BrightStars

Recognizing, Improving, Connecting
Quality Care & Learning

CHILD CARE CENTER AND PRESCHOOL QUALITY FRAMEWORK

BRIGHTSTARS QUALITY RATING SYSTEM WORKS TO ASSESS, IMPROVE, AND COMMUNICATE THE LEVEL OF QUALITY IN EARLY LEARNING AND SCHOOL-AGE CARE SETTINGS. A BRIGHTSTARS RATING IS AN OBJECTIVE TOOL TO SUPPORT PROGRAM QUALITY IMPROVEMENT AND ASSIST FAMILIES IN SELECTING CARE AND EDUCATION PROGRAMS.

2013 STANDARDS

exceed Rhode Island's Early Childhood Commitment

Rhode Island Department of Health

Executive Office of Health and Human Services

Rhode Island Department of Human Services

DCYF

RIDE

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INTRODUCTION

BrightStars: Rhode Island's Quality Rating and Improvement System for Early Care, Education and School-age Programs

The latest science tells us that the early years of life matter because early experiences affect the architecture of children's maturing brains. Like the construction of a house, brains are built from the bottom up, with early experiences setting the foundation for the rest of development. That is why high quality early care, education and school-age programs are so important for Rhode Island.

Through BrightStars, Rhode Island is creating a sustainable infrastructure of diverse and high quality early care, education and school-age programs using research-based practices that promote positive outcomes for children and families.

BrightStars works to assess, improve, and communicate the level of quality in early care, education and school-age care settings. BrightStars meets programs and providers where they are, using a strengths-based approach that guides them to decisions about early care, education and school-age care. A BrightStars rating is an objective tool to support program quality improvement and assist families in selecting early care, education and school-age programs.

Quality rating and improvement systems exist in many states across the country to systematically improve program quality and support the healthy growth and development of our youngest children. Quality rating and improvement systems measure program quality within a framework of research-based standards.

State regulations establish the foundation for operating early care, education and school-age programs. These regulations specify the minimum standards that must be met to operate legally and are the first step in a quality rating and improvement system. Higher levels in quality rating systems recognize programs for exceeding basic regulatory requirements and implementing practices that research shows are best for children. BrightStars is part of the state's aligned continuum of program standards, with linkages to state licensing/regulation and RI Department of Education Comprehensive Early Childhood Education Program Approval.

BrightStars is a 5-level quality rating and improvement system. In order to participate in BrightStars, programs must have a child care license from the Rhode Island Department of Children, Youth & Families or program approval from the Rhode Island Department of Education. Programs that achieve higher levels of BrightStars recognition have demonstrated that they are implementing important research-based practices known to promote child development and learning. Each incremental BrightStars rating demonstrates an important step toward best practice.

BrightStars assesses programs in six quality domains:

- Health, Safety & Nutrition
- Enrollment & Staffing
- Staff Qualifications & Ongoing Professional Development
- Administration
- Early Learning & Development
- Family Engagement

Since 2005, BrightStars has received invaluable guidance and support from an Advisory Committee that includes representatives from all sectors of the early learning and child care field, state department leaders, early learning programs, and key local experts and advocates.

BrightStars is a public-private partnership managed by the Rhode Island Association for the Education of Young Children. Key partners include the United Way of Rhode Island, Rhode Island Department of Human Services, Rhode Island Department of Children, Youth & Families, Rhode Island Department of Education, Rhode Island Department of Health, Rhode Island KIDS COUNT, and the hundreds of BrightStars-participating early care, education and school-age programs across Rhode Island.

For more information visit www.BrightStars.org

BRIGHTSTARS CHILD CARE CENTER AND PRESCHOOL

DOMAINS, STANDARDS AND CRITERIA

The following is a snapshot of the BrightStars Child Care Center and Preschool Quality Framework. Standards and criteria are listed under each of the respective six BrightStars quality domains. Under "Level 1", "Level 2", etc., a check mark (✓) indicates that BrightStars will assess criteria at that level. For each criteria, an increase in check marks indicates an increase or difference in what is required to achieve a higher star rating.

