 1:

Introduction to STARS

Welcome to STARS!

By participating in STARS, you're recognizing the great work your program already does and showing a commitment to professionalism and quality child care. STARS provides a framework to support you as a reflective educator and leader.

This guide helps you through each step of the process, with tools and tips to make it simple. STARS is not about checking boxes: it's about meaningful improvements that benefit your program, your staff, and the children and families you serve. Whether you're just getting started or deep into your journey, we're here to support you.

For information and to reach the STARS team: visit [the STARS website](#), contact STARS@Vermont.gov, or call 1-800-649-2642, option 8.

What is STARS?

STARS stands for **ST**ep **A**head **R**ecognition **S**ystem. STARS is Vermont's Quality Recognition and Improvement System (QRIS), administered by the Child Development Division (CDD).

STARS is a program for all Vermont early childhood and afterschool programs licensed and in good regulatory standing with CDD. It helps programs see their strengths and pinpoint ways to keep getting better.

STARS helps programs:

- Reflect on current practices
- Celebrate strengths
- Identify areas for growth
- Make a plan to improve
- Collaborate as a team
- Demonstrate commitment to quality

How STARS Works

STARS is flexible and designed to meet programs where they are.

Each level of STARS shows a strengthening commitment to quality. Each STARS level builds on the one before it. When your program meets the standards at one level, it helps you do even more to support children's health, happiness, and learning at the next level. At every level, your program not only meets the standards but also works on goals through a Continuous Quality Improvement (CQI) Plan.

Don't worry if you don't understand some terms below — we'll define and explain each later in the guide.

- **Level 1:** All registered and licensed programs in Vermont that follow child care licensing regulations are automatically enrolled in STARS at **Level 1**.
- **Level 2:** Complete a **self-study**, reflect on your program's strengths and areas to grow, and create a **Continuous Quality Improvement (CQI) plan**.
- **Level 3:** **Put your CQI Plan into action**, complete an unscored program assessment, and meet standards in three Elements of Quality.
- **Level 4:** **Meet higher standards and strengthen your practices** by continuing your CQI work, and participate in a scored program assessment completed by SPARQS.
- **Level 5:** Demonstrate **the highest level of program quality** through external program assessment results and your deep, ongoing commitment to quality improvement.

You can apply directly for the level your program is ready for. Wherever your program starts, your commitment to growth makes a difference for children and families. STARS meets you where you are and grows with you over time.

Sharing your STARS level publicly shows families and your community that you're dedicated to providing high-quality early childhood education. It helps families make informed decisions when choosing a program. Programs also receive financial bonuses for moving up in STARS.

Moving Up or Renewing STARS

This guide will help you identify the STARS level that is the best match for where your program is now, what you'll need to achieve that level, and the supports available to help you reach it.

For each level, you will submit an application, evidence, and a Continuous Quality Improvement (CQI) plan. You will earn a STARS Level certificate for a successful application. (If your application doesn't work out the first time, don't stress. We'll help you figure out the next steps and connect you with the supports you need to move forward.)

Your **STARS Level certificate is valid for three years**. Each year, you'll check in with a short **annual update** to share your progress. If you're ready to move up to the next level in less than three years, you can.

Program Organization Changes and STARS Level Transfers

If your program receives a new license number because of a move to a new location or because of a change in program type, such as changing from a registered home to a licensed family child care program, your STARS rating will be transferred to the new license number.

If your program is sold to a new owner or organization, the STARS level under the previous owner will be transferred for 120 days. At the end of the 90-day period, the new program leader must submit a STARS portfolio reflecting those changes.

If an organization expands and opens new programs under the same administration, each new program must apply individually to STARS. Each program must have its own CQI plan with evidence that is specific to the individual program.

Quality and Capacity Incentive Payments (QCIP)

Each time your program's STARS Application is processed and accepted by the STARS team, you will receive a STARS Bonus through the state's Quality and Capacity Incentive Program. These bonuses are calculated based on your program type, number of children enrolled, and STARS level. You can find more information about the STARS bonuses on the [QCIP website](#).

Streamlined Application Pathways

There are four different ways that your program may be qualified to have your STARS application fully or partially streamlined. This includes programs that are: Head Start, NAEYC Accredited, Early MTSS Implementation Sites, and NAFCC accredited programs.

Head Start Programs

Head Start Grantee: Organizations that are the Head Start grantee are fully streamlined to STARS Level 5 for all three elements of quality requirements.

Head Start Partner Sites: Programs that are a partner program to a Head Start grantee are streamlined for Adult-Child Interactions, at STARS Level 5. Note: For your program to be recognized at STARS Level 5, you still need to meet the full requirements for Family Engagement and Responsive Practice. You'll also need to submit your current contract with the designated Head Start grantee as part of your application.

National Association for the Education of Young Children (NAEYC) Accredited Programs

NAEYC Recognized (Partially Streamlined):

- Streamlined for Responsive Practice element of quality at STARS Level 5
- Must still meet full requirements for the other two elements of quality:
 - Adult-Child Interactions
 - Family and Youth Engagement

NAEYC Accredited and Accredited+:

- Streamlined for all three STARS element of quality areas at Level 5
- CLASS observations are required
- CLASS scores will **not** affect Level 5 status

Important Note about NAEYC programs and CLASS Observations:

CLASS observations are required for all NAEYC tiers. However, scores only impact programs at the Recognized level. This will go into effect on January 1, 2027

Early Multi-Tiered System of Supports (Early MTSS) Implementation Sites

Programs that are Early MTSS Implementation Sites can be streamlined into the STARS framework. The STARS level that they begin at will depend on how long they have been recognized by the Agency of Education (AOE) as an EMTSS implementation site.

Recognized by the AOE for less than a year: Your program will be streamlined to STARS Level 4 for the requirements within Adult-Child Interactions and Responsive Practice. This means that your program needs to meet the full requirements for Family Engagement at STARS Level 4 for your program to be recognized at this level.

Recognized by the AOE for more than a year: Your program will be streamlined to STARS Level 5 for the requirements within Adult-Child Interactions and Responsive Practice. This means that your program needs to meet the full requirements for Family Engagement at STARS Level 5 for your program to be recognized at this level.

At this time, either the CLASS or TPOT assessments are acceptable for Early MTSS Implementation Sites. Both assessments must be completed by an external assessor to be considered as valid. As part of your application, you'll need to submit your Early MTSS Implementation Site Certificate that was awarded to you by AOE.

National Association for Family Child Care (NAFCC)

Your program will be streamlined to STARS Level 3 for the requirements within Adult-Child Interactions and Responsive Practice, and Level 2 for Family Engagement.

CDD STARS Team: Your Program Contact

The [CDD STARS Team](#) is your go-to contact for questions about your STARS application, documentation, or current level — or if you need clarification on anything in this guide.

You can contact the STARS Team at STARS@vermont.gov or 800-649-2642 (option 8).

The Child Development Division (CDD) works with early childhood educators, families, and communities to expand access to high-quality, equitable services for young children in Vermont. Learn more at [the CDD website](#).

SPARQS: Your Support Hub

[SPARQS](#) (System for Program Access to Resources for Quality Supports) is your go-to partner for coaching, tools, and hands-on support — whether you're in STARS already or just exploring your next steps.

Through SPARQS, you can access **free**:

- Quality coaching and support

- STARS program assessments
- Vermont Early Childhood Networks (VECNs)
- Self-directed resources at [Shared Services Vermont](#)

SPARQS supports are free for all regulated programs, funded by CDD and administered by VTAEYC. Learn more at [the SPARQS site](#).

How to Use this Guide

This guide is here to help you along the way. Whether you're just getting started or aiming for five stars, this guide will help you stay on track and achieve your goals.

Learn the Basics

Keep reading **Part 1: Introduction to STARS** to learn about the three Elements of Quality and six Knowledge Areas, giving you an overview of the standards for each STARS level. You will also learn about Continuous Quality Improvement (CQI), and collecting and sharing evidence that shows how your program meets level standards.

Find Your Level Section

Go to **Part 2: Level Sections** and look for the section that matches your desired STARS level.

Understand the Level Standards

At each level, you'll complete a program self-study, meet the Elements of Quality, and learn what evidence your program needs to provide.

Follow the Instructions

Each level section outlines what's required, how to achieve the standard, and what evidence to share.

Use the Supports

We're here for you! This guide includes our links to coaching, examples, templates, and tools. [SPARQS](#) quality support specialists and program assessors offer in-person resources.

Have questions about your application or STARS level? Contact the CDD STARS Team at STARS@vermont.gov or 800-649-2642 (option 8).



