

STARS CQI APPLICATION CHECKLIST

Before you submit your STARS CQI Plan and plan evidence, please review this checklist to confirm you have the required documents. To show that your CQI plan meets the standards, one or two pieces of evidence for each are required and additional evidence may be included. Standards fall under one of three STARS Elements of Quality: **Adult Child Interactions**, **Family & Youth Engagement**, and **Responsive Practice**. Suggested forms of evidence include Quality Credential Reports, completed assessment forms, written observations, communication examples, survey results, learning activity plans, coaching reports, and workshop group activities, but you may use any evidence that demonstrates how your program meets the standard (please redact Personally Identifying Information and Personal Health Information). For more information about required evidence, please see the [STARS Guidance Manual](#).

| Element of Quality | STARS Level 2 Standards | Evidence 1 | Evidence 2 |
|---------------------------|--|--|--------------------------|
| | The program demonstrates it is licensed in good standing with VT Child Care Licensing regulations. Programs with a license in provisional, intent to suspend, suspended, intent to revoke, or revoked status are not eligible for participation in STARS. | No evidence required <input checked="" type="checkbox"/> | |
| Adult-Child Interactions | Complete a self-study process for program assessment. Learn about program assessment tools. Choose tool(s) most relevant to ages served and program type. Use information from study as CQI Goals. | <input type="checkbox"/> | <input type="checkbox"/> |
| Family & Youth Engagement | Self-assess family and youth engagement practices using Strengthening Families Self-Assessment or Youth Thrive Survey. Use the information to establish CQI Goals. NAFCC accredited programs meet this standard. | <input type="checkbox"/> | <input type="checkbox"/> |
| Responsive Practice | Demonstrate staff are knowledgeable on all the following: <ul style="list-style-type: none"> • Developmentally Appropriate Practice • Vermont Early Learning Standards Birth Through Third Grade (includes school age) • Age-appropriate child observation and documentation techniques • Cultural competency and awareness about power, privilege, and equity issues that affect children, youth, families, and staff. Address required knowledge gaps with a plan and a timeline for achieving training goals. | <input type="checkbox"/> | <input type="checkbox"/> |

| Element of Quality | STARS Level 3 Standards | Evidence 1 | Evidence 2 |
|---------------------------|--|---|--------------------------|
| | The program completed level 2 or can provide evidence that meets level 2 standards | See Level 2 <input type="checkbox"/> | |
| Adult-Child Interactions | Receive consultation from a STARS approved observer using the state-approved assessment tools most relevant to the ages and program type. Develop and implement goals for improvements to adult-child interactions using assessment feedback as a reference. NAFCC accredited programs meet this standard. | <input type="checkbox"/> | |
| Family & Youth Engagement | Implement goals from the STARS Level 2 CQI plan based on the Strengthening Families and/or Youth Thrive Survey that increase family or youth engagement in the program. | <input type="checkbox"/> | <input type="checkbox"/> |
| Adult-Child Interactions | Develop and implement new goals for improvements to adult-child interactions using assessment feedback as a reference. Name resources, implementation strategies and measures that determine success. NAFCC accredited programs meet this standard. | <input type="checkbox"/> | <input type="checkbox"/> |
| Responsive Practice | <p>Conduct child observations or use child voice on a regular basis, record observations and use them for learning activity planning purposes. In groups with more than one staff, observation and planning will involve team members.</p> <p>Learning activity planning will:</p> <ul style="list-style-type: none"> • Include information from child observation and input. • Consider the needs and interests of each and every child. <p>Use observations to determine child interests and needs and to set CQI Plan improvement goals. Use information from observations to plan learning activities. Build on goals and information collected from Level 2 CQI Plan (if Level 2 CQI Plan was completed) NAFCC accreditation meets this standard.</p> | <input type="checkbox"/> | <input type="checkbox"/> |

| Element of Quality | STARS Level 4 Standards | Evidence 1 | Evidence 2 |
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|---------------------------|--|---|--------------------------|
| | Continue to meet all Level 3 standards. | See Level 3 <input type="checkbox"/> | |
| Adult-Child Interactions | Each classroom or group receives a program assessment by a SPARQS assessor, or pyramid model coach using CLASS, PQA, or TPOT. The assessment is scored or rated, and the results are in the middle range. CQI Plan shows that the program assesses for quality improvement and demonstrates goals are reviewed and revised based on data. MTSS*, Head Start and Early Head Start partner programs automatically meet this standard. | <input type="checkbox"/> | |
| Family & Youth Engagement | Add and measure effectiveness of programmatic structures that strengthen families and engage youth voice. Program structures should address at least 3 Family Protective Factors or Youth Thrive Protective Factors as described by the Center for the Study of Social Policy. | <input type="checkbox"/> | <input type="checkbox"/> |
| Adult-Child Interactions | Be familiar with processes for child assessment and child screening using state approved tools such as TS Gold, ASQ, Work Sampling and High Scope. CQI Plan addresses required training gaps and a timeline for achieving training goals. MTSS*, Head Start and Early Head Start partner programs automatically meet this standard. | <input type="checkbox"/> | <input type="checkbox"/> |
| Responsive Practice | <p>Conduct child observations or use child voice on a regular basis, record observations and use them for learning activity planning purposes. Learning activity planning will:</p> <ul style="list-style-type: none"> • Include information from child observation and input. • Consider the needs and interests of each and every child. • Be developmentally appropriate • Align with VELs, Vermont Early Learning Standards <p>CQI Plan tracks learning activities and sets improvement goals for implementing DAP, child interests and needs, and shows how they align with VELs or Vermont Afterschool Program Standards. CQI Plan builds on goals and information collected from Level 3 CQI Plan, (if level 3 CQI plan was completed).</p> <p>MTSS* programs may automatically meet this standard.</p> | <input type="checkbox"/> | <input type="checkbox"/> |

*Programs implementing Early MTSS for less than one year meet STARS Level 4 Adult-Child Interactions and Responsive Practice standards and for more than one year meet STARS Level 5 Adult-Child Interactions and Responsive Practice standards.

| Element of Quality | STARS Level 5 Standards | Evidence 1 | Evidence 2 |
|---------------------------|---|--------------------------|--------------------------|
| | Continue to meet all Level 4 standards. | <input type="checkbox"/> | |
| | NAEYC and Head Start accredited programs meet Level 5 STARS Standards. | <input type="checkbox"/> | |
| Adult-Child Interactions | Address strategies to maintain elevated levels in CQI plan. Each classroom or group receives a program assessment by a SPARQS assessor or pyramid model coach using CLASS, PQA, or TPOT. The assessment is scored or rated, with results in the high range. EMTSS sites demonstrate full implementation. CQI Plan assesses for quality improvements and demonstrates that goals are reviewed and revised based on data. Early MTSS*, Head Start and Early Head Start partner programs meet this standard. | <input type="checkbox"/> | |
| Family & Youth Engagement | Provide supports to strengthen families specifying at least three protective factors for families and youth from the Center for the Study of Social Policy Strengthening Families and Youth Thrive framework. Families/youth participate in program leadership. CQI Plan includes goals to engage family or youth leaders and tracks success. | <input type="checkbox"/> | <input type="checkbox"/> |
| Adult-Child Interactions | Be familiar with processes for child assessment and child screening using state approved tools such as TS Gold, ASQ, Work Sampling and High Scope. CQI Plan addresses required training gaps and a timeline for achieving training goals. Early MTSS*, Head Start and Early Head Start partner programs meet this standard. | <input type="checkbox"/> | <input type="checkbox"/> |
| Responsive Practice | <p>Conduct child observations or use child voice on a regular basis, record observations and use them for learning activity planning. When more than one adult regularly interacts with a group of children, observation and planning will involve team members.</p> <p>Learning Activity Planning will:</p> <ul style="list-style-type: none"> • Include information from child observation and input. • Consider the needs and interests of each and every child. • Be developmentally appropriate. • Incorporate VELs or Vermont Afterschool Program Standards • Be responsive to the child’s family culture, race and ethnicity, gender identity, and language. <p>CQI Plan bases strategies to maintain high level adult-child interactions on assessment observations and feedback and addresses strategies for maintaining elevated level responsive and equitable practices. CQI Plan tracks and develops goals designed to ensure continuity of high-level responsive practice. Programs fully implementing Early MTSS* meet this standard.</p> | <input type="checkbox"/> | <input type="checkbox"/> |