

# STARS Advisory Group Meeting Agenda October 9, 2023

## Meeting Logistics

<b>Facilitator</b>	Maggie Barch
<b>Notetaker</b>	Jacek Deptula
<b>Purpose of Meeting</b>	Update on New STARS System Rollout
<b>Date and Time of Meeting</b>	10/09/2023, 12:30-2:00 PM
<b>Advisory Group Participants</b>	Sonja Raymond, Tammy Bates, Tricia Pawlik, Ann Dillenbeck, LouAnn Beninati, Becky Millard, Victoria Ward, Sheila Quenneville, Ammie Collins, Ann Dillenbeck
<b>CDD Participants</b>	Dawn Rouse, Maggie Barch, and Jacek Deptula
<b>Public/Other Participants</b>	Amy Murphy, Leslie Freeman, and Michele Johnson

## General Items

<b>Agenda Items/Topics</b>	
Welcome	Member and attendee introductions (name, role, and organization)
STARS Team Progress Report	<p>STARS applications</p> <ul style="list-style-type: none"> <li>Have slowly been coming in. Online training and application list made. 7 applications, 6 approved. 1 Provisional 3 STARS and 5 VTAEYC</li> </ul> <p>STARS Guidance Manual revision status</p> <ul style="list-style-type: none"> <li>Is a living document and CDD will continue to update. CDD encourages users to use online document or check back frequently for updates if using a printed copy.</li> </ul> <p>Current staff training, hiring, and training new staff.</p> <ul style="list-style-type: none"> <li>Hired new applications/STARS program administrator, Jacek Deptula. Rey Garofano, CDD Child Care Quality Program Administrator, has been filling in for administrative duties for STARS. Interviews for the new STARS Child Care Quality Program Administrator (content specialist, grant management, system design) are scheduled for next week. Dawn Rouse, CDD Director of Statewide Systems, is overseeing.</li> </ul>
SPARQS Update	<p>SPARQS overall roll out progress to date.</p> <ul style="list-style-type: none"> <li>All staff are hired. SPARQS web page launched last week. CLASS and afterschool assessments are becoming available. Scheduling for assessment is available to programs with upcoming renewal dates or with previous requests. 2 full-time assessors and 1 part-time assessor (to support Chittenden county). Quality support</li> </ul>

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	<p>assessment team finished CLASS training; half will be on assessor list. Some CDD employees also joined CLASS training.</p> <ul style="list-style-type: none"> <li>• Working on readying mentors to help programs.</li> </ul> <p><b>Assessment and intake procedure update</b></p> <ul style="list-style-type: none"> <li>• Priority list set for assessment requests.</li> <li>• VECN survey results collected. Work groups and meetings will inform direction of the Networks.</li> <li>• Advisory council for SPARQS, meeting once a month. 15 members so far. Representatives from center based, home cares, CDD, UPK, and SPARQS. Will intersect with STARS with CLASS Assessments and CQI Plans.</li> <li>• SPARQS will be assessing UPK partner and school-based programs.</li> <li>• Broader announcement for CLASS assessments going out to the field in a week or two. Will also be noted in the SPARQS newsletter. CDD SPARQS and Vermont After School have established regular communications meetings to align to solidify process and align communication.</li> </ul> <p><b>Review on STARS use of CLASS</b></p> <ul style="list-style-type: none"> <li>• CLASS is an assessment tool appropriate for all settings that is based on interactions, and chosen to provide equitable measurements</li> <li>• CLASS environment scale will not be used.</li> </ul> <p><b>Vermont Afterschool</b></p> <ul style="list-style-type: none"> <li>• SPARQS grant covers assessments; afterschool coaching and mentoring will be provided, funded under separate grant</li> <li>• Assessors and coaches hired, trained and prepared for Nov 1 launch</li> </ul>
Discussion Topics	<p><b>Guidance Manual and assessment alignment for afterschool programs</b></p> <ul style="list-style-type: none"> <li>• PQA never scored for licensed assessments, though 21C programs need to be scored.</li> <li>• Note from provider that they approve of PQA assessment and would like to keep it the same.</li> </ul>