Elements of Quality and Knowledge Areas

Elements of Quality

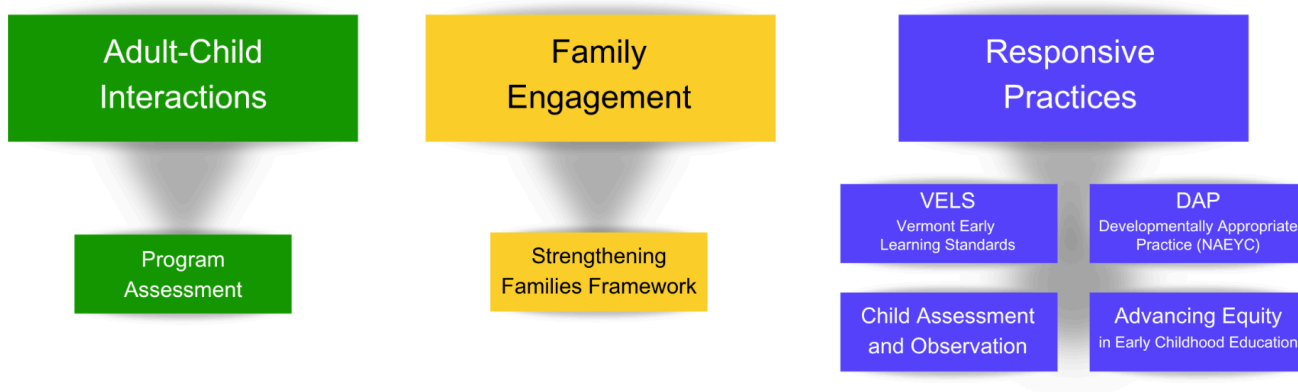
What does your program staff need to know to support families and provide the best outcomes for children? STARS identified three categories for these need-to-knows and each one is an Element of Quality. These elements are the heart of STARS and reflect what matters most for young children, families, and the educators who care for them. Together, these elements support better outcomes for children throughout their lives.

The three Elements of Quality are Adult-Child Interactions, Family Engagement, and Responsive Practices.

Higher STARS levels have higher standards for how you apply what you know within each element of quality. **There are six Knowledge Areas** selected by STARS for their support of high-quality teaching and caregiving. STARS provides tools and resources to help assess and build your knowledge in these areas.

Visual learners: This guide color-codes the three different Elements of Quality, and the Knowledge Areas that support each element of quality.

Figure 1: The Three Elements of Quality and Knowledge Areas



Element of Quality: **Adult-Child Interactions**

These are positive, caring relationships between adults and children that support social, emotional, and intellectual growth. They're the foundation of the learning process and overall development of children.

Knowledge Area: **Program Assessment**

Learn about outside assessments and how they help programs improve. Adult-Child Interactions are supported by program assessment tools like **the Classroom Assessment Scoring System® (CLASS) tool**, which helps educators strengthen their everyday interactions with children.

- **Resource:** [CLASS tool](#)

What is CLASS?

CLASS is an observation tool developed by Teachstone. It measures what matters most to children's learning and development: interactions among educators and children.

But CLASS is more than a measurement tool. It also provides specific descriptions of impactful educator-child interactions, based on research. These descriptions are a shared language for educators to use as they improve their practice. CLASS was chosen because it works in every early childhood setting, regardless of program size, philosophy, or materials. With CLASS at the center of continuous quality improvement, educators can focus on the interactions that impact children most. Learn more at [VTAEYC's CLASS page](#).

Element of Quality: **Family Engagement**

When families feel supported, children are more likely to thrive. Programs work together with families to build strong, respectful partnerships. These connections celebrate each family's unique culture and experiences, and help support every child's development.

Knowledge Area: **Strengthening Families Framework**

This element of quality is about how your program welcomes and engages families while promoting the five protective factors from the Strengthening Families Framework. The Strengthening Families Self-Assessment will show you how your program currently supports family engagement and offer ideas to strengthen those everyday practices.

- **Resource:** [Center-Based Program Self-Assessment](#)
- **Resource:** [Family Child Care Self-Assessment](#)
- **Resource:** [Abbreviated Strengthening Families Self-Assessment](#)

The five protective factors in the Strengthening Families Framework are:

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Social and emotional competence of children

The Strengthening Families framework is a research-informed approach to increase family strengths, enhance child development, and reduce the likelihood of child abuse and neglect. At its heart, Strengthening Families is about changing how service providers interact with families to support them in building protective factors. Learn more at the [Center for the Study of Social Policy's Strengthening Families page](#).

Element of Quality: **Responsive Practices**

Children thrive in environments where differences are honored and they are seen, valued, and feel like they belong. Educators who use responsive practices intentionally adjust their approach to reflect each child's age, background, language, identity, and learning needs. These practices create inclusive environments where differences are honored and all children are seen, valued, and feel like they belong. The resources associated with each knowledge area help educators make thoughtful, informed choices that support each child's growth.

Knowledge Area: **Vermont Early Learning Standards (VELS)**

The Vermont Early Learning Standards (VELS) highlight key areas of development and learning for children in Vermont.

- **Resource:** [Vermont Early Learning Standards](#)

Knowledge Area: **Developmentally Appropriate Practice (DAP)**

Use teaching strategies that match children's ages, needs, and personalities. Help each child learn and grow in ways that are just right for them.

- **Resource:** [NAEYC Position Statement on Developmentally Appropriate Practice \(DAP\)](#)

Knowledge Area: **Child Observations**

Observing children helps guide changes to the classroom and plan lessons that support each child's development.

- **Resource:** [Teaching Strategies GOLD](#)
- **Resource:** [STARS Child Observation Questions](#)
- **Resource:** [STARS Child Observation Template](#)
- **Resource:** [STARS Learning Activity Planning Template](#)

Knowledge Area: [Advancing Equity in Early Childhood Education](#)

Create classrooms that are welcoming, respectful, and inclusive of all children and families.

- **Resource:** [NAEYC Position Statement on Advancing Equity in Early Childhood Education Position Statement](#)



Building Your Application

Parts of Your STARS Application

Your STARS application has two key parts:

Meeting Standards with Evidence

For each level, you'll provide evidence that shows how your program meets the standards. This includes things like staff qualifications, use of assessments, and how you support children's development and learning. In many cases, meeting a standard — like conducting an assessment or observing children — can also give you information that helps you set goals for improvement.

Your Continuous Quality Improvement (CQI) Plan

The second part of your application is your CQI Plan. This is where you'll identify goals to help your program grow, based on what you've learned through your self-assessment and day-to-day experience.

Evidence

When you submit your application, you'll need to show how your program meets the STARS standards for your chosen level. The way to do that is **by sharing evidence of your program's work and progress.**

Your CQI Plan shows where your program is going, and how you're growing over time. Evidence shows where your program is now. That's why it's important to show not just that you meet STARS standards, but how your program puts those standards into practice.

How to Use Evidence in Your STARS Application

Evidence is real examples of the quality practices already happening in your program. It gives a clear picture of how your team is meeting the STARS standards.

There are some specific evidence requirements for each STARS level. These standards cover things like assessments, professional development, and your CQI process. We will share these in each level section.

STARS recognizes that every program is unique. If your team has developed its own way of assessing children's growth and learning, you are encouraged to share it. **There is flexibility in how you show quality: what matters most is that your evidence clearly connects to the standard.**

Choose evidence that shows how your program meets each standard. You don't need to include every type of evidence listed in the STARS level section — just enough to clearly show your progress. One piece of evidence can be used for more than one standard. If it is, be sure to upload it separately for each standard it supports. Before you upload, double-check that any private details — like names or birth dates — are covered up. You can cover up private information by highlighting it in black.

Continuous Quality Improvement (CQI)

Continuous Quality Improvement (CQI) is an ongoing practice that helps your program reflect, adapt, and improve — so you can better support children, families, and staff over time.

Your **CQI Plan** is where your ideas take shape. It's a chance to think through your goals and the objectives, and figure out how to get there.

The CQI Process

At every STARS level, **you will do a self-study to see how your program meets that level's standards for knowledge about the three Elements of Quality.** That will give you a sense of what you're doing well, and where your program has knowledge gaps. **You'll set goals to build knowledge where your program has gaps.**

You'll set a goal for each Element of Quality, and objectives to help you reach your goals. Then you'll complete what's called a PDSA Cycle: plan how to achieve that objective, implement your plan, study whether your plan was effective, and decide whether to keep going, change your plan, or try something else. You'll learn about the PDSA Cycle over the next few pages.

Each STARS certificate cycle is three years. You may need a few months, a year, or all three to achieve a new goal. You'll also send annual updates to STARS, and you can use those to share how you're progressing toward your goals, what you've learned, and any changes you've made.

Goals and Objectives

In your Continuous Quality Improvement (CQI) plan, you need to set clear goals and objectives that support your program's growth. These should be based on what you've learned from your self-study.

Your program needs to set at least one goal for each Element of Quality during every three-year STARS certificate cycle.