Standard	Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Domain 1: Health, Safety & Nutrition						
Learning Environment	Regulatory Compliance		✓	✓	✓	✓
	Learning Environment			✓	✓✓	✓✓✓
Domain 2: Enrollment & Staffing						
Minimum Staff-Child Ratio	Staff-Child Ratio		✓	✓	✓	✓
	Staff-Child Ratio Posted		✓	✓	✓	✓
Maximum Group Size	Group Size		✓	✓	✓	✓
	Group Size Posted		✓	✓	✓	✓
Domain 3: Staff Qualifications & Ongoing Professional Development						
Teacher Qualifications	Professional Development Plan		✓	✓	✓	✓
	Formal Education			✓	✓✓	✓✓✓
	RI Early Learning and Development Training				✓	✓✓
Program Leadership	Formal Education-Administrator			✓	✓✓	✓✓✓
	RI Early Learning and Development Training-Administrator				✓	✓
	RI Early Learning and Development Training-Education Coordinator			✓	✓	✓
Domain 4: Administration						
Continuous Quality Improvement	Program Self-Assessment		✓	✓✓	✓✓✓	✓✓✓✓
	Quality Improvement Plan	✓	✓✓	✓✓	✓✓	✓✓
Domain 5: Early Learning & Development						
Curriculum	Written Curriculum			✓	✓	✓✓
	Teaching and Interaction					✓
Child Assessment	Developmental Screening Info		✓	✓	✓	✓✓
	Child Assessment				✓	✓✓
Inclusive Classroom Practices	Written Program Philosophy			✓	✓	✓
	Staff Release Time					✓
Domain 6: Family Engagement						
Family Communication and Involvement	Family Communication		✓	✓	✓✓	✓✓✓
	Family-Teacher Conference			✓	✓	✓
	Advisory Board					✓

DOMAINS AND STANDARDS AT A GLANCE

BrightStars Standards are represented by this series of icons

BrightStars Domains are represented by these flags

HOW TO USE THIS DOCUMENT

This framework is designed for use by child care centers and preschools serving children ages birth through kindergarten entry. It describes the domains, standards, and criteria BrightStars uses to assign programs a star rating.

BrightStars Standard Name and icon

BrightStars Quality Domain

Definition of Standard

Levels: five vertical columns show the criteria required to achieve a star rating

BrightStars Criteria

Domain 1: Health, Safety & Nutrition

Standard 1:
LEARNING ENVIRONMENT

Daily activities and interactions show that the program is providing a **safe, healthy, and stimulating environment.** The program provides **indoor and outdoor space** to support varied and enriching experiences for children. Daily interactions demonstrate that **staff respect, care for, and enjoy working with children.** The program supports **the inclusion of children with disabilities and developmental delays,** responds to the **cultural and linguistic diversity** of the population it serves, and promotes the acceptance of diversity among staff, families, and children.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF[1] Community-based programs OR **Basic Education Program (BEP) Compliance**[2] Public Schools	**Compliance with DCYF Licensing Regulations** OR **Basic Education Program (BEP) Compliance**[2] Public Schools PLUS **Learning Environment Training**	**Compliance with DCYF Licensing Regulations** OR **Basic Education Program (BEP) Compliance**[2] Public Schools PLUS **Learning Environment Training** PLUS	**Compliance with DCYF Licensing Regulations** OR **Basic Education Program (BEP) Compliance**[2] Public Schools PLUS **Learning Environment Training** PLUS	**Compliance with DCYF Licensing Regulations** OR **Basic Education Program (BEP) Compliance**[2] Public Schools PLUS **Learning Environment Training** PLUS

"OR" represents one criteria or another needed to achieve a rating at that level

Bold text represents a change from level to level

"PLUS" represents additional criteria needed to achieve a rating at that level

Standard 1:

LEARNING ENVIRONMENT

Daily activities and interactions show that the program is providing a **safe, healthy, and stimulating environment.** The program provides **indoor and outdoor space** to support varied and enriching experiences for children. Daily interactions demonstrate that **staff respect, care for, and enjoy working with children.** The program supports **the inclusion of children with disabilities and developmental delays,** responds to the **cultural and linguistic diversity** of the population it serves, and promotes the acceptance of diversity among staff, families, and children.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF[1] Community-based programs OR **Basic Education Program (BEP) Compliance**[2] Public Schools	**Compliance with DCYF Licensing Regulations** OR **Basic Education Program (BEP) Compliance**[2] Public Schools PLUS **Learning Environment Training**	**Compliance with DCYF Licensing Regulations** OR **Basic Education Program (BEP) Compliance**[2] Public Schools PLUS **Learning Environment Training** PLUS Average ECERS-R and ITERS-R score of **3.0 or greater,** with no observed *classroom* score less than **2.5**[3]	**Compliance with DCYF Licensing Regulations** OR **Basic Education Program (BEP) Compliance**[2] Public Schools PLUS **Learning Environment Training** PLUS Average ECERS-R and ITERS-R score of **4.0 or greater,** with no observed *classroom* score less than **3.0**[3]	**Compliance with DCYF Licensing Regulations** OR **Basic Education Program (BEP) Compliance**[2] Public Schools PLUS **Learning Environment Training** PLUS Average ECERS-R and ITERS-R score of **5.0 or greater,** with no observed *classroom* score less than **3.0**[3]

[1] For early care and education programs licensed by the RI Department of Children, Youth & Families (DCYF).
[2] For preschool programs approved by the RI Department of Education and not licensed by DCYF.
[3] ECERS-R and ITERS-R observations are conducted in a random sample of one-third of classrooms (with at least one tool used per age group) and scores are averaged.

Standard 2:

MINIMUM STAFF-CHILD RATIO

The program has enough staff members at all times to supervise the children and to support early learning and development. This standard reiterates what is expected of programs through compliance with state regulation.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF	**Compliance with Staff-Child Ratios**[1] *Community-based programs* DCYF Child Care Center Regulations require:[2] **1:4** for infants (6 weeks to 18 months) **1:6** for toddlers (18 to 36 months) **1:9** for three year olds **1:10** for four year olds **1:12** for five year olds OR *Public Schools* Current RI Special Education regulations require a minimum of 2:15 for preschoolers in inclusive/integrated classrooms PLUS **Staff-Child Ratio Posted** Minimum staff child ratio is clearly posted for each group of children	**Compliance with Staff-Child Ratios**[1] *Community-based programs* DCYF Child Care Center Regulations require:[2] **1:4** for infants (6 weeks to 18 months) **1:6** for toddlers (18 to 36 months) **1:9** for three year olds **1:10** for four year olds **1:12** for five year olds OR *Public Schools* Current RI Special Education regulations require a minimum of 2:15 for preschoolers in inclusive/integrated classrooms PLUS **Staff-Child Ratio Posted** Minimum staff child ratio is clearly posted for each group of children	**Compliance with Staff-Child Ratios**[1] *Community-based programs* DCYF Child Care Center Regulations require:[2] **1:4** for infants (6 weeks to 18 months) **1:6** for toddlers (18 to 36 months) **1:9** for three year olds **1:10** for four year olds **1:12** for five year olds OR *Public Schools* Current RI Special Education regulations require a minimum of 2:15 for preschoolers in inclusive/integrated classrooms PLUS **Staff-Child Ratio Posted** Minimum staff child ratio is clearly posted for each group of children	**Compliance with Staff-Child Ratios**[1] *Community-based programs* DCYF Child Care Center Regulations require:[2] **1:4** for infants (6 weeks to 18 months) **1:6** for toddlers (18 to 36 months) **1:9** for three year olds **1:10** for four year olds **1:12** for five year olds OR *Public Schools* Current RI Special Education regulations require a minimum of 2:15 for preschoolers in inclusive/integrated classrooms PLUS **Staff-Child Ratio Posted** Minimum staff child ratio is clearly posted for each group of children	**Compliance with Staff-Child Ratios**[1] *Community-based programs* DCYF Child Care Center Regulations require:[2] **1:4** for infants (6 weeks to 18 months) **1:6** for toddlers (18 to 36 months) **1:9** for three year olds **1:10** for four year olds **1:12** for five year olds OR *Public Schools* Current RI Special Education regulations require a minimum of 2:15 for preschoolers in inclusive/integrated classrooms PLUS **Staff-Child Ratio Posted** Minimum staff child ratio is clearly posted for each group of children

[1] Unless federal or state law requires more stringent ratios or when determined to be appropriate considering student behavioral, health, or educational needs.