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	<ul style="list-style-type: none"> <li>• In previous STARS, programs are assessed on their work in safe and supported environment, earning a STAR level. If mastered safe and supported environment and working on higher parts of the pyramid, a higher STAR level was earned.</li> <li>• After school class assessors will state in the report whether a program has mastered a certain pyramid level in PQA. Vermont After School suggests mastering qualifies for a certain number of STARS.</li> </ul> <p><b>Rubric/guidelines for using written narratives for evidence of meeting standards in After School programs.</b></p> <ul style="list-style-type: none"> <li>• Meg Baker volunteered to participate in a workgroup on this project.</li> <li>• An email will be sent out with rubric draft for comment.</li> </ul> <p><b>Review on STARS use of CLASS</b></p> <ul style="list-style-type: none"> <li>• CLASS was selected as the STARS required assessment due to its applicability to a broad range of program settings and resulting equitable measurement.</li> <li>• Programs will receive an assessment and a dialogue will be given to the director. Will work on CQI plan with mentors. The score will be shared with CDD, but the program will receive full assessment.</li> <li>• Programs 4 and 5 STARS need a scored assessment.</li> </ul> <p><b>Quality support specialists will help programs that are new to CLASS assessment. Will help bridge gap in assessment knowledge.</b></p> <ul style="list-style-type: none"> <li>• Most current assessment requests are programs who have higher STARS Levels and are trying to take advantage of the pilot year, where their STARS level will not be reduced.</li> </ul> <p><b>TPOT for public school UPK programs (Dawn Rouse)</b></p> <ul style="list-style-type: none"> <li>• SPARQS assessors will be completing CLASS Training and coach professional development.</li> <li>• TPOT vs CLASS question has come up. Dawn Rouse met with other CDD staff and Johanna Vaczy to discuss.</li> <li>• No Assessors for TPOT or TPTOES, though programs may use those assessments to set CQI goals. Assessments must occur with three years to use in CQI. Early MTSS</li> </ul>

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	<p>sites can use TPOT. If EMTSS sites have multiple classrooms, can use TPOT for Early MTSS site, and use CLASS for other classrooms.</p> <ul style="list-style-type: none"> <li>Assessors are not being trained for TPOT, since it was a fidelity for Early MTSS, and since all programs are not participating in EMTSS, it is not equitable.</li> <li>All programs will need to use Strengthening Families assessment for used for family engagement element of quality.</li> </ul> <p><b>Class in Multi-Age home programs</b></p> <ul style="list-style-type: none"> <li>Assessors will observe various domains in each age group.</li> <li>Program plan with assessors for the age groups' availability.</li> <li>If the children are in mostly one age group, then that age assessment will be used.</li> </ul> <p><b>January 2024 STARS Advisory Group meeting dedicated to annual work plan.</b></p>
Notes from the field:	<p><b>Difficulty getting new programs (provisional) to get to higher STARS (Sonja Raymond)</b></p> <ul style="list-style-type: none"> <li>Takes time for the program to build the experience needed to execute a CQI Plan.</li> </ul> <p><b>Will take time and support for programs to prepare and execute CQI plans, offered training for this (Meg Baker)</b></p> <ul style="list-style-type: none"> <li>How can we build familiarity with new model in Vermont?</li> <li>Will push to SPARQS coaches once the program is ready.</li> <li>In the meantime, contact Jacek Deptula and Maggie Barch at CDD. In-person training may be requested, one is scheduled at Mount Mansfield. Online training continues to be offered.</li> </ul> <p><b>Community of Practice may earn PD credit soon and may be a consideration for STARS training. (Becky Millard)</b></p> <p><b>SPARQS and STARS are being used interchangeably in the field for the same program/service. Confusion throughout the field (LouAnn Berinati)</b></p> <ul style="list-style-type: none"> <li>VTAEYC is trying to differentiate between the two through communications.</li> </ul>

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	<p><b>People do not understand the program as a whole and feel overwhelmed when trying to digest the new system. Need mentoring per individual program (Meg Baker).</b></p> <ul style="list-style-type: none"> <li>• May direct programs to SPARQS with these questions for their intake portal and to follow the newsletter. (Victoria Ward)</li> </ul>
Public Comments	N/A
Set New Agenda Items*	N/A
<b>Adjourn</b>	

### Action Items

<b>Item #</b>	<b>Description</b>	<b>Action</b>
1	January 2024 STARS Advisory Group meeting dedicated to annual work plan.	Members to compile work plan suggestions.
2	Rubric/guidelines for using written narratives for evidence of meeting standards in After School programs.	Maggie will work with Meg Baker to draft.
3	Doodle Meeting request for next advisory group meeting	Maggie to send link to members seeking their availability.