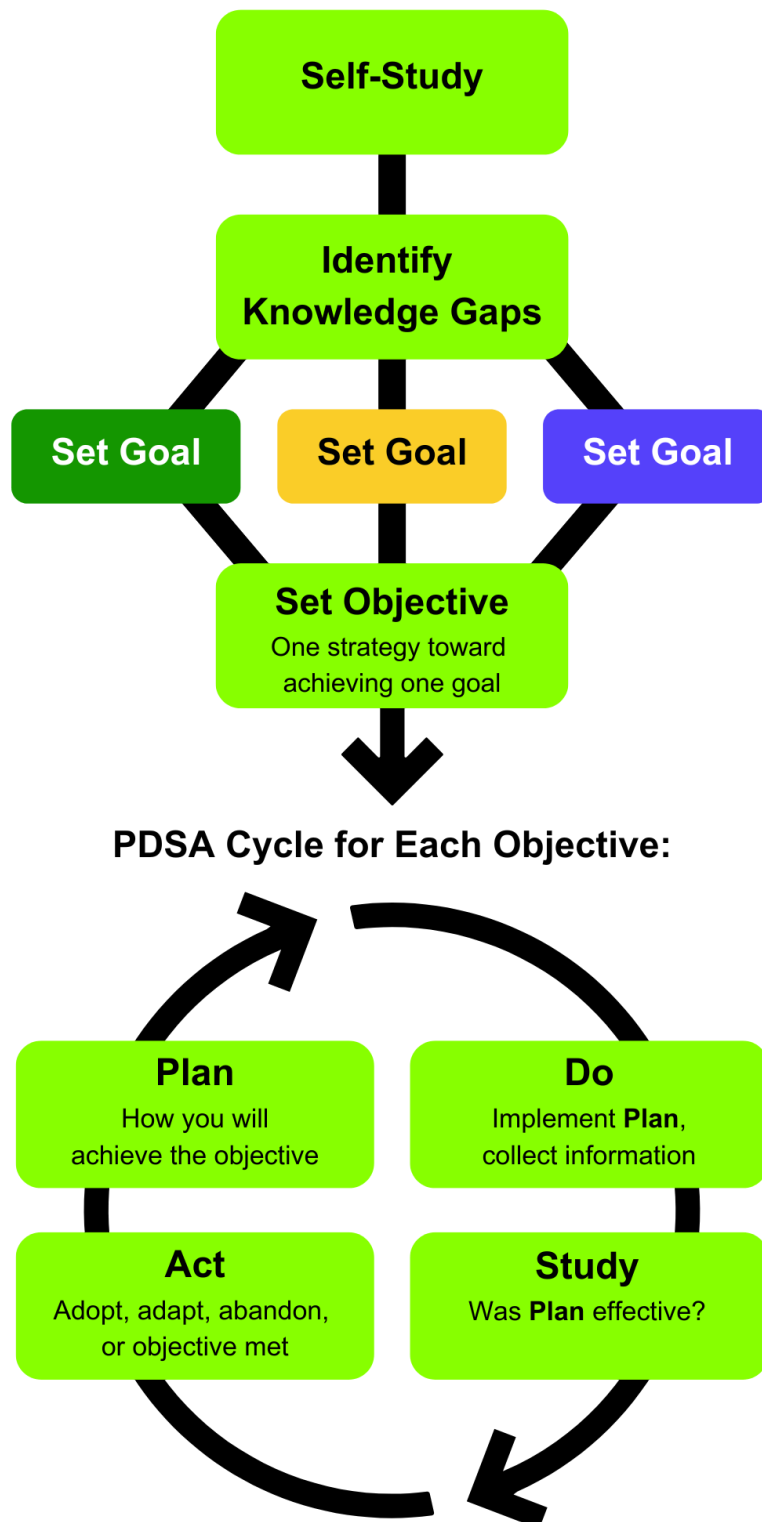
Goals describe the big-picture changes you want to make.

For example: "Improve the quality of teacher-child interactions."

Objectives are the specific, measurable steps you will take to reach your goal.

For example: "Increase scores in the Emotional Support area of the CLASS assessment."

Figure 2: Continuous Quality Improvement Workflow Diagram



PDSA Cycle (Plan, Do, Study, Act)

Once you have your objective, you will start a PDSA Cycle (Plan, Do, Study, Act).

This will take time. When you start your CQI Plan, you need to fill out only the Plan and Do parts of your PDSA Cycle for any new objective. Once you've had a chance to collect information, you can move on to Study and Act. You'll share this with STARS in your annual updates or your next renewal cycle application. The PDSA cycle is formatted for left-to-right reading here and in the CQI Plan Template.

Table 1: Plan, Do, Study, Act Prompts

Plan	Do
• Who will be involved? • What are staff roles and tasks? • How will you prepare for your strategy? • What is the timeframe/due date? • How will you measure success? • Who will collect data to measure? • What evidence will show progress and success? • How will you gather that evidence? • Predict your expected outcome!	• Implement your strategy • Collect data • Document problems and unexpected observations
Study	Act
Use the measurement identified in Plan and data collected from Do to reflect on the effectiveness of your strategy. • What does the data tell you? • What did you learn? • Are you closer to meeting your objective and goal? • Did you identify ways to improve your strategy? • How does what you learned inform your next step?	Use the data you collected to decide what to do next: • Adopt this strategy into your program • Adapt the strategy based on your data and other feedback • Abandon this strategy if it doesn't meet your objective and try something else • Objective met: move on!

Building Your CQI Plan

Your Continuous Quality Improvement (CQI) plan is your road map for reaching your goals. Based on what you learned in your self-study, you will develop at least one goal for each Element of Quality, objectives for meeting each goal, and a clear PDSA cycle for each objective.

You'll use this template to build your plan: [STARS CQI Plan Template](#)

There is also a copy of the CQI Plan Template in the Appendix.

For examples, you can look at the sample plans at each STARS level. First, you will fill in your goals, like this:

Table 2: STARS CQI Examples of Goals

Adult-Child Interactions	Family Engagement	Responsive Practices
Goal 1. Increase the Instructional Support Domain of CLASS to engage children in a higher level of thinking.	Goal 1. Regularly engage families as leaders who provide feedback to help shape the program.	Goal 1. Use child observations to guide weekly lesson plans and activities to support children in their development.

Next, you will fill in your objective for each goal — the specific strategy you will implement to move toward your goal — and outline your objective strategy in the Plan and Do sections of your PDSA blocks.

SMARTIE

Every plan will look a little different, but strong plans include the same elements. You can make sure your CQI Plan includes these using the acronym SMARTIE:

Table 3: SMARTIE Acronym and Description

SMARTIE Element	What It Means
Specific	State exactly what you want to accomplish
Measurable	A clear definition of success
Achievable	Challenging, but realistic and reasonable
Relevant	Tied to program goals and outcomes
Time-Bound	Has a clear end date and checkpoints
Inclusive	Reflects children’s culture, customs, rituals, and routines
Equitable	Keeps in mind fairness, justice, systemic inequities, and barriers

SMARTIE is useful as you check through your CQI Plan. For each goal and objective, you can ask yourself, “Is it **S**pecific? Is it **M**easurable?” — and so on. If you’re missing a part of your plan, using SMARTIE as a checklist will help you find it and remember to include it.

Fill In The Blanks

One way to make sure your CQI Plan accurately shares your goals, objectives, and PDSA (Plan, Do, Study, Act) cycle is to fill in the blanks, Mad Libs-style.

Remember, we'll share more details in each STARS Level section, but here are examples of a goal with the blanks, and then filled in on the next page, to help make the process more accessible.

In this first example, the goal is to Increase Supportive Environment practices, but the Objective and Plan part of the PDSA cycle are not yet filled in. Instead, you see Mad Libs-style suggestions for SMARTIE elements to help shape and strengthen your details:

PDSA Cycle Prompts:

Goal:

Increase Supportive Environment practices

Objective:

(Who will facilitate) will **(specific and strategic action)** for **(who is involved)** by **(timeframe)** to **(desired outcome)**.

Element of Quality:

Adult-Child Interactions

Plan:

(Staff name) will prepare **(specific action)** by **(timeframe)**. We can demonstrate effectiveness by **(measurement)** via **(form of evidence)**

Do:

(Staff name) will **(implement specific strategy)**. **(Staff name)** will use **(specific place)** to **(record specific information)**.

Study:

Act:

Here's what that example plan could look like with the blanks filled in with SMARTIE elements:

Goal:

Increase Supportive Environment practices

Objective:

Program staff will regularly ask 2-5 open-ended questions during activity time as a part of daily practice for children in our program by January 1 to deepen adult-child relationships and create a sense of belonging.

Element of Quality:

Adult-Child Interactions

Plan:

Classroom staff will prepare a list of questions by November 1. We can demonstrate effectiveness by the number of questions asked daily via video observations of activities.

Do:

Kerry will ask 2-5 open-ended questions during activity time. Kerry will use a daily reflection binder to record the amount of questions and to document problems and observations.

Study:

Act:

Remember: when building your plan you'll fill in Plan and Do, but you'll need to collect data and results before you can fill in Study and Act. You'll fill in that part of your CQI Plan when you submit your annual update.

Putting Your Plan into Action

Your Continuous Quality Improvement (CQI) Plan should explain what steps your program will take to reach each goal and objective. It should also describe how you will check to see if those steps are working. The actions you choose should be based on best practices in early childhood programs and what you've learned through your own experience.

Tracking Your Progress

Your program should have a simple plan to keep track of your CQI work: this means regularly collecting and reviewing information to see how things are going. The information you gather will show what's working, what needs to change, and how to move forward. You may already have tools or methods you use that can help with this, or you can contact STARS or your regional SPARQS quality support specialist to help.

Your Application and Annual Update

Each STARS level section will take you through what you need to submit to apply for that level. In all cases:

Every three years, or when you're applying for or renewing a STARS level certificate:

- You will submit your CQI Plan, a completed self-study, and evidence for how your program meets the standards through the [STARS Application Portal](#).

Every non-renewal year, you will submit your annual update by your application anniversary:

- You will submit your current CQI Plan and update through the [STARS Annual Update Portal and Annual Update Form](#).

Ready to get started?

