

STARS Advisory Annual Workplan Meeting Agenda
March 29, 2024

11:00 AM – 12:30 PM

Attendance: Courtney Isham, Jacek Deptula, Margaret Barch-Pearsall (STARS Team)

Dawn Rouse (CDD-Operations), Ann Dillenbeck (CDD-CIS), Thembi Muhlauri (Tee Little Stars Childcare and Preschool), LouAnn Beniati (Lets Grow Kids), Sonja Raymond (Apple Tree), Kimberlie Buxton (CIS Child Care Coordinator), Nikki Bearor (SPARQS), Victoria Ward (SPARQS), Johanna Vaczy (formerly of CDD-STARS), Tricia Pawlik (Vermont After School), Amelia Struthers (Northern Lights), Deb Gass (WSESD), Amy Murphy (AOE), Tammy Bates (AOE), Meg Baker (UPK Coordinator), Sheila Quenneville (FCCH Owner)

11:00 AM

Introductions

Introducing members and their roles

11:15 AM

STARS Update

- Data
 - Total Participating 765- Though 25 have opted of STARS (more like 740)
 - 25 Applications in the last two months (70 total applications) 12 in March and 13 in February.
 - 10 Five STARS (NAYEC/HS) 2 Non NAEYC (11 in total)
 - 1 Program was a Head Start Partner Program
 - 2-Four STARS
 - 6-Three STARS
 - 1-Two STARS
 - 1-Provision Three STARS
 - 2-After school programs
 - 3-FCCH's
 - 20-Center based programs
- Ongoing trainings: Continuing to hold STARS trainings, two a month on average.
 - Also, individual training for programs that reached out.
 - CoP starting in May, which will be hybrid, two of them virtually, two in-person.
 - Highlighting the STARS process, forming CQI plans and submitting application.

- Setting up an afterschool training with the cooperation with Vermont Afterschool
- Open office hours, Thursdays from 12:30-1:30 PM
- In the process of finalizing resource bundles
 - Setting with vendors contract
 - Preselected bundles of helpful resources that programs can choose from.
 - Dimensions guide, dictionary, and strategy card for CLASS
 - Do not have a date, trying to have them available by next month (April 2024)
- STARS Newsletter will be available.
 - Will try to highlight what programs are doing in the field
 - SPARQS, Vermont Afterschool updates will present as well.
 - Will be available in May 2024.

11:30 AM

SPARQS Update/ Vermont Afterschool Update

SPARQS Update-

- Communications are being made from SPARQS team with networks and support groups.
- Surveys have been sent out to the field and provided good information.
- Over 120 coaching requests
 - Most around STARS, a lot of support asked in the field.
 - Others have been more about PD, program management, materials, challenging behaviors (sent to CIS, Seed and Sow)
- Coaching requests around STARS have been about CQI plan construction, assessment overview, Strengthening Families self-assessment.
- Two Full time Assessments, and one part time (Evelyn Efinger), fully staffed.
- Invited Betsy Rathburn- Gunn to be a consultant.
- Visted 104 Classrooms with 188 program requests in the que.

- Questions around scoring have been raised. Currently 4 STARS mid-ranged, 5 STARS-high level.
 - No program has made high level score, and many programs are having trouble meeting mid-range (especially in instructional support).
- Training from Teachstone for SPARQS assessors (May 17) focusing on instructional support.
- Some programs feel 2 hours is not long enough for an assessment.
- Some feel that CLASS is not a good method of high stakes assessment for program quality.
 - Should be more of a tool used continuously.
- A cancellation list for programs to be assessed within 24-48 hours noticed put on the intake form

Vermont Afterschool Update-

- Continue to receive a steady flow for assessor.
- Some programs are rescheduling due to illness, causing some issues with scheduling program assessments.
- Feedback getting back by 48-72 hours.
- Good feedback getting back from programs.
- Assessors are having to reintroduce what STARS is.
 - Taking up a lot of time before assessment
 - Requiring a pre-call before the assessment
- Programs are still trying to understand the difference between afterschool and center based/FCCH.
- Confusion for afterschool for what STARS level they will submit their applications.
 - Need more clear guidelines for programs to what they need to submit for each STARS level.
- Interaction and engagement are areas that need to be looked at regarding creating a new After School guidance manual for STARS.
 - Intentional planning, youth voice, building leadership skills (for youth) are all areas that programs need support in