[2] Programs with mixed-age groups must meet the staff-child ratio requirement for the youngest child in the group.

Standard 3:

MAXIMUM GROUP SIZE

Maximum group size is determined by the number of children cared for by a caregiver or group of caregivers in a classroom or designated area. Measuring group size ensures that **children are cared for in a small group, separate from other groups of children** in order to promote the development of stable, positive relationships and to prevent the spread of disease. This standard reiterates what is expected of programs through state regulation.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF	**Compliance with Group Size**[1] *Community-based programs* Child Care Center regulations limit group size to a maximum of:[2] **8:** infants (6 weeks to 18 months) **12:** toddlers (18 to 36 months) **18**: three year old **20:** four year olds **24:** five year olds OR *Public Schools* Current RI Special Education regulations require a maximum group size of 15 preschoolers in inclusive/ integrated classrooms PLUS **Group Size Posted** Maximum group size is clearly posted for each group of children	**Compliance with Group Size**[1] *Community-based programs* Child Care Center regulations limit group size to a maximum of:[2] **8:** infants (6 weeks to 18 months) **12:** toddlers (18 to 36 months) **18**: three year old **20:** four year olds **24:** five year olds OR *Public Schools* Current RI Special Education regulations require a maximum group size of 15 preschoolers in inclusive/ integrated classrooms PLUS **Group Size Posted** Maximum group size is clearly posted for each group of children	**Compliance with Group Size**[1] *Community-based programs* Child Care Center regulations limit group size to a maximum of:[2] **8:** infants (6 weeks to 18 months) **12:** toddlers (18 to 36 months) **18**: three year old **20:** four year olds **24:** five year olds OR *Public Schools* Current RI Special Education regulations require a maximum group size of 15 preschoolers in inclusive/ integrated classrooms PLUS **Group Size Posted** Maximum group size is clearly posted for each group of children	**Compliance with Group Size**[1] *Community-based programs* Child Care Center regulations limit group size to a maximum of:[2] **8:** infants (6 weeks to 18 months) **12:** toddlers (18 to 36 months) **18**: three year old **20:** four year olds **24:** five year olds OR *Public Schools* Current RI Special Education regulations require a maximum group size of 15 preschoolers in inclusive/ integrated classrooms PLUS **Group Size Posted** Maximum group size is clearly posted for each group of children	**Compliance with Group Size**[1] *Community-based programs* Child Care Center regulations limit group size to a maximum of:[2] **8:** infants (6 weeks to 18 months) **12:** toddlers (18 to 36 months) **18**: three year old **20:** four year olds **24:** five year olds OR *Public Schools* Current RI Special Education regulations require a maximum group size of 15 preschoolers in inclusive/ integrated classrooms PLUS **Group Size Posted** Maximum group size is clearly posted for each group of children

[1] Unless federal or state law requires more stringent ratios or when determined to be appropriate considering student behavioral, health, or educational needs.

[2] Programs with mixed-age groups must meet the staff-child ratio requirement for the youngest child in the group.

Standard 4:

TEACHER QUALIFICATIONS

Each group of children shall have a teacher who works under the supervision and guidance of the Education Coordinator[1] to care for the children and implement the classroom curriculum. The teacher has the **formal education and professional preparation** to work with children in their assigned age group.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF Community-based programs OR **Basic Education Program (BEP) Compliance** Public Schools	**Professional Development Plan** All teachers have a written individual professional development plan aligned with RI's Workforce Knowledge and Competencies	**Professional Development Plan** All teachers have a written individual professional development plan aligned with RI's Workforce Knowledge and Competencies PLUS **Formal Education** At least 75% of teachers have: • A CDA *and* 9 college credits in ECE/ related field OR 12 college credits in ECE/ related field	**Professional Development Plan** All teachers have a written individual professional development plan aligned with RI's Workforce Knowledge and Competencies PLUS **Formal Education** At least 75% of teachers have: • 12 college credits in ECE/ related field **Of these teachers, at least 25% have:** • Associate's Degree/higher *(60 college credits is accepted)* PLUS **RI Early Learning and Development Standards (RIELDS) Training** **50%** of preschool teachers have a RIELDS Certificate relevant to this position	**Professional Development Plan** All teachers have a written individual professional development plan aligned with RI's Workforce Knowledge and Competencies PLUS **Formal Education** At least 75% of teachers have: • Associate's Degree/higher *(60 college credits is accepted) and* 24 college credits in ECE/related field **Of these, 50% of *preschool* teachers have:** • A Bachelor's Degree/higher *and* 24 college credits in ECE/ related field PLUS **RI Early Learning and Development Standards (RIELDS) Training** **75%** of preschool teachers have a RIELDS Certificate relevant to this position