Find the desired STARS level for your program:

[Level 1](#): Page 36

[Level 2](#): Page 38

[Level 3](#): Page 51

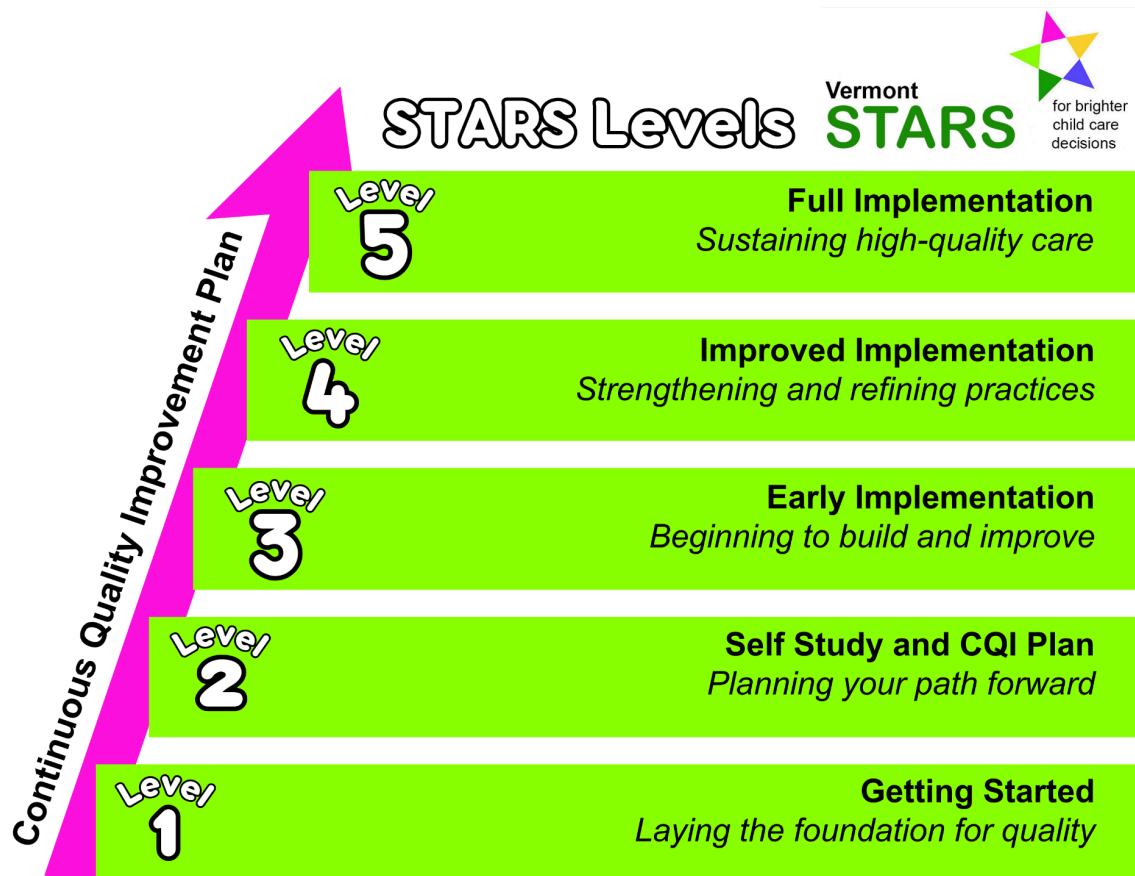
[Level 4](#): Page 61

[Level 5](#): Page 71



Part 2: STARS Levels

Figure 3: STARS Level Diagram





Level 1: Getting Started

What's in the Level 1 section:

- Regulated programs that follow child care licensing rules automatically qualify for Level 1.

Level 1: Getting Started

At Level 1, programs are meeting Vermont licensure requirements.

All regulated programs in Vermont that follow child care licensing rules automatically qualify for Level 1.

We know that taking the next step can feel like a big lift — more work, more things to do.

But here's the thing: You're likely already doing so much that aligns with STARS. This process isn't about adding more to your plate; it's about recognizing what you already do, giving you language that highlights your strengths, and providing tools to support your growth.

At Level 1, you are starting to ask yourself some important questions:

- Where are we now?
- Where do we want to go?
- What supports can help us get there?

STARS helps you answer these questions. Programs at Level 1 are invited to begin their journey toward higher levels of recognition. The first step is self-study; that brings us to Level 2.



Level 2:

Self-Study and Continuous Quality Improvement (CQI)

What's in the Level 2 section:

- Level 2 Standards
- Self-Study Process
- Building Your CQI Plan
- Program Assessments
- Required Evidence
- Application Checklist
- Helpful Resources

Level 2: Self-Study and Continuous Quality Improvement (CQI)

Reaching STARS Level 2 is a big step toward strengthening your program.

At Level 2, you'll complete a [self-study](#): reflect on what your program does well, think about what could be improved, and make a plan. This plan is your Continuous Quality Improvement (CQI) Plan, and it's based on what you learn during self-study. Level 2 is about learning and preparing.

When you apply for Level 2, provide evidence to show what you already know, identify any knowledge gaps, and include a clear CQI Plan for how you want to close those gaps. You don't need to meet every standard yet, but you do need to make a CQI Plan showing how you'll meet the standards over time. That's what Level 2 is all about.

Level 2 STARS Level 2 Standards

Programs show foundational knowledge and awareness in each element of quality:

For **family child care home programs**, the standard is knowledge in 50% of areas.

For **center-based programs**, staff in each classroom should have combined knowledge in all the required areas.

Adult-Child Interactions

- CLASS Infant-Toddler or PreK, dependent on age groups of children in program

Family Engagement

- Strengthening Families and the Protective Factors

Responsive Practices

- Vermont Early Learning Standards (VELS)
- Developmentally Appropriate Practice (DAP)
- Child Assessment and Observation
- Advancing Equity in Early Childhood Education

Level 2 Standards

Programs must complete a self-study that shows what their staff knows within the six Knowledge Areas that impact children most.

For **family child care home programs**, the standard is knowledge in 50% of the areas.

For **center-based programs**, staff in each classroom should, as a team, have knowledge in all the required areas. Combined knowledge refers to the shared understanding that emerges when team members contribute their individual strengths. While no one person needs to know everything, together the team's knowledge should fully cover the required content areas

Adult-Child Interactions

The required knowledge, determined by program setting, of CLASS Infant-Toddler or PreK, dependent on the age groups of children in the program

Family Engagement

The required knowledge, determined by program setting, of Strengthening Families and the Protective Factors.

Responsive Practices

The required knowledge, determined by program setting, of Vermont Early Learning Standards (VELS), Developmentally Appropriate Practice (DAP), Child Assessment and Observation, and Advancing Equity in Early Childhood Education, determined by program setting.

Self-Study Process

You will use this form to guide your self-study: [Level 2 Self-Study of STARS Knowledge Areas](#)

There is also a blank **Level 2 Self-Study of STARS Knowledge Areas** form in the Appendix at the end of this guide.

The self-study is a standard to meet at each level. No matter which STARS level you're working toward — 2, 3, 4, or 5 — this is where everyone begins. The self-study helps you reflect on your strengths and growth areas and sets the foundation for your Continuous Quality Improvement (CQI) Plan. You'll revisit and build on this plan as you move through each level.

The self-study isn't a journal or narrative: it uses a simple rubric to help capture what your program is actually doing. It's a tool designed to support reflection, not extra paperwork.

Key Knowledge Areas: You'll begin by reviewing the six key topic areas selected by STARS for their support of high-quality teaching and caregiving. These should look familiar from the Elements of Quality section of this guide. Each one is color coded to match the element it supports.

Meeting Knowledge Areas: Then, you'll look at the experience people in your program already have in each topic area. These are strengths you can build on. Remember, this step looks different for Public Pre-K, home-based, and center-based programs. For **family child care homes**, meeting the standard means having knowledge in at least 50% of the required areas. For **center-based** and **Public Pre-K programs**, staff in each classroom should collectively cover all required areas.

Identifying Gaps: Next, you'll figure out where your program has knowledge gaps. These are the areas you'll address in your CQI Plan.

Using Evidence: Documentation of experience you already have — or how you will gain the needed experience — likely counts as evidence. You don't need to meet the standards now: you need a plan for how you will meet them.

Building Your CQI Plan: Use your self-study to identify where you or your staff need to build more knowledge and create a CQI Plan with goals and strategies to fill those knowledge gaps. If your program doesn't currently meet a knowledge requirement, that's OK. The goal is to show how you will meet it over time.

Building Your CQI Plan

Your Continuous Quality Improvement (CQI) Plan is your road map for moving forward. It helps you turn what you learned in your self-study into clear goals and objectives for your program.

For each Element of Quality, you'll set at least one goal, define an objective (your strategy for reaching that goal), and map out your steps using the Plan, Do, Study, Act (PDSA) cycle. In Part 1 of this guide, you'll find a full explanation of the CQI Planning process, including examples, a planning grid, and a fill in the blanks version to help you get started.

You'll use this template to build your plan: [STARS CQI Plan Template](#)

First, you will fill in your goals. Here's an example of a Level 2 goal for the **Family Engagement** Element of Quality:

Table 4: Level 2 Goal Example

Adult-Child Interactions	Family Engagement	Responsive Practices
Goal 1.	Goal 1. For each classroom to implement daily practices that support at least 3 Protective Factors.	Goal 1.