11:45 AM

Discussion Topic

- Afterschool Programs and STARS
 - Been areas for afterschool that have been missed.
 - Emphasizing what tools should be used.
 - Youth survey
 - Communication specific for Afterschool programs
 - The model for afterschool programs to what is required for each STARS level.
 - Creating another guidance manual for afterschool programs
 - Should help prevent the initial work that assessors are doing explaining STARS and what is expected.
 - Explaining the three different PQAs and the Weikert Pyramid Model
 - Programs that have a partial afterschool component need to be assessed using afterschool assessment tools (Tricia)
 - Courtney Isham has put together a survey for Youth Voice to be sent out to afterschool programs.
 - Assessors are selecting what areas need improvement and this will show what STARS level is achieved.
- STARS CQI- STARS team will present goals created based on the January Annual Work Plan Mtg conversation, and then open it up for discussion.
 - Courtney shared the plan goals created during the annual meeting. Presented at the end of these notes.
 - Three bucket areas: Communication, System Design and Process, and Engagement
 - A monthly newsletter may be too ambitious (Ann Dillenbeck)
 - “Too much information” is being said from the field. A specific trick to your Newsletter/Email will help show that it is a communication worth spending time (Victoria)

- Possibility of using social media with tips and trick (Amelia Struthers)
- Communication with other agencies, Northern Lights, AOE, etc. should also be included in the CQI plan (Meg Baker)
- Next steps will be creating more goals for engagement and creating the PDSA cycle. (Courtney)
 - Working in subcommittees
 - Courtney will send/has sent out a survey for what people are interested in working on in the subcommittee.
- What are the challenges when SPARQS comes to coming to programs with staff with less experience/ what is to be expected (Thembi)
 - Assessors look more at the questions being asked, then how the questions are being asked. Better to focus on this. (Nikki)
 - If you have a lot of inexperienced staff, please reach out with an unscored assessment (Victoria)

12:25 PM

Public Comments

N/A

12:30 PM

Adjourn

Next Steps:

Creating workgroups to find solutions to questions that have become apparent. Once these are created, the workgroups will work together, outside the normal advisory meetings. TBD on when these will be created. Courtney Isham is taking the lead on creating these workgroups.

Revision of the current guidance manual and creating a separate guidance manual for after school programs. Courtney Isham will again be taking the lead, with CDD (Jacek Deptula and Maggie Barch) providing support. SPARQS and Vermont Afterschool is also being consulted.

STARS CQI Plan Template

VERMONT

STARS



for brighter
childcare
decisions

1. Plan Identifying Information

CDD-STARS Team

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.

2. Plan goals

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). **Goals** identify your general intentions, such as "improve the quality of teacher-child interactions." Objectives are clear measurable targets set to meet the goal.

***SELF-STUDY: Professional Development for STARS team to best support programs and effectiveness/quality of STARS: CLASS, PQA, Strengthening Families**

Communication	System Design & Process	Engagement
<p>Goal 1. Support programs through change with refined communication about STARS: 1. Trainings: Develop STARS trainings that incorporate adult-learning design, with marketing design to build buy-in. 2. Guidance Manual 3. Newsletter</p> <p>Updates to include: refined communication to act as a guide for common language for</p>	<p>Goal 1. Fine tune and clarify process and tools for each program in STARS: 1. Early Childhood (Center-based, Family Home providers) 2. Afterschool programs</p>	<p>Goal 1.</p>

partners (ex: AS vs ASP, or UPK vs PP), Highlight coaching supports, reframe assessment as a tool, communicate what CLASS/PQA score ranges are.		
Goal 2. Communicate robustly about STARS to families	Goal 2. Create rubrics for programs to use as a roadmap for being able to clearly identify what they need in order to meet desired STAR level	Goal 2. Align progression through Stars with programs' ability to include children with specialized needs. Minimize the need for a parallel system to identify Specialized Child Care programs.
Goal 3. Communicate to and create bridge between teachers/program staff and STARS :Who, what, why, and observation tools/concepts (CLASS, PQA, SF)	Goal 3. Refine design of CQI template to support programs in creating SMARTIE goals (Goal 3.
OTHER:	OTHER: Make links between our PD offerings with the CLASS dimensions: Regard for Child Perspective, Concept Development, Teacher Sensitivity, etc. Use shared language	OTHER:

- Set the expectation of quality work as being a Vermont program. Not punitive, assumption of quality.
- Can we as a system have PD on program improvement and CQI (aligning, but maybe separate) from the STARS work
- Can we make links between our PD offerings with the CLASS dimensions: Regard for Child Perspective, Concept Development, Teacher Sensitivity, etc. Use shared language
- Support programs in staffing crisis.

3. 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

4. Objectives and PDSA Cycle Descriptions

List clear and measurable objectives that meet your programs goals in each element of quality. For each objective, list the Plan, Do Study, Act (PDSA) cycle activities your program completed to meet it.

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

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

Objective:	Element of Quality:
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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.