

Child Care Center and Preschool Quality Framework

December 2008



BrightStars: Rhode Island's Quality Rating and Improvement System for Child Care and Early Learning Programs

Rhode Island has developed BrightStars, a voluntary quality rating and improvement system, in order to improve family access to high quality child care and early learning programs across the state. Quality rating and improvement systems exist in many states across the country and are a proven strategy to systematically improve the quality of child care and early learning programs.

Quality rating systems measure program quality with a set of community-developed, research-based standards. State licensing requirements establish the foundation for operating child care and early learning 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 licensing standards and implementing practices that research shows are best for children.

BrightStars is a 5-level quality rating and improvement system. In order to participate in BrightStars, programs must have a current, valid license from the Rhode Island Department of Children, Youth and Families or an approval from the Rhode Island Department of Elementary and Secondary Education and have a commitment to continuous quality improvement. Participating programs must also be in compliance with all critical areas of licensing including: staff-child ratio and group size, staff qualifications, supervision of children, licensed capacity, safe environment, safe transportation, criminal background checks, and other areas.

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 step

in BrightStars is an important step toward best practice. BrightStars assesses programs using six quality domains:

- Child's Daily Experience
- Teaching and Learning
- Staff-Child Ratio and Group Size
- Family Communication and Involvement
- Staff Qualifications
- Program Management

BrightStars is led by a steering committee including representatives from all sectors of the early learning and child care field, state department leaders, providers, and key local experts and advocates. Families from across Rhode Island have been engaged throughout the development of BrightStars to ensure the standards reflect what matters to parents. The BrightStars standards and measurement system was field tested in 2008 in partnership with national researchers from the FPG Child Development Institute at the University of North Carolina.

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, RI Department of Human Services, RI Department of Children, Youth and Families, and RI Department of Elementary and Secondary Education.

For more information visit www.BrightStars.org.

BrightStars Child Care Center and Preschool 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: Child’s Daily Experience						
Child’s Daily Experience	Licensing Compliance	✓	✓	✓	✓	✓
	Learning Environment		✓	✓✓	✓✓✓	✓✓✓✓
Domain 2: Teaching and Learning						
Context and Process of Learning	Learning Context		✓	✓✓	✓✓✓	✓✓✓✓
	Teaching and Interaction				✓	✓
Curriculum and Child Assessment	Curriculum		✓	✓	✓✓	✓✓✓
	Developmental Screening Info		✓	✓	✓	✓
	Child Assessment				✓	✓
Domain 3: Staff-Child Ratio and Group Size						
Minimum Staff-Child Ratio	Staff-Child Ratio		✓	✓	✓✓	✓✓
	Staff-Child Ratio Posted		✓	✓	✓	✓
Maximum Group Size	Group Size		✓	✓	✓✓	✓✓
	Group Dividers		✓	✓	✓	✓✓
	Group Size Posted		✓	✓	✓	✓
Domain 4: Family Communication and Involvement						
Family Communication and Involvement	Family Communication		✓	✓	✓	✓
	Parent-Teacher Conference			✓	✓	✓
	Advisory Board					✓
Domain 5: Staff Qualifications						
Lead Group Teacher Qualifications	Professional Development		✓	✓	✓	✓
	Formal Education			✓	✓✓	✓✓✓
	Preschool Preparation				✓	✓✓
Center Director Qualifications	Formal Education			✓	✓	✓
	RI Early Learning Standards Training					✓
Domain 6: Program Management						
Program Management	Program Self-Assessment		✓	✓	✓	✓
	Quality Improvement Plan		✓	✓	✓	✓

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 standards and criteria BrightStars uses to assign programs a star rating.

BrightStars Standard Name → **Standard 1: Child's Daily Experience**

Definition of Standard → 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**, responds to the **cultural and linguistic diversity** of the population it serves, and promotes the acceptance of diversity among staff, families, and children.

Domain 1: Child's Daily Experience → BrightStars Quality Domain

Measurement: tools and methods used to assess program quality

Resources: selected quality improvement resources

Levels: five vertical columns show the levels in which you can achieve a star rating

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
Licensing Compliance Compliance in all critical areas of licensing ¹ — OR — Preschool approval ²	Licensing Compliance Compliance in all critical areas of licensing ¹ — OR — Preschool approval ² + Learning Environment Comprehensive self-assessment that includes: • indoor and outdoor space • health and safety practices • teaching and learning practices • family communication and involvement • cultural and linguistic competence • respect for diversity	Licensing Compliance Compliance in all critical areas of licensing ¹ — OR — Preschool approval ² + Learning Environment Average ECERS-R and ITERS-R score of 3.0 or greater, with no observed classroom score less than 2.5 ³ — OR — NAEYC Accreditation	Licensing Compliance Compliance in all critical areas of licensing ¹ — OR — Preschool approval ² + Learning Environment Average ECERS-R and ITERS-R score of 4.0 or greater, with no observed classroom score less than 3.0 ³ — OR — NAEYC Accreditation	Licensing Compliance Compliance in all critical areas of licensing ¹ — OR — Preschool approval ² + Learning Environment Average ECERS-R and ITERS-R score of 5.0 or greater, with no observed classroom score less than 3.0 ³ — OR — NAEYC Accreditation	• Child care license and monitoring report • Preschool approval letter • Comprehensive program self-assessment • ECERS-R • ITERS-R • NAEYC Accreditation Certificate	• DCYF Licensing • RI Department of Elementary and Secondary Education • RI Child Care Facilities Fund • Child Care Support Network • CHILDSPAN • ECERS-R, <i>All About the ECERS-R</i> • ITERS-R, <i>All About the ITERS-R</i> • NAEYC Accreditation Resources • Focused self-assessment tools

BrightStars Criteria →

“+” Plus represents additional criteria needed to achieve a rating in that level

“OR” represents one criteria or another needed to achieve a rating in that level

Bold or italics text represents a change from level to level

Standard 1: Child's Daily Experience

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**, responds to the **cultural and linguistic diversity** of the population it serves, and promotes the acceptance of diversity among staff, families, and children.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Licensing Compliance Compliance in all critical areas of licensing¹</p> <p>OR</p> <p>Preschool approval²</p>	<p>Licensing Compliance Compliance in all critical areas of licensing¹</p> <p>OR</p> <p>Preschool approval²</p> <p>+</p> <p>Learning Environment Comprehensive self-assessment that includes:</p> <ul style="list-style-type: none"> • indoor and outdoor space • health and safety practices • teaching and learning practices • family communication and involvement • cultural and linguistic competence • respect for diversity 	<p>Licensing Compliance Compliance in all critical areas of licensing¹</p> <p>OR</p> <p>Preschool approval²</p> <p>+</p> <p>Learning Environment Average ECERS-R and ITERS-R score of 3.0 or greater, with no observed classroom score less than 2.5³</p> <p>OR</p> <p>NAEYC Accreditation</p>	<p>Licensing Compliance Compliance in all critical areas of licensing¹</p> <p>OR</p> <p>Preschool approval²</p> <p>+</p> <p>Learning Environment Average ECERS-R and ITERS-R score of 4.0 or greater, with no observed classroom score less than 3.0³</p> <p>OR</p> <p>NAEYC Accreditation</p>	<p>Licensing Compliance Compliance in all critical areas of licensing¹</p> <p>OR</p> <p>Preschool approval²</p> <p>+</p> <p>Learning Environment Average ECERS-R and ITERS-R score of 5.0 or greater, with no observed classroom score less than 3.0³</p> <p>OR</p> <p>NAEYC Accreditation</p>	<ul style="list-style-type: none"> • Child care license and monitoring report • Preschool approval letter • Comprehensive program self-assessment • ECERS-R • ITERS-R • NAEYC Accreditation Certificate 	<ul style="list-style-type: none"> • DCYF Licensing • RI Department of Elementary and Secondary Education • RI Child Care Facilities Fund • Child Care Support Network • CHILDSPAN • ECERS-R, <i>All About the ECERS-R</i> • ITERS-R, <i>All About the ITERS-R</i> • NAEYC Accreditation Resources • Focused self-assessment tools

¹For child care programs licensed by the RI Department of Children, Youth and Families (DCYF).

²For preschool programs approved by the RI Department of Elementary and Secondary Education and not licensed by DCYF.

³ECERS-R and ITERS-R scores will be collected from a random sample of 33% of classrooms (with at least one tool used per age group) and scores will be averaged. NAEYC accredited programs will also have ECERS-R and ITERS-R data collected, but the scores will not be used in the rating process during the first year of implementation.

Standard 2: Context and Process of Learning

Teachers have a **positive emotional connection** with students and respond appropriately to individual students' academic and emotional needs. Classroom routines **maximize time spent in learning** activities. The program

provides many **opportunities for children to learn and practice skills** across a broad range of developmental areas including social, emotional, physical, cognitive, and language.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
N/A	<p>Learning Context Self-assessment of materials, routines, and activities that promote play and learning</p>	<p>Learning Context Average ECERS-R and ITERS-R score of 3.0 or greater, with no observed classroom score less than 2.5⁴</p> <p style="text-align: center;">OR</p> <p>NAEYC Accreditation</p>	<p>Learning Context Average ECERS-R and ITERS-R score of 4.0 or greater, with no observed classroom score less than 3.0⁴</p> <p style="text-align: center;">OR</p> <p>NAEYC Accreditation</p> <p style="text-align: center;">+</p> <p>Teaching and Interaction CLASS completed by BrightStars (preschool only)⁵</p>	<p>Learning Context Average ECERS-R and ITERS-R score of 5.0 or greater, with no observed classroom score less than 3.0⁴</p> <p style="text-align: center;">OR</p> <p>NAEYC Accreditation</p> <p style="text-align: center;">+</p> <p>Teaching and Interaction CLASS completed by BrightStars (preschool only)⁵</p>	<ul style="list-style-type: none"> • Self-assessment of learning context • ECERS-R • ITERS-R • NAEYC Accreditation Certificate • CLASS (<i>Classroom Assessment Scoring System</i>) 	<ul style="list-style-type: none"> • RI Early Learning Standards • ECERS-R, <i>All About the ECERS-R</i> • ITERS-R, <i>All About the ITERS-R</i> • NAEYC Accreditation Resources • CLASS Manual • Focused self-assessment tools

⁴ECERS-R and ITERS-R scores will be collected from a random sample of 33% of classrooms (with at least one tool used per age group) and scores will be averaged. NAEYC accredited programs will also have ECERS-R and ITERS-R data collected, but the scores will not be used in the rating process during the first year of implementation.

⁵CLASS scores will be collected from a random sample of 33% of preschool classrooms, but the scores will not be used in the rating process during the first year of implementation.

Standard 3: Curriculum and Child Assessment

The program **uses a curriculum or curriculum framework** for all age groups served, including infants and toddlers. For programs serving preschool-age children, the program has a **curriculum aligned with the RI Early Learning**

Standards. The program **systematically and routinely gathers information about each child** in order to meet the individual needs of children and provide **differentiated learning experiences.**

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Child care center licensing requires a program plan book and a written daily schedule for preschoolers</p>	<p>Curriculum Self-study of curriculum for all age groups served (infants, toddlers, preschool)</p> <p>Self-study of preschool curriculum must reference the RI Early Learning Standards</p> <p style="text-align: center;">+</p> <p>Developmental Screening Info The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p>	<p>Curriculum Self-study of curriculum for all age groups served (infants, toddlers, preschool)</p> <p>Self-study of preschool curriculum must reference the RI Early Learning Standards</p> <p style="text-align: center;">+</p> <p>Developmental Screening Info The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p>	<p>Curriculum Preschool curriculum aligned with the RI Early Learning Standards</p> <p style="text-align: center;">+</p> <p>Developmental Screening Info The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p> <p style="text-align: center;">+</p> <p>Child Assessment The program gathers information about each child through child observation, checklists, family surveys/interviews, standardized tools, or other assessment tools</p>	<p>Curriculum Preschool curriculum <i>and</i> curriculum framework aligned with the RI Early Learning Standards</p> <p style="text-align: center;">+</p> <p>Developmental Screening Info The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p> <p style="text-align: center;">+</p> <p>Child Assessment The program gathers information about each child through child observation, checklists, family surveys/interviews, standardized tools, or other assessment tools</p>	<ul style="list-style-type: none"> • Written self-study of curriculum • Documentation of information about screening provided to parents • Preschool curriculum contains all RI Early Learning Standards domains or Preschool approval • Documentation of child assessment • Curriculum framework approved by RI Early Learning Standards or Preschool approval 	<ul style="list-style-type: none"> • RI Early Learning Standards • NAEYC Curriculum and Assessment Resources • Early Intervention Program • Child Outreach Program • Focused self-assessment tools • Ready to Learn Providence

Standard 4: Minimum Staff-Child Ratio

Classrooms have enough staff members at all times to supervise the children and to support learning and development.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Child care center licensing requires:</p> <p>1:4 for infants (6 weeks to 18 months)</p> <p>1:6 for toddlers (18 to 36 months)</p> <p>1:9 for three year olds</p> <p>1:10 for four year olds</p> <p>1:12 for five year olds/kindergarten</p>	<p>Staff-Child Ratio</p> <p>1:4 for infants (6 weeks to 18 months)</p> <p>1:6 for toddlers (18 to 36 months)</p> <p>1:9 for three year olds</p> <p>1:10 for four year olds</p> <p>1:12 for five year olds/kindergarten</p> <p style="text-align: center;">+</p> <p>Staff-Child Ratio Posted Minimum staff-child ratio is clearly posted for each group of children</p>	<p>Staff-Child Ratio</p> <p>1:4 for infants (6 weeks to 18 months)</p> <p>1:6 for toddlers (18 to 36 months)</p> <p>1:9 for three year olds</p> <p>1:10 for four year olds</p> <p>1:12 for five year olds/kindergarten</p> <p style="text-align: center;">+</p> <p>Staff-Child Ratio Posted Minimum staff-child ratio is clearly posted for each group of children</p>	<p>Staff-Child Ratio</p> <p>1:4 for infants (6 weeks to 18 months)</p> <p>1:6 for toddlers (18 to 36 months)</p> <p>1:9 for three year olds</p> <p>1:10 for four year olds</p> <p>1:12 for five year olds/kindergarten</p> <p><i>The age of the youngest child in the group is used to determine ratio</i></p> <p style="text-align: center;">+</p> <p>Staff-Child Ratio Posted Minimum staff-child ratio is clearly posted for each group of children</p>	<p>Staff-Child Ratio</p> <p>1:4 for infants (6 weeks to 18 months)</p> <p>1:6 for toddlers (18 to 36 months)</p> <p>1:9 for three year olds</p> <p>1:10 for four year olds</p> <p>1:12 for five year olds/kindergarten</p> <p><i>The age of the youngest child in the group is used to determine ratio</i></p> <p style="text-align: center;">+</p> <p>Staff-Child Ratio Posted Minimum staff-child ratio is clearly posted for each group of children</p>	<ul style="list-style-type: none"> • Observation of staff-child ratio • Observation of staff-child ratio posted 	

Standard 5: Maximum Group Size

Group size is the number of children assigned for most of the day to a teacher or a teaching team who occupy a well-defined space that prevents intermingling of children from different groups. 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.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Child care center licensing requires:</p> <p>8: infants</p> <p>12: toddlers</p> <p>18: three year olds</p> <p>20: four year olds</p> <p>24: five year olds/ kindergarten</p>	<p>Group Size 8: infants</p> <p>12: toddlers</p> <p>18: three year olds</p> <p>20: four year olds</p> <p>24: five year olds/ kindergarten</p> <p>+</p> <p>Group Dividers Physical barriers completely separate groups of children so they do not intermingle</p> <p>+</p> <p>Group Size Posted Maximum group size is clearly posted for each group of children</p>	<p>Group Size 8: infants</p> <p>12: toddlers</p> <p>18: three year olds</p> <p>20: four year olds</p> <p>24: five year olds/ kindergarten</p> <p>+</p> <p>Group Dividers Physical barriers completely separate groups of children so they do not intermingle</p> <p>+</p> <p>Group Size Posted Maximum group size is clearly posted for each group of children</p>	<p>Group Size 8: infants</p> <p>12: toddlers</p> <p>18: three year olds</p> <p>20: four year olds</p> <p>24: five year olds/ kindergarten</p> <p><i>The age of the youngest child in the group is used to determine group size</i></p> <p>+</p> <p>Group Dividers Physical barriers completely separate groups of children so they do not intermingle</p> <p>+</p> <p>Group Size Posted Maximum group size is clearly posted for each group of children</p>	<p>Group Size 8: infants</p> <p>12: toddlers</p> <p>18: three year olds</p> <p>20: four year olds</p> <p>24: five year olds/ kindergarten</p> <p><i>The age of the youngest child in the group is used to determine group size</i></p> <p>+</p> <p>Group Dividers One group of children per room</p> <p>+</p> <p>Group Size Posted Maximum group size is clearly posted for each group of children</p>	<ul style="list-style-type: none"> • Observation of group size • Observation of group dividers • Observation of group size posted 	<ul style="list-style-type: none"> • RI Child Care Facilities Fund

Standard 6: Family Communication and Involvement

The program **communicates regularly and effectively** with families, encourages active two-way communication, offers regular opportunities for family involvement, and **works to build partnerships with families**.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Child care center licensing requires an open door policy, pre-admission conferences, daily communication with parents of infants/toddlers, a parent handbook, and a directory of community resources</p>	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey 	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey <p style="text-align: center;">+</p> <p>Parent-Teacher Conference Offered twice per year</p>	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey <p style="text-align: center;">+</p> <p>Parent-Teacher Conference Offered twice per year</p>	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey <p style="text-align: center;">+</p> <p>Parent-Teacher Conference Offered twice per year</p> <p style="text-align: center;">+</p> <p>Advisory Board An advisory board that includes families meets four times per year</p>	<ul style="list-style-type: none"> • Documentation of newsletters, events, ideas/suggestions, or family survey • Documentation of parent-teacher conferences • Documentation of advisory board 	<ul style="list-style-type: none"> • RI Early Learning Standards • Strengthening Families Through Early Care and Education • Ready to Learn Providence

Standard 7: Lead Group Teacher Qualifications

Lead group teachers have primary responsibility for one group of children and spend the majority of time with this group of children. Lead group teachers

should have the **formal education and professional preparation** to work with children in their assigned age group.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Child care center licensing requires that all lead group teachers have a high school diploma or its equivalent and complete 20 annual clock hours of training</p>	<p>Professional Development All lead group teachers have an individual professional development plan</p>	<p>Professional Development All lead group teachers have an individual professional development plan</p> <p style="text-align: center;">+</p> <p>Formal Education All lead group teachers have a CDA, Associate's Degree, or higher</p> <p style="text-align: center;">OR</p> <p>12 college credits in ECE/related</p>	<p>Professional Development All lead group teachers have an individual professional development plan</p> <p style="text-align: center;">+</p> <p>Formal Education All lead group teachers have a CDA, Associate's Degree/higher and 12 college credits in ECE/related</p> <p style="text-align: center;">+</p> <p>Preschool Preparation 50% of preschool lead group teachers have a RI Early Learning Standards Level II Certificate</p> <p style="text-align: center;">OR</p> <p>RI Early Childhood Teaching Certificate</p>	<p>Professional Development All lead group teachers have an individual professional development plan</p> <p style="text-align: center;">+</p> <p>Formal Education All lead group teachers have an Associate's Degree/higher and 18 college credits in ECE/related</p> <p>50% of preschool lead group teachers have a Bachelor's Degree/higher and 18 college credits in ECE/related</p> <p style="text-align: center;">+</p> <p>Preschool Preparation 100% of preschool lead group teachers have a RI Early Learning Standards Level II Certificate</p> <p style="text-align: center;">OR</p> <p>RI Early Childhood Teaching Certificate</p>	<ul style="list-style-type: none"> • Documentation of individual professional development plans • CDA Certificate • College diplomas and transcripts • RI Early Learning Standards Certificate • RI Early Childhood Teaching Certificate 	<ul style="list-style-type: none"> • RI Early Childhood Education and Training Project at the Community College of Rhode Island • Community colleges • Four-year colleges and universities • Credit-bearing coursework offered through community agencies • RI Early Learning Standards • RI Department of Elementary and Secondary Education

Standard 8: Center Director Qualifications

The administrator responsible for the program has the **formal education and professional preparation** to manage the program and act as a pedagogical leader.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
Child care center licensing requires no formal education if the center has a full-time head teacher; if the center has a part-time head teacher, the director must have a CDA or 12-18 credits in ECE/related	N/A	<p>Formal Education The director has a Bachelor's Degree or higher and 18 college credits in ECE/related</p>	<p>Formal Education The director has a Bachelor's Degree or higher and 18 college credits in ECE/related</p>	<p>Formal Education The director has a Bachelor's Degree or higher and 18 college credits in ECE/related</p> <p style="text-align: center;">+</p> <p>Rhode Island Early Learning Standards Training The director has a RI Early Learning Standards Level III Certificate</p>	<ul style="list-style-type: none"> • College diplomas and transcripts • RI Early Learning Standards Certificate 	<ul style="list-style-type: none"> • Four-year colleges and universities • Credit-bearing coursework offered through community agencies • RI Early Learning Standards

Standard 9: Program Management

The program comprehensively assesses overall program operations, establishes **program goals to continually improve quality**, and makes progress toward achieving program goals.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
Child care center licensing requires that parents, staff, and other professionals be involved in evaluating the program's effectiveness annually	<p>Program Self-Assessment Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p style="text-align: center;">+</p> <p>Quality Improvement Plan Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<p>Program Self-Assessment Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p style="text-align: center;">+</p> <p>Quality Improvement Plan Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<p>Program Self-Assessment Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p style="text-align: center;">+</p> <p>Quality Improvement Plan Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<p>Program Self-Assessment Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p style="text-align: center;">+</p> <p>Quality Improvement Plan Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<ul style="list-style-type: none"> • Comprehensive program self-assessment • Program quality improvement plan 	<ul style="list-style-type: none"> • ECERS-R, <i>All About the ECERS-R</i> • ITERS-R, <i>All About the ITERS-R</i> • NAEYC Accreditation Resources • Focused self-assessment tools • CHILDSPAN

Glossary

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 in all critical areas of DCYF licensing” and “parent-teacher conference offered twice per year” are criteria.

BrightStars Domain: BrightStars standards are organized into 6 domains, or general areas of program quality. The 6 BrightStars domains are: 1) child's daily experience, 2) teaching and learning, 3) staff-child ratio and group size, 4) family communication and involvement, 5) staff qualifications, and 6) program management.

BrightStars Standard: BrightStars program standards set specific goals for program quality. For example, “lead group 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 be 18 years of age, hold a high school diploma or GED, have 480 hours of experience working with children, and 120 hours of formal training in eight content areas. www.cdacouncil.org

Child Care Support Network: The Child Care Support Network provides child care professionals with individual and peer support and facilitates connections with community resources. The program offers Early Childhood Mental Health Consultation, Health Consultation, and Infant & Toddler Technical Assistance. The Child Care Support Network is managed by the RI Department of Health. www.health.ri.gov

Child Outreach: The Child Outreach program is sponsored by the RI Department of Elementary and Secondary Education and is offered through local school districts. It is a screening process to evaluate the developmental, speech, vision, and hearing needs of children ages three through five.

CHILDSPAN: CHILDSPAN offers training and consultation to care and education providers throughout the state, including workshops, conferences, and series-based training. CHILDSPAN also hosts a lending library of nearly 5,000 books, videos, educational toys, prop boxes, and program resources. www.childspan.net

CLASS: *The Classroom Assessment Scoring System.* The CLASS is an observational instrument developed at the University of Virginia to assess quality in preschool classrooms. It assesses the quality of interactions between teachers and students in classrooms through measurement of instructional and social interactions. www.classobservation.com

Early Intervention: Early Intervention serves families with children birth to three years old with a medical condition that may affect their growth and development, a known developmental delay, or a risk of delayed growth or development. Early Intervention provides developmental testing, services, and links to resources in the community. The program is administered by the RI Department of Human Services. www.dhs.ri.gov

Early Childhood Education/Related Field (ECE/related): Specialized coursework in Early Childhood Education or a related field is required. Related fields include Human Development, Psychology, Sociology, Social Work, Education, Pediatric Nursing, Home Economics/Family & Consumer Science, Recreation, and Child and Family Studies.

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. The ECERS-R and ITERS-R were developed by the FPG Child Development Institute at the University of North Carolina-Chapel Hill. <http://www.fpg.unc.edu/>

Continued on page 15 >

Glossary (continued)

Lead Group Teacher: The individual with primary responsibility for a group of children who occupy an individual classroom or well-defined space. The Lead Group Teacher must spend the vast majority of time with one group of children who attend at the same time rather than divide time between classrooms or float between groups.

The 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.

Ready to Learn Providence: Ready to Learn Providence (R2LP) supports programs that improve the quality of early care and education in the city of Providence, such as professional development for providers and literacy activities for parents. Parents and providers play a key role on R2LP committees and teams, helping to shape policies that affect their daily lives and the well-being of their children. www.r2lp.org

RI Child Care Facilities Fund: The RI Child Care Facilities Fund at LISC Rhode Island provides the capital and technical expertise that child care programs need to improve the quality and capacity of their physical space. The Fund provides a combination of training, technical assistance, and flexible, affordable financing. www.rilisc.org

RI Department of Children, Youth and Families (DCYF): DCYF licenses child day 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 Department of Elementary and Secondary Education (RIDE): RIDE establishes standards and approves community-based preschool and kindergarten programs to ensure developmentally appropriate early development and learning experiences. RIDE also manages RI Teacher Certification and the RI Early Learning Standards project. www.ride.ri.gov

RI Early Childhood Teaching Certificate: The RI Early Childhood Teaching Certificate is issued by the RI Department of Elementary and Secondary Education and is valid for teaching early childhood education (preschool through grade 2) in the public schools of Rhode Island. www.ride