Next, you'll add an objective for each goal — a specific action you'll take — and use the Plan and Do parts of the PDSA cycle to describe your first steps.

One way to make sure your CQI Plan clearly shares your **goals, objectives, and PDSA cycle** is to fill in the blanks using the SMARTIE framework.

That means your goals and objectives should be:

Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

For an example of filling in the blanks, see [Building Your CQI Plan](#) in Part 1.

Your plan should also explain how you'll **track progress**. This could include collecting family feedback, reviewing observation notes, or having regular team check-ins. Use tools you already know and trust — what matters most is having a clear, consistent way to check in on how things are going and make adjustments along the way.

Here's an example to guide you, with a potential Study question added in:

Goal:

For each classroom to implement daily practices that support at least three Protective Factors.

Objective:

For each classroom to have a basic understanding of Strengthening Families.

Element of Quality:

Family Engagement

Plan:

At least one teacher from each classroom will sign up and attend an Intro to Strengthening Families training with Northern Lights by September 30.

Do:

Team members will implement daily practices discussed during the Plan. In a shared notebook, team members will record weekly reflections of their progress, any problems, and unexpected observations.

Study:

(Potential question) Is more training needed so that all classroom staff feel knowledgeable to implement Strengthening Families?

Act:

If you need help with your CQI Plan, reach out to your quality support specialist through the [SPARQS Portal](#). They're here to support your success.

Program Assessments

A program assessment is a structured way to understand how your program is doing and where it can grow. It typically includes classroom observations and tools that:

- Highlight your program's strengths
- Identify areas for improvement
- Track progress toward your goals

At Level 2, you'll start getting to know the tools that STARS uses to understand and support quality in early childhood programs. These tools may sound technical, but they're based on something familiar: strong relationships, responsive teaching, and creating environments where children and adults thrive.

This isn't about passing a test: it's about giving you and your team time to explore how to best support children in your daily work, and building confidence for when formal assessments begin at Levels 3, 4, and 5. You can start with an unscored CLASS consultation to get used to the tool and being observed. There are also short videos on the SPARQS website and free CLASS trainings you can request through your quality support specialist.

- **Resource:** [Watch CLASS Videos](#)
- Request a free CLASS training through the [SPARQS Portal](#)

Classroom Assessment Scoring System (CLASS)

CLASS is the required assessment tool used in STARS to measure the quality of adult-child interactions. You'll begin learning about CLASS at Level 2 so that you can prepare ahead of time and use what you learn to support your Continuous Quality Improvement (CQI) Plan.

The version of CLASS used depends on the age group your program serves:

- Infant–Toddler CLASS
- CLASS 2nd Edition for Pre-K

Level 2 Required Evidence

Use the checklist below to identify what you need to include with your Level 2 application. This section outlines the required evidence for each topic area in your self-study. **Adult-Child Interactions** and **Responsive Practice** are both covered by the evidence listed in the first section below.

Not sure what counts as evidence? [See Evidence Examples for Early Childhood Education Programs.](#) and reach out to your quality support specialist through the [SPARQS Portal.](#)

Adult-Child Interactions and **Responsive Practice**

- **Family child care program:** Completed Level 2 Self-Study showing knowledge, or plan to gain knowledge, in **at least three of the following areas:**
 - Program Assessment (CLASS)
 - Vermont Early Learning Standards (VELS)
 - Developmentally Appropriate Practice (DAP)
 - Child Assessment
 - Advancing Equity (DEI)
- **Center-based program:** Completed Level 2 Self-Study showing knowledge, or plan to gain knowledge, in **all of the following areas** (can be in combination across classroom team):
 - Program Assessment (CLASS)
 - Vermont Early Learning Standards (VELS)
 - Developmentally Appropriate Practice (DAP)
 - Child Assessment
 - Advancing Equity (DEI)

Family Engagement

- One completed Strengthening Families Self-Assessment (scanned and uploaded as PDF)

Before You Submit Your Application

Once your CQI Plan and evidence are ready:

- Make sure all required documents are attached
- Ensure your CQI Plan clearly connects to the Level 2 standards

You'll need to meet the Level 2 requirements before moving to a higher level — and we'll help you get there.

We recommend saving a copy of your CQI Plan and other documents — they won't be returned after submission.

The STARS Team will notify you by email once your application is received. You'll get a response within 12 weeks.

Helpful Resources

- **Level 2 Self-Study of STARS Knowledge Areas**
Download the [Level 2 self-study tool](#) to reflect on your team's knowledge in key quality areas. There is a copy of this form in the Appendix.
- **CQI Plan Template**
Use the [CQI Plan template](#) to build your Continuous Quality Improvement (CQI) Plan. There is a copy of this form in the Appendix.
- **Sample CQI Plan**
See a [completed CQI Plan example](#) to help guide your own planning.
- **Evidence Examples**
View [examples of evidence](#) you can use to demonstrate quality.
- **STARS Application Portal**
Submit your application, CQI Plan, and required evidence through the [STARS application portal](#).
- **Contact SPARQS**
Request support from a STARS-approved program assessor through the [SPARQS Portal](#).



Level 3:

Early Implementation

What's in the Level 3 section:

- Level 3 Standards
- Building Your CQI Plan
- Program Assessments
- Required Evidence
- Application Checklist
- Helpful Resources

Level 3: Early Implementation

At Level 3, your program takes a big step by putting your CQI Plan into action.

As with all STARS levels 2–5, this begins with reflecting on your plan — first developed during your Level 2 Self-Study — and using your updates to guide your work.

This is where planning becomes real change: you'll try out new ideas, build on what you learned in Level 2, and check in often to see what's working and what needs to be adjusted.

At Level 3, your program has explored external assessments and how you connect with children and families. Staff should have a strong understanding of Responsive Practices, including:

- Vermont's Early Learning Standards (VELS): [VELS page](#)
- Developmentally Appropriate Practice (DAP): [NAEYC DAP Position Statement](#)
- Ongoing Child Assessment and Observation:
 - STARS guidance: [Collecting Child Data through Observation](#)
 - STARS template: [Observation Sheet](#)
 - Observation tools such as [Teaching Strategies \(TS\) Gold](#) are also acceptable
- Advancing Equity in Early Childhood Education: [NAEYC Advancing Equity Position Statement](#)

Now, it's time to use what you know to make real improvements.

Level 3 STARS Level 3 Standards

Programs begin applying what they know in practice and setting goals for growth:

Adult-Child Interactions

- An unscored or scored CLASS observation has been completed for 50% of each age group

Family Engagement

- The team has internally identified goals to increase family engagement based on the Strengthening Families Self-Assessment

Responsive Practices

- Lesson plans reflect information from child observation and consider the needs and interests of each child

Level 3 Standards

Programs begin applying what they know in practice and setting goals for growth:

Adult-Child Interactions

An unscored or scored CLASS assessment has been completed for 50% of each age group.

Family Engagement

The team has internally identified goals to increase family engagement based on the Strengthening Families Self-Assessment.

Responsive Practices

Lesson plans reflect information from child observations and consider the needs and interests of each child.

Building Your CQI Plan

At Level 3, your Continuous Quality Improvement (CQI) Plan moves from planning to action.

For each Element of Quality, you'll set at least one goal, define an objective (your strategy for reaching that goal), and map out your steps using the Plan, Do, Study, Act (PDSA) cycle. In Part 1 of this guide, you'll find a full explanation of the CQI planning process, including examples, a planning grid, and a fill in the blanks version to help you get started.

You'll use this template to build your plan: [STARS CQI Plan Template](#)

First, you will fill in your goals. Here's an example of a Level 3 goal for the **Family Engagement** Element of Quality:

Table 5: Level 3 Goal Example

Adult-Child Interactions	Family Engagement	Responsive Practices
Goal 1.	Goal 1. To increase the number of daily practices that support the Parental Resilience protective factor.	Goal 1.

Next, you'll add an objective for each goal — a specific action you'll take — and use the Plan and Do parts of the PDSA cycle to describe your first steps.

One way to make sure your CQI Plan clearly shares your **goals, objectives, and PDSA cycle** is to fill in the blanks using the SMARTIE framework.

That means your goals and objectives should be:

Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

For an example of filling in the blanks, see [Building Your CQI Plan](#) in Part 1.

Your plan should also explain how you'll **track progress**. This could include collecting family feedback, reviewing observation notes, or having regular team

check-ins. Use tools you already know and trust — what matters most is having a clear, consistent way to check in on how things are going and make adjustments along the way.

Here's an example to guide you, with a potential Study question added in:

Goal:

To increase the number of daily practices that support the Parental Resilience protective factor.

Objective:

Have multiple ways to communicate with families on a weekly basis

Element of Quality:

Family Engagement

Plan:

The director will create a My Child's Growth observation sheet for parents to post on their refrigerator with designated areas for parents to record observations of their child's language, gross motor, etc. development at home. Families can write observations in the boxes, or take photos of children instead.

Do:

Every Monday teachers will invite parents to bring in their observations from the previous week, engaging families in conversations about what they observed at home and share how teachers will use it to inform curriculum to support the child's development. Families can take photos of children doing things at home and share this instead.

Study:

(Potential question) After 6 months, reflect on these questions: Are we accomplishing what we wanted? Are there other ways to invite parents to provide observations that may work better?

Act:

If you need help with your CQI Plan, reach out to your quality support specialist through the [SPARQS Portal](#). They're here to support your success.