[1] Education Coordinator is a term specific to community-based programs. In the public schools, individuals with different titles may support the early childhood program.

Standard 5:

PROGRAM LEADERSHIP

The **Program Administrator**[1] **is responsible for overall operations** and compliance with licensing regulations. The **Education Coordinator**[1] **is responsible for the development and implementation of the early learning and development program**, including classroom curriculum, organization of children's groups, and staff performance. These roles may be stand-alone positions or done by the same person.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF Community-based programs OR **Basic Education Program (BEP) Compliance** Public Schools	**Compliance with DCYF Licensing Regulations** Community-based programs OR **Basic Education Program (BEP) Compliance** Public Schools	Administrator **Formal Education** The Administrator has an Associates' Degree/higher PLUS Education Coordinator **Rhode Island Early Learning and Development Standards (RIELDS) Training** The Education Coordinator has a RIELDS Certificate relevant to this position	Administrator **Formal Education** The Administrator has a Bachelor's Degree/higher and 6 credits in ECE/related field PLUS **Rhode Island Early Learning and Development Standards (RIELDS) Training** The Administrator has a RIELDS Certificate relevant to this position Education Coordinator **Rhode Island Early Learning and Development Standards (RIELDS) Training** The Education Coordinator has a RIELDS Certificate relevant to this position	Administrator **Formal Education** The Administrator has a Bachelor's Degree/higher and 12 credits in ECE/related field PLUS **Rhode Island Early Learning and Development Standards (RIELDS) Training** The Administrator has a RIELDS Certificate relevant to this position Education Coordinator **Rhode Island Early Learning and Development Standards (RIELDS) Training** The Education Coordinator has a RIELDS Certificate relevant to this position

[1] Program Administrator and Education Coordinator are terms specific to community-based programs. In the public schools, individuals with different titles may direct and support the early childhood program.

Standard 6:
CONTINUOUS QUALITY IMPROVEMENT

The program **conducts a comprehensive self-assessment,** at least once a year, to assess compliance with regulations and standards and to determine its effectiveness in meeting the needs of the children and families it serves. The program then uses this information to **create program goals** to continually improve quality and documents progress towards achieving these goals.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF Community-based programs OR **Basic Education Program (BEP) Compliance** Public Schools PLUS **Quality Improvement Plan** The program develops and implements an annual quality improvement plan that includes all BrightStars domains and is informed by multiple sources of evidence used in the program self-assessment. This document is due 3 months from the date star rating is awarded.	**Program Self-Assessment** The program administers a comprehensive self-assessment which includes at least **2** sources of evidence such as: • *monitoring report* • *child assessment information* • *family survey* • *staff professional development plans* • *board survey* • *other* PLUS **Quality Improvement Plan** The program develops and implements an annual quality improvement plan that includes all BrightStars domains and is informed by multiple sources of evidence used in the program self-assessment. This document is due 3 months from the date star rating is awarded.	**Program Self-Assessment** The program administers a comprehensive self-assessment which must include **ECERS-R and ITERS-R findings** (if available) and at least **2** other sources of evidence such as: • *monitoring report* • *child assessment information* • *family survey* • *staff professional development plans* • *board survey* • *other* PLUS **Quality Improvement Plan** The program develops and implements an annual quality improvement plan that includes all BrightStars domains and is informed by multiple sources of evidence used in the program self-assessment. This document is due 3 months from the date star rating is awarded.	**Program Self-Assessment** The program administers a comprehensive self-assessment which must include **ECERS-R and ITERS-R findings** (if available) and at least **3** other sources of evidence such as: • *monitoring report* • *child assessment information* • *family survey* • *staff professional development plans* • *board survey* • *other* PLUS **Quality Improvement Plan** The program develops and implements an annual quality improvement plan that includes all BrightStars domains and is informed by multiple sources of evidence used in the program self-assessment. This document is due 3 months from the date star rating is awarded.	**Program Self-Assessment** The program administers a comprehensive self-assessment which must include **ECERS-R, ITERS-R and CLASS findings** (if available), **family survey results** and at least **3** other sources of evidence such as: • *monitoring report* • *child assessment information* • *staff professional development plans* • *board survey* • *other* PLUS **Quality Improvement Plan** The program develops and implements an annual quality improvement plan that includes all BrightStars domains and is informed by multiple sources of evidence used in the program self-assessment. This document is due 3 months from the date star rating is awarded.

Standard 7:

CURRICULUM

The program **uses a curriculum or curriculum framework,** aligned to the RI Early Learning and Development Standards (RIELDS), for all age groups served, including infants and toddlers. Teaching staff have **emotional connections** with children and respond appropriately to individual early learning and development needs. Classroom schedules and routines **maximize time spent in early learning and development** activities. The program provides many **opportunities for children to learn and practice skills** in all domains of the RI Early Learning and Development Standards.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF Community-based programs OR **Basic Education Program (BEP) Compliance** Public Schools	**Compliance with DCYF Licensing Regulations** Community-based programs OR **Basic Education Program (BEP) Compliance** Public Schools	**Written Curriculum** Curriculum aligned with the RIELDS OR Compliance with Head Start Performance Standards OR NAEYC Accreditation	**Written Curriculum** Curriculum aligned with the RIELDS PLUS **Teaching and Interaction Training** OR Compliance with Head Start Performance Standards OR NAEYC Accreditation	**Written Curriculum** Curriculum and **curriculum framework** aligned with the RIELDS PLUS **Teaching and Interaction** CLASS observation (in one-third of preschool classrooms); programs may alternatively supply evidence of CLASS observations conducted in the last year OR Compliance with Head Start Performance Standards OR NAEYC Accreditation

Standard 8:

CHILD ASSESSMENT

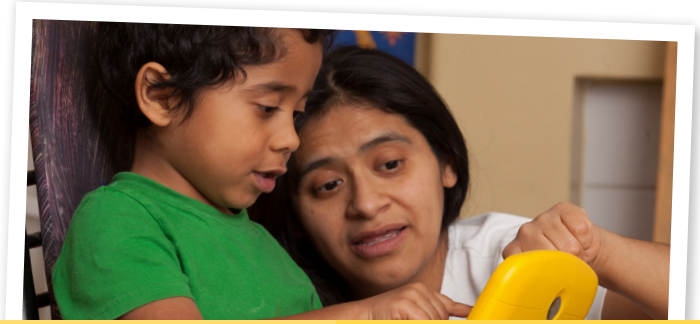
The program **connects families to developmental screenings** for their children, and systematically and routinely **gathers information about each child** in order to meet the individual needs of children and provide differentiated learning experiences.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF Community-based programs OR **Basic Education Program (BEP) Compliance** Public Schools	**Developmental Screening Info** The program provides written information to families about developmental screenings available through health care settings or Early Intervention (for programs serving infants/toddlers), and Child Outreach (for programs serving preschoolers)	**Developmental Screening Info** The program provides written information to families about developmental screenings available through health care settings or Early Intervention (for programs serving infants/toddlers), and Child Outreach (for programs serving preschoolers)	**Developmental Screening Info** The program provides written information to families about developmental screenings available through health care settings or Early Intervention (for programs serving infants/toddlers), and Child Outreach (for programs serving preschoolers) PLUS **Child Assessment** The program gathers information about each child using **2** or more methods (e.g., child observation, checklist, family surveys/interviews) to inform classroom instruction OR Compliance with Head Start Performance Standards OR NAEYC Accreditation	**Developmental Screening Info** The program provides written information to families about developmental screenings available through health care settings or Early Intervention (for programs serving infants/toddlers), and Child Outreach (for programs serving preschoolers) and **collaborates with Child Outreach** to provide on-site developmental screenings or provides families with specific dates and locations PLUS **Child Assessment** The program gathers information about each child using **3** or more methods (e.g., child observation, checklist, family surveys/interviews) to inform classroom instruction PLUS The program uses valid and reliable assessment tools to inform curriculum planning OR Compliance with Head Start Performance Standards OR NAEYC Accreditation

Standard 9:

INCLUSIVE CLASSROOM PRACTICES

The program **supports the inclusion** of children with disabilities and developmental delays.



LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF Community-based programs OR **Basic Education Program (BEP) Compliance** Public Schools	**Compliance with DCYF Licensing Regulations** Community-based programs OR **Basic Education Program (BEP) Compliance** Public Schools	**Written Program Philosophy** The program supports children and families of all abilities, modifies the program, makes reasonable accommodations, and collaborates with key partners to support children with developmental delays and disabilities in inclusive/integrative classroom settings OR Compliance with Head Start Performance Standards	**Written Program Philosophy** The program supports children and families of all abilities, modifies the program, makes reasonable accommodations, and collaborates with key partners to support children with developmental delays and disabilities in inclusive/integrative classroom settings OR Compliance with Head Start Performance Standards	**Written Program Philosophy** The program supports children and families of all abilities, modifies the program, makes reasonable accommodations, and collaborates with key partners to support children with developmental delays and disabilities in inclusive/integrative classroom settings PLUS **Staff Release Time** Programs make staff available to collaborate with IEP/IFSP teams by attending meetings, participating in relevant training, and/or sharing information (e.g., child assessment results) to support children with developmental delays or disabilities and their families OR Compliance with Head Start Performance Standards

Standard 10:

FAMILY COMMUNICATION AND INVOLVEMENT

The program **communicates regularly with families** by engaging in two-way communication with families, offering ongoing opportunities for family involvement, and **working to build partnerships with families.**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF Community-based programs OR **Basic Education Program (BEP) Compliance** Public Schools	**Family Communication** Program offers **2** or more of the following: • Monthly newsletter • Family meeting, social event, or workshop (four times/year) • Ideas and suggestions to support learning at home (four times/year) • Annual family survey • Support parents in transitioning children • Connect families with community services OR Compliance with Head Start Performance Standards OR NAEYC Accreditation	**Family Communication** Program offers **2** or more of the following: • Monthly newsletter • Family meeting, social event, or workshop (four times/year) • Ideas and suggestions to support learning at home (four times/year) • Annual family survey • Support parents in transitioning children • Connect families with community services PLUS **Family-Teacher Conference** Offered two times/year OR Compliance with Head Start Performance Standards OR NAEYC Accreditation	**Family Communication** Program offers **2** or more of the following: • Monthly newsletter • Family meeting, social event, or workshop (four times/year) • Ideas and suggestions to support learning at home (four times/year) • Support parents in transitioning children • Connect families with community services PLUS Conducts annual family survey PLUS **Family-Teacher Conference** Offered two times/year OR Compliance with Head Start Performance Standards OR NAEYC Accreditation	**Family Communication** Program offers **3** or more of the following: • Monthly newsletter • Family meeting, social event, or workshop (four times/year) • Ideas and suggestions to support learning at home (four times/year) • Support parents in transitioning children • Connect families with community services PLUS Conducts annual family survey PLUS **Family-Teacher Conference** Offered two times/year PLUS **Advisory Board** An advisory board that includes families and meets four times/year OR Compliance with Head Start Performance Standards OR NAEYC Accreditation

GLOSSARY

Basic Education Program (BEP)	The Basic Education Program (BEP) is the overarching set of regulations for the Rhode Island public education system. Together with other federal and state laws and regulations, the BEP outlines the rights of every student in the Rhode Island public education system. It sets basic standards to help ensure that high quality education is available to all public school students, regardless of where they live or go to school. **www.ride.ri.gov**
BrightStars Criteria	BrightStars criteria are specific, measurable benchmarks within a standard that programs must meet in order to receive a BrightStars rating. For example, "Compliance with DCYF Licensing Regulations" and "Family-Teacher Conference" are criteria.
BrightStars Domain	BrightStars standards are organized into 6 domains, or general areas of program quality. The 6 BrightStars domains are: 1) Health, Safety & Nutrition, 2) Enrollment & Staffing, 3) Staff Qualifications & Ongoing Professional Development, 4) Administration, 5) Early Learning & Development, and 6) Family Engagement.
BrightStars Standard	BrightStars program standards set specific goals for program quality. For example, "Teacher Qualifications" is a program standard.
Child Development Associate (CDA)	The CDA credential is a nationally-awarded certificate administered by the Council for Professional Recognition. A CDA can be obtained in infant/toddler, preschool, family child care, or home visiting. In order to receive a CDA credential, an individual must have 480 hours of experience working with children, 120 hours of formal training, and complete the CDA exam. **www.cdacouncil.org**
Child Outreach	Child Outreach is a universal developmental screening system designed to screen all children, ages three to five years old. Screening serves as a first step in the identification of children who might have developmental delays or disabilities and who could benefit from intervention. Child Outreach also serves as a resource to families, providing information about general development, the development of their child, opportunities for involvement in their child's development and information regarding referrals to agencies and community programs. **www.ride.ri.gov**.
CLASS	*The Classroom Assessment Scoring System*. The CLASS is an observational instrument. The tool assesses teacher-student interaction in three domains: Emotional Support, Classroom Interaction, and Instruction and Support. **www.teachstone.com**
Early Intervention	RI's Early Intervention Program promotes the growth and development of infants and toddlers who have a developmental disability or delay in one or more areas. Developmental disabilities or delays can affect a child's speech, physical ability, or social skills. Children referred to the Early Intervention Program receive a comprehensive developmental evaluation to determine if they are eligible. **www.eohhs.ri.gov**
Early Childhood Education/ Related Field (ECE/Related)	Specialized coursework in Early Childhood Education or a related field is required. For a complete definition, see the BrightStars application materials or visit **www.BrightStars.org**

GLOSSARY (CONTINUED)

ECERS-R, ITERS-R	*The Early Childhood Environment Rating Scale – Revised. The Infant-Toddler Environment Rating Scale – Revised.* The ECERS-R and ITERS-R assess process quality in infant, toddler, and preschool classrooms. Process quality is what children directly experience in their program that has a direct effect on their development, including the various interactions that go on in a classroom between staff and children and among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. **ersi.info**
Head Start Performance Standards	The Head Start Performance Standards are designed to ensure that the Head Start goals and objectives are implemented successfully, that the Head Start philosophy continues to thrive, and that all grantee and delegate agencies maintain the highest possible quality in the provision of Head Start services. **www.acf.hhs.gov**
Individualized Education Program (IEP)	For students with disabilities, this means that the student must be provided with a free, appropriate, public education designed to meet his or her needs and to provide the student with access and opportunity to attain those high standards. The foundation of the program for the student with a disability is the Individualized Education Program (IEP) developed by the IEP team. **www.ride.ri.gov**
Individualized Family Service Plan (IFSP)	After a child is determined eligible for Early Intervention, the Early Intervention staff and the family design a plan called the Individualized Family Service Plan (IFSP). **www.eohhs.ri.gov**
National Association for the Education of Young Children (NAEYC)	NAEYC is a professional association focused on the quality of educational and developmental services for all children from birth through age 8. NAEYC supports a national, voluntary accreditation system for early childhood education programs. **www.naeyc.org**
RI Department of Children, Youth and Families (DCYF)	DCYF licenses child care centers, family child care homes, and school-age programs to ensure the health, safety and well-being of children while in care outside of their home. **www.dcyf.ri.gov**
RI Early Learning and Development Standards	The RI Early Learning and Development Standards articulate shared expectations for what young children should know and be able to do. They provide a common language for measuring progress toward achieving specific learning goals. **www.rields.com**
RI Workforce Knowledge and Competencies	The Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators articulate the essential skills and knowledge that educators who work with young children in a classroom setting need to know, understand, and be able to do to promote young children's healthy development and learning. **www.ride.ri.gov**

BrightStars

Recognizing, Improving, Connecting
Quality Care & Learning

CHILD CARE CENTER AND PRESCHOOL QUALITY FRAMEWORK

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Rhode Island Department of Children, Youth & Families

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For more information about BrightStars visit: www.BrightStars.org