

STARS Advisory Committee Meeting

August 2, 2024

- Attendance:

Sheila Quennville (FCCH Provider), Tricia Pawlik (VT Afterschool), Nikki Bearor (SPARQS), Thembi Muhlauri (Tee Little Stars Childcare and Preschool), Tammy Bates (AOE), Everett Ware (CDD), Wendy Scott (AOE), Maggie Barch (CDD), Meg Baker (UVM Best), Victoria Ward (SPARQS), Sonja Raymond (Appletree), Didi Harris (Let's Grow Kids)

- STARS updates (30 mins)

- Incoming Applications (Jacek)
 - Uptick of FCCHs, SPARQS reach out helped.
 - Uptick in programs achieving a higher STARS status
- Community of Practice (Maggie)
 - Highlights from the CoP
 - 23 have signed up
 - Mix of virtual and in-person, 2 in person, 2 virtual
 - Positive feedback from the field; though a change of where they are presented or what platform is likely to change
 - Format focused on learning STARS process and creating a CQI plan.
 - Maggie shared checklist tool and CQI resource sheet with Mad Libs activity shared at CoP and
 - Last CoP session is 8/10 in Rutland
 - Finishing on each element of quality and how to craft a CQI plan
 - Will use results for VTAEYC conference and VT Afterschool conference
- Resource Bundles (Courtney)
 - Launched to incentivize STARS to participate in the program in the state.
 - 17 Different bundles provided of wide variety
 - A lot of gratitude and feedback from programs on the JotForm and phone calls
 - Closed for submissions on 7/31 (funded through ARPA)
 - Total of 882 registered and licensed programs participated
 - 1059 total programs in the state, so vast majority participated.
 - All program types participated with roughly 80% of each type. Exception is non-recurring Center Based programs
 - Courtney shared answers of how these programs will use bundles with STARS
 - Three shipments have been processed by CDD and sent to vendors (230 providers) as of Monday

- CLASS and PQA distribution in process
 - STARS CQI next steps (Courtney)
 - Courtney will send out meeting invites for individuals for those interested in working on one of the three subcommittees for the CQI Plan
 - Strengthening Families Self-Assessment Update
 - Still encouraging programs to use full assessment, but providing these to programs who do not have the resources to complete it or to send out to parents
 - The work is continuing- working to complete the following:
 - Convert to Electronic version in Microsoft Forms
 - SPARQS has also converted to electronic google version
 - Abbreviated version
 - Combination of feedback from Advisory Board and abbreviated versions that other state's QRIS models use
- Program Staff Handout (15 mins)
 - Feedback focused on content
 - Too much information?
 - Very busy visually (Meg Baker). A lot of information in handout.
 - Information we are missing or stated in a different way to resonate with program staff and teachers?
 - Becca Webb provided feedback, "a lot of programs do not print in color" so black and white version may be better
 - Becca Webb, link to some of the details of information in handout
 - Yellow and green may be a difficult background (Ann Dillenbeck)
 - Interactions spelt wrong in one place (Nikki Bearor)
 - Ann Dillenbeck will send some feedback to make information more concise
 - Acronyms not consistent (Ann Dillenbeck)
 - CLASS is not just Adult-Child Interactions, but also "Peer Interactions" (Ann Dillenbeck)
 - Take out glittery stars and use QR codes/website links (Victoria Ward)
 - Afterschool "content is great" (Tricia Pawlik)
 - Do not need "what is CQI" section (Sonja Raymond)
 - Saying there are self-assessments and external assessments when discussing assessment tool (Ann Dillenbeck)
 - Use some images from Teachstone to explain CLASS (Nikki Bearor)
- Inclusion: Starting the conversation (15 mins)
 - Using common language to include
 - ICP Inclusive Classroom Profile is a useful classroom document
 - Meg Baker made some useful handouts on including when UPK coordinator:
 - <https://mbaker61.wixsite.com/uprek/single-post/inclusive-programs-creating-the-culture>

<https://mbaker61.wixsite.com/uprek/single-post/inclusive-programs-environmental-adaptations>

<https://mbaker61.wixsite.com/uprek/single-post/inclusive-programs-individualized-instruction>

- EMTSS resources to share
 - “Add to the inclusive nature of the documents by referring to classrooms and groups, or simply groups as forest-based programs may not be organized by classroom (unless they equate it with outdoor classrooms.” (Ann Dillenbeck)
 - Vermont Child Care Providers Association is holding a conference at Champlain College on Sept 21, 2024 (Sheila Quennville)
 - Doing research at CDD to identify areas needed for inclusion (Maggie)
 - Amy (AOE) and Wendy Scott have been looking for resources in school districts to pass out at AOE
 - Tammy Bates shared link for ETCA inclusion on inclusion: [ECTA Center: Indicators of High-Quality Inclusion](#)
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- Quality and Capacity Incentives Draft Design (Courtney) (20 mins)
 - Team at CDD including Janet, Dawn, Rey, Helen, Lynne, and Courtney
 - Overview of program and discussion of incentives:
 - Credential Bonuses will follow quickly (Dawn). Working with formula and since STARS is so new, projections will likely be low.
 - Working for incentive bonuses to be set at the end of fiscal year
 - Still in discussion of how 1 STAR programs will be structured in it. Likely to be weighted for programs with higher STARS level to receive more funds.
 - A lot variables to think about, many will not be known until after implementation
 - Likely if a program drops down to a STAR level, their bonus incentives will be lower. However, incentives to return to original STARS level should be available
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- Wrap-up (10 mins)
 - Please send anything to come back from staff handout
 - Subcommittees for CQI to be reached out
 - Compiling on feedback of Strengthening Families Abbreviations