Program Assessments

At Level 3, your program also gets support from an outside observer. A STARS-approved SPARQS assessor will visit your program to complete an external CLASS observation that aligns with your program type and the ages you serve.

This CLASS observation doesn't need to be scored at Level 3: it's an opportunity to learn and prepare for what's ahead.

You'll request the observation through the [SPARQS Portal](#), and once it's done, you'll receive a CLASS Summary Report. Whether your observation is scored or unscored, it gives helpful insights you can use to keep growing.

Level 3 Required Evidence

Adult-Child Interactions

- CLASS Summary Report
- **Family child care program:** Completed Level 2 Self-Study showing knowledge, or plan to gain knowledge, in **at least three of the following areas:**
 - Program Assessment (CLASS)
 - Vermont Early Learning Standards (VELS)
 - Developmentally Appropriate Practice (DAP)
 - Child Assessment
 - Advancing Equity (DEI)
- **Center-based program:** Completed Level 2 Self-Study showing knowledge, or plan to gain knowledge, in **all of the following areas** (can be in combination across classroom team):
 - Program Assessment (CLASS)
 - Vermont Early Learning Standards (VELS)
 - Developmentally Appropriate Practice (DAP)
 - Child Assessment
 - Advancing Equity (DEI)

Family Engagement

- Two pieces of documentation demonstrating how families are encouraged to engage in the program

Responsive Practices

- A child observation
- A lesson plan

Your program conducts child observations, and uses what is observed to inform lesson planning. Planning will:

- Include info from child observations
- Consider the needs of each and every child

Before You Submit Your Application

Once your CQI Plan is complete and your evidence is ready:

- Make sure all required evidence documents are completed and ready to attach. For guidance, see the [Evidence Examples for Early Childhood Education Programs](#)
- Include certification documents from NAEYC, Head Start, or NAFCC, if applicable
- Complete the Strengthening Families Self-Assessment
- Ensure your evidence clearly connects to the standards for STARS Level 3, and that your CQI Plan shows progress beyond those standards
- Be sure to include the Level 2 Self-Study section
- Review your answers to any application questions

We recommend saving a copy of your CQI Plan and other documents — they won't be returned after submission.

The STARS Team will notify you by email once your application is received. You'll get a response within 12 weeks.

Helpful Resources

- **Level 2 Self-Study of STARS Knowledge Areas**
Download the [Level 2 self-study tool](#) to reflect on your team's knowledge in key quality areas. There is a copy of this form in the Appendix.
- **CQI Plan Template**
Use the [CQI Plan template](#) to build your Continuous Quality Improvement (CQI) Plan. There is a copy of this form in the Appendix.
- **Sample CQI Plan**
See a [completed CQI Plan example](#) to help guide your own planning.
- **Evidence Examples**
View [examples of evidence](#) you can use to demonstrate quality.
- **STARS Application Portal**
Submit your application, CQI Plan, and required evidence through the [STARS application portal](#).
- **Contact SPARQS**
Request support from a STARS-approved program assessor through the [SPARQS Portal](#).



Level 4:

Improved Implementation

What's in the Level 4 section:

- Level 4 Standards
- Building Your CQI Plan
- Program Assessments
- Required Evidence
- Application Checklist
- Helpful Resources

Level 4: Improved Implementation

At Level 4, your program moves forward with deeper focus and higher standards.

As with all STARS levels 2–5, you begin by reflecting on your CQI Plan — originally created during your Level 2 Self-Study — and create an updated plan to guide continued growth. You're building on the work you've already done: strengthening your plan, refining your strategies, and meeting more advanced expectations across the Elements of Quality.

At Level 4, your program receives a scored assessment and focuses more intentionally on what's working. You'll deepen family partnerships, elevate child input, and use tools like the Strengthening Families survey and child observations to understand your impact.

You'll also continue using approved child assessment and screening tools, such as TS Gold, Work Sampling, HighScope, or your program's own system for capturing ongoing documentation of child observations to support development and learning. Resources include:

- TS Gold: [TS Gold site](#)
- Work Sampling: [Work Sampling site](#)
- HighScope: [HighScope site](#)
- Brightwheel: [Brightwheel site](#)

For ongoing anecdotal documentation of child observation:

- STARS guidance: [Collecting Child Data through Observation](#)
- STARS template: [Observation Sheet](#)

Level 4 STARS Level 4 Standards

Programs demonstrate intentional, responsive practices aligned with children's developmental needs:

Adult-Child Interactions

CLASS Scoring
Requirements:

Infant/Toddler

- Emotional & Behavioral Support: 3.0–5.9
- Engaged Support for Learning: 1.0–3.9

Pre-K

- Emotional Support: 3.0–5.9
- Classroom Organization: 3.0–5.9
- Instructional Support: 1.0–2.9

Family Engagement

Program implements at least three Strengthening Families Protective Factors

Responsive Practices

Lesson plans are guided by and reflect the following:

- Information from child observation and input
- The needs and interests of each and every child
- Developmentally Appropriate Practice (DAP)
- Alignment with Vermont Early Learning Standards (VELS)

Level 4 Standards

Programs demonstrate intentional, responsive practices aligned with children's developmental needs:

Adult-Child Interactions

Program meets CLASS scoring requirements (see STARS Level 4 Standards graphic on the previous page or continue reading Level 4 to the section on Program Assessments).

Family Engagement

Program implements at least three Strengthening Families Protective Factors.

Responsive Practices

Lesson plans are guided by and reflect the following:

- Information from child observation and input
- The needs and interests of each and every child
- Developmentally Appropriate Practice (DAP)
- Alignment with Vermont Early Learning Standards (VELS)

Building Your CQI Plan

At Level 4, your Continuous Quality Improvement (CQI) Plan builds on earlier work as you meet higher standards and take part in a scored program assessment.

For each Element of Quality, you'll set at least one goal, define an objective (your strategy for reaching that goal), and map out your steps using the Plan, Do, Study, Act (PDSA) cycle. In Part 1 of this guide, you'll find a full explanation of the CQI planning process, including examples, a planning grid, and a fill in the blanks version to help you get started.

You'll use this template to build your plan: [STARS CQI Plan Template](#)

First, you will fill in your goals. Here's an example of a Level 4 goal for the **Family Engagement** Element of Quality:

Table 6: Level 4 Goal Example

Adult-Child Interactions	Family Engagement	Responsive Practices
Goal 1.	Goal 1. To engage families as leaders who help guide the program's decisions and operations.	Goal 1.

Next, you'll add an objective for each goal — a specific action you'll take — and use the Plan and Do parts of the PDSA cycle to describe your first steps.

One way to make sure your CQI Plan clearly shares your **goals, objectives, and PDSA cycle** is to fill in the blanks using the SMARTIE framework.

That means your goals and objectives should be:

Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

For an example of filling in the blanks, see [Building Your CQI Plan](#) in Part 1.

Your plan should also explain how you'll **track progress**. This could include collecting family feedback, reviewing observation notes, or having regular team

check-ins. Use tools you already know and trust — what matters most is having a clear, consistent way to check in on how things are going and make adjustments along the way.

Here's an example to guide you, with a potential Study question added in:

Goal:

To engage families as leaders who help guide the program's decisions and operations.

Objective:

The program will create at least two ways for families to engage as leaders of the program.

Element of Quality:

Family Engagement

Plan:

The program director will create a survey to share with families that will include various open-ended questions and multiple questions to ask families how they would like to share their voice. The survey will include questions like "Please select which of the following ways you feel most comfortable providing ideas you have about the program.... In surveys, on a parent board, etc."

Do:

Send an electronic survey out to families by November 1 and have paper copies available at the front door. Ask families to complete the survey by November 6.

Study:

(Potential questions) What did parents say in the survey? Did they have any new ideas we didn't think of?

Act:

If you need help with your CQI Plan, reach out to your quality support specialist through the [SPARQS Portal](#). They're here to support your success.

Program Assessments

At Level 4, a STARS-approved SPARQS assessor will visit your program to complete an external CLASS observation that aligns with your program type and the ages you serve.

You'll request the observation through the [SPARQS Portal](#), and once it's done, you'll receive a CLASS Summary Report. Your scored assessment will provide helpful insights you can use to keep growing.

Level 4 Scored Assessment Requirements

- **Infant/Toddler**
 - Emotional & Behavioral Support: **3.0–5.9**
 - Engaged Support for Learning: **1.0–3.9**

- **Pre-K**
 - Emotional Support: **3.0–5.9**
 - Classroom Organization: **3.0–5.9**
 - Instructional Support: **1.0–2.9**

Level 4 Required Evidence

Adult-Child Interactions

- CLASS scored report meeting Level 4 standard (see Scored Assessment Requirements on previous page)

Family Engagement

- Choose three Protective Factors and provide one piece of evidence for each:
 - Parental Resilience
 - Social Connections
 - Knowledge of Parenting and Child Development
 - Support in Times of Need
 - Knowledge of Social Emotional Development

Responsive Practices

- A child observation example
- A detailed lesson plan that:
 - Includes info from child observations
 - Considers the needs of each and every child
 - Aligns with Vermont Early Learning Standards (VELS)
 - Includes Developmentally Appropriate Practice (DAP)

Before You Submit Your Application

Once your CQI Plan is complete and your evidence is ready:

- Make sure all required evidence documents are completed and ready to attach. For guidance, see the [Evidence Examples for Early Childhood Education Programs](#)
- Include certification documents from NAEYC, Head Start, or NAFCC, if applicable
- Ensure your evidence clearly connects to the standards for STARS Level 4, and that your CQI Plan shows progress beyond those standards
- Be sure to include the Level 2 Self-Study section
- Review your answers to any application questions

We recommend saving a copy of your CQI Plan and other documents — they won't be returned after submission.

The STARS Team will notify you by email once your application is received. You'll get a response within 12 weeks.

Helpful Resources

- **Level 2 Self-Study of STARS Knowledge Areas**
Download the [Level 2 self-study tool](#) to reflect on your team's knowledge in key quality areas. There is a copy of this form in the Appendix.
- **CQI Plan Template**
Use the [CQI Plan template](#) to build your Continuous Quality Improvement (CQI) Plan. There is a copy of this form in the Appendix.
- **Sample CQI Plan**
See a [completed CQI Plan example](#) to help guide your own planning.
- **Evidence Examples**
View [examples of evidence](#) you can use to demonstrate quality.
- **STARS Application Portal**
Submit your application, CQI Plan, and required evidence through the [STARS application portal](#).
- **Contact SPARQS**
Request support from a STARS-approved program assessor through the [SPARQS Portal](#).



Level 5:

Full Implementation

What's in the Level 5 section:

- Level 5 Standards
- Building Your CQI Plan
- Program Assessments
- Required Evidence
- Application Checklist
- Helpful Resources

Level 5: Full Implementation

At Level 5, your program reaches the highest STARS quality standards.

As with all STARS levels 2–5, this begins with reflecting on your CQI Plan — originally developed during your Level 2 Self-Study — and using your most recent updates to guide your progress. You’re building on everything from previous levels: refining best practices, deepening your CQI process, and continuing to strengthen what’s working well.

Programs at this level demonstrate meaningful and consistent focus on at least three Strengthening Families Protective Factors, and use state-approved tools — TS Gold, Work Sampling, or HighScope — to track children’s development and learning.

You’ll also complete a scored external assessment and earn a top-tier rating that reflects your program’s commitment to quality.

Surveys, observations, and child documentation help you understand your impact and keep growing in ways that matter. Resources include:

- TS Gold: [TS Gold site](#)
- Work Sampling: [Work Sampling site](#)
- HighScope: [HighScope site](#)
- Brightwheel: [Brightwheel site](#)
- ASQ in regular use: [Ages and Stages Questionnaire](#)

For ongoing anecdotal documentation of child observation:

- STARS guidance: [Collecting Child Data through Observation](#)
- STARS template: [Observation Sheet](#)

Level 5 STARS Level 5 Standards

Programs sustain best practices and offer leadership opportunities for families and staff:

Adult-Child Interactions

CLASS Scoring
Requirements:

Infant/Toddler

- Emotional & Behavioral Support: 6.0–7.0
- Engaged Support for Learning: 4.0–7.0

Pre-K

- Emotional Support: 6.0–7
- Classroom Organization: 6.0–7.0
- Instructional Support: 3.0–7.0

Family Engagement

Program:

- Implements at least three Strengthening Families Protective Factors
- Offers opportunities for families to participate in program leadership

Responsive Practices

Lesson plans are guided by and reflect the following:

- Information from child observation and input
- The needs and interests of each and every child
- Developmentally Appropriate Practice (DAP)
- Alignment with Vermont Early Learning Standards (VELS)
- Responsiveness to each child's family culture, race and ethnicity, gender identity, and language

Level 5 Standards

Programs sustain best practices and offer leadership opportunities for families and staff:

Adult-Child Interactions

Program meets CLASS scoring requirements (see STARS Level 5 Standards graphic on the previous page or continue reading Level 5 to the section on Program Assessments).

Family Engagement

Program implements at least three Strengthening Families Protective Factors and offers opportunities for families to participate in program leadership.

Responsive Practices

Lesson plans are guided by and reflect the following:

- Information from child observation and input
- The needs and interests of each and every child
- Developmentally Appropriate Practice (DAP)
- Alignment with Vermont Early Learning Standards (VELS)
- Responsiveness to each child's family culture, race and ethnicity, gender identity, and language

Building Your CQI Plan

At Level 5, your Continuous Quality Improvement (CQI) Plan reflects your program's deep, ongoing commitment to quality.

You're not just meeting standards: you're demonstrating the highest level of quality through thoughtful, sustained improvements and strong program assessment results. At this stage, your CQI work focuses on refining what's working, sustaining meaningful changes, and ensuring your strategies continue to support children, families, and staff in powerful, lasting ways.

For each Element of Quality, you'll set at least one goal, define an objective (your strategy for reaching that goal), and map out your steps using the Plan, Do, Study, Act (PDSA) cycle. In Part 1 of this guide, you'll find a full explanation of the CQI planning process, including examples, a planning grid, and a fill in the blanks version to help you get started.

You'll use this template to build your plan: [STARS CQI Plan Template](#)

First, you will fill in your goals. Here's an example of a Level 5 goal for the **Family Engagement** Element of Quality:

Table 7: Level 5 Goal Example

Adult-Child Interactions	Family Engagement	Responsive Practices
Goal 1.	Goal 1. Continue to integrate at least three Strengthening Families Protective Factors and engage families as leaders within the program.	Goal 1.

Next, you'll add an objective for each goal — a specific action you'll take — and use the Plan and Do parts of the PDSA cycle to describe your first steps.

One way to make sure your CQI Plan clearly shares your **goals, objectives, and PDSA cycle** is to fill in the blanks using the SMARTIE framework.

That means your goals and objectives should be:

Specific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound, **I**nclusive, and **E**quitable.

For an example of filling in the blanks, see [Building Your CQI Plan](#) in Part 1.

Your plan should also explain how you'll **track progress**. This could include collecting family feedback, reviewing observation notes, or having regular team check-ins. Use tools you already know and trust — what matters most is having a clear, consistent way to check in on how things are going and make adjustments along the way.

Here's an example to guide you, with a potential Study question added in:

Goal:

Continue to integrate at least three Strengthening Families Protective Factors and engage families as leaders within the program.

Objective:

Integrate Strengthening Families into our Human Resources procedures so that when we hire and train new staff, they understand how Strengthening Families is part of our program's culture and what the expectation is.

Element of Quality:

Family Engagement

Plan:

Create a Strengthening Families Committee that includes the director, at least one teacher, and an administrative staff to look at how we can add Strengthening Families to our hiring process, including in job descriptions, the staff handbook, and onboarding process.

Do:

Identify the team to help do this and have the first meeting by June 7.

Study:

(Potential questions) After hiring our next new staff, evaluate how it went. Are there other ways to include Strengthening Families into HR? Anything that was missed? What went well?

Act:

If you need help with your CQI Plan, reach out to your quality support specialist through the [SPARQS Portal](#). They're here to support your success!

Program Assessments

At **Level 5**, a STARS-approved SPARQS assessor will visit your program to complete an external CLASS observation that aligns with your program type and the ages you serve.

You'll request the observation through the [SPARQS Portal](#), and once it's done, you'll receive a CLASS Summary Report. Your scored assessment will provide helpful insights you can use to keep growing.

Level 5 Scored Assessment Requirements

- **Infant/Toddler**
 - Emotional & Behavioral Support: **6.0–7.0**
 - Engaged Support for Learning: **4.0–7.0**
- **Pre-K**
 - Emotional Support: **6.0–7.0**
 - Classroom Organization: **6.0–7.0**
 - Instructional Support: **3.0–7.0**

Level 5 Required Evidence

Adult-Child Interactions

- CLASS scored report meeting Level 5 standard (see Scored Assessment Requirements above)

Family Engagement

- Choose three Protective Factors and provide one piece of evidence for each:
 - Parental Resilience
 - Social Connections
 - Knowledge of Parenting and Child Development
 - Support in Times of Need
 - Knowledge of Social Emotional Development
- Share one example of how your program invites families to help shape decisions or lead activities.

Responsive Practices

- A child observation voice example
- A lesson plan that:
 - Aligns with Vermont Early Learning Standards (VELS)
 - Includes Developmentally Appropriate Practice (DAP)
 - Meets the needs of each and every child
- Show how what you learned from the observation feedback helped shape your lesson plan
- One example showing how your program considers family culture and/or advances equity in early childhood

Before You Submit Your Application

Once your CQI Plan is complete and your evidence is ready:

- Make sure all required evidence documents are completed and ready to attach. For guidance, see the [Evidence Examples for Early Childhood Education Programs](#)
- Include certification documents from NAEYC, Head Start, or NAFCC, if applicable
- Ensure your evidence clearly connects to the standards for STARS Level 4, and that your CQI Plan shows progress beyond those standards
- Be sure to include the Level 2 Self-Study section
- Review your answers to any application questions

We recommend saving a copy of your CQI Plan and other documents — they won't be returned after submission.

The STARS Team will notify you by email once your application is received. You'll get a response within 12 weeks.

Helpful Resources

- **Level 2 Self-Study of STARS Knowledge Areas**
Download the [Level 2 self-study tool](#) to reflect on your team's knowledge in key quality areas. There is a copy of this form in the Appendix.
- **CQI Plan Template**
Use the [CQI Plan template](#) to build your Continuous Quality Improvement (CQI) Plan. There is a copy of this form in the Appendix.
- **Sample CQI Plan**
See a [completed CQI Plan example](#) to help guide your own planning.
- **Evidence Examples**
View [examples of evidence](#) you can use to demonstrate quality.
- **STARS Application Portal**
Submit your application, CQI Plan, and required evidence through the [STARS application portal](#).
- **Contact SPARQS**
Request support from a STARS-approved program assessor through the [SPARQS Portal](#).

STARS Glossary

This glossary includes terms you may see in the STARS Guide or in the forms, resources, tools, and other materials linked from the STARS Guide. These definitions explain how the term is commonly used in Vermont's regulated early childhood system and may not always be the same as dictionary definitions.

Bright Futures Information System (BFIS): An online system used by Vermont's Child Development Division to share information with early childhood educators and families. It helps manage child care licensing, staff qualifications, training, and payments like child care financial assistance.

BFIS Quality Credential Account: If you work in a licensed child care program, you'll use this account to keep track of your professional records. This includes:

- Job experience
- Completed education and degrees
- Classes you're currently taking
- Certificates and credentials
- Your professional development plan (IPDP)
- Training and workshops
- Copies of your transcripts, resume, and licenses

Center Based Child Care and Preschool Program (CBCCPP): A Child Development Division-licensed child care program and facility that offers safe, nurturing, and age-appropriate care and learning for children outside their homes, for less than 24 hours a day. Each license is tied to one specific location.

Cultural responsiveness: Understanding your own cultural identity and being open to learning about the cultures of others. In early childhood, this means respecting and valuing each child's and family's traditions, beliefs, and ways of communicating. It also means building strong, supportive relationships by listening, learning, and making sure everyone feels welcome, understood, and included. Culturally responsive caregivers help bridge differences so children, families, and staff can connect and grow together.

Curriculum: A plan for what children will learn and how they will learn it. It includes learning goals, activities, materials, and instructions for teachers to follow.

Developmentally Appropriate Practice (DAP): Teaching methods based on NAEYC's guidelines for how young children grow and learn. These practices match children's age, abilities, and individual needs. They also respect each child's culture and background, and help children reach goals that are challenging but possible.

Developmental Screening: A way to check if a child is reaching important milestones, like walking or talking, at the right time.

Equitable and responsive practice: Treating all children and families fairly and with respect. It involves understanding their unique experiences, removing barriers that may prevent participation, and helping every child succeed.

Family Child Care Provider (FCCP): A CDD-approved person who runs a licensed child care program from their home. They are responsible for following all child care rules, creating or approving the curriculum, and supervising any staff.

Individual Professional Development Plan (IPDP or "Ip-Dip"): A unique plan that helps early childhood educators grow in their careers. It includes identifying what you already know, setting learning goals, and creating steps and timelines to reach those goals.

Northern Lights at CCV (or Northern Lights): The hub of the professional development system for early childhood educators in Vermont. Northern Lights offers trainings, career advising, and friendly support to assist with your professional development goals.

Pre-K Partner program: A privately-owned program approved to offer Universal Pre-Kindergarten education under Vermont's Act 166 law.

Quality Recognition and Improvement System (QRIS): A system that helps child care and programs improve and show their quality. STARS is Vermont's QRIS. It supports families in choosing programs and helps children get ready for school and life.

School Age Child: Any child who is at least 5 years old and is either in kindergarten or has completed it.

Self-assessment: The process by which staff or programs look at their own work — like how they interact with children or families — to see what they're doing well and what they can improve.

State-approved: Any resource or tool (like a program assessment) has been officially accepted by Vermont's Child Development Division for meeting certain standards.

Written Reflection: A short written piece in which you explain what you know about a topic and how you use that knowledge in your work.

Acknowledgements

This guide was revised as a component of the overall STARS revision concluding June 2025. It reflects the input and expertise of several people working with and on behalf of the early childhood education programs this guide intends to serve.

These contributions include feedback, ideas, insights, original documents and graphics, and use-testing. Their enthusiastic participation is critical to this guide's accessibility and readability, and to keeping it grounded in everyday practice.

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Revised with appreciation for Vermont's early childhood educators for their commitment to continuous quality improvement in support of children and families.



Appendix:

Blank STARS Forms

Level 2 Self-Study of STARS Knowledge Areas
Continuous Quality Improvement (CQI) Plan Template

Level 2 Self-Study of STARS Knowledge Areas

Knowledge Areas by Classrooms

Enter below information for how your program meets STARS required knowledge areas. Include staff name, their BFIS number, and the course title so the STARS team can verify it in BFIS **or** include other evidence for how your program's staff meet the requirement. Please see the evidence guide detailing the type of coursework or training that meets STARS criteria in each section on page 2.

	Adult-Child Interactions: Classroom Assessment Scoring System (CLASS)	Responsive Practices: Vermont Early Learning Standards (VELS)	Responsive Practices: Developmentally Appropriate Practices (DAP)	Responsive Practices: Advancing Equity in Early Childhood Settings	Responsive Practices: Child Observations
EXAMPLE Classroom: The Jumpers	Staff name: Llama Llama BFIS #: 12345 Course/Evidence: CLASS Overview	Course/Evidence: Written Reflection	Standard not met-goal created in CQI plan	Staff name: Fernando Bull BFIS #: 87654 Course/Evidence: You Belong Here	Staff name: Fernando Bull BFIS #: 87654 Course/Evidence: Fundamentals
For each classroom, enter staff member's name and coursework that meets knowledge area requirements.					
Classroom:					
Classroom:					
Classroom:					

*Use additional pages as needed.

Knowledge Area by Whole Program

Family & Youth Engagement: Strengthening Families	
	Strengthening Families Self-Assessment Completed
	Strengthening Families Professional Development:

Evidence Guide for Knowledge Areas

Adult-Child Interactions: Classroom Assessment Scoring System (CLASS)	Responsive Practices: Vermont Early Learning Standards (VELS)	Responsive Practices: Developmentally Appropriate Practices (DAP)	Responsive Practices: Advancing Equity in Early Childhood Settings	Responsive Practices: Child Observations
• CLASS training • CLASS assessment completed within a year	• ECE Educator License • Program is UPK qualified • Training or coursework • Written reflection of knowledge	• ECE Educator License • Training or coursework • Written reflection of knowledge	• Training or coursework • Written reflection of program strategy and work examples	• Use of Teaching Strategies Gold (TSG) • UPK Program • Written reflection describing observation process

Calculating Knowledge Areas by Program Type

FCCH: Must meet at least 50% of the knowledge requirements listed above

CBCC or UPK Qualified: All knowledge areas must be met, within each classroom. Can be met through combined knowledge of all staff in the classroom

ASP: All knowledge areas must be met, for the program as a whole. Can be met through combined knowledge of staff

Making Knowledge Gaps a CQI Goal

If standard is not met, your program's CQI plan must include a goal for how your program intends to fill any knowledge gap areas.

STARS CQI Plan Template



1. Plan Identifying Information

Program Name:

Program's current STARS level:

CQI Plan start date:

Plan Authors: Name the staff members who worked on the plan and identify the staff members responsible for reporting on plan progress.

Plan Goals & Program Protective Factors

Your CQI plan should succinctly describe CQI goals and objectives that are informed by program data. Your program must identify at least one goal per element of quality in each STARS certificate cycle (3 years). For programs at STARS levels 4 and 5, also note three Strengthening Families Protective Factors you address. **Goals** identify your general intentions, such as "improve the quality of teacher-child interactions." Objectives are measurable steps to meet the goal. "Increase positive feedback during free play." Add additional goals as necessary.

Adult Child Interactions	Family and Youth Engagement	Responsive Practice
Goal 1.	Goal 1.	Goal 1.
Goal 2.	Goal 2.	Goal 2.
Family and Youth Engagement		
List three Strengthening Families Protective Factors that your program addresses: 1. 2. 3. *Remember to add evidence in your STARS application to show how your program addresses each of these.		

2. Data & Evidence

List data or information sources that were used to determine your program's CQI goals. These sources will also serve as evidence that your program meets its CQI goals.

Data Sources & Evidence List

3. Objectives and PDSA Cycle Descriptions

List clear and measurable objectives that meet your programs goals in each element of quality. Fill in the Plan, Do Study, Act (PDSA) cycle activities your program is engaging to meet each objective. In Plan, include all the things you need to prepare to execute your strategy (researching, scheduling, financing, preparing materials and equipment), including **how** you will measure (what data to collect) it's success. Set measurable timeframes to complete your strategy. Once completed, review your outcomes in Study and decide your next steps in Act.

Objective:	Element of Quality:
Plan:	Do:
Study:	Act:

Objective:	Element of Quality:
Plan:	Do:
Study:	Act:

Objective:	Element of Quality:
Plan:	Do:
Study:	Act:

Objective:	Element of Quality
Plan:	Do:
Study:	Act:

Objective:	Element of Quality:
Plan:	Do:
Study:	Act:

Objective:	Element of Quality:
Plan:	Do:
Study:	Act:

Objective:	Element of Quality:
Plan:	Do:
Study:	Act:

Objective:	Element of Quality:
Plan:	Do:
Study:	Act:

Add more objectives and PDSA cycles as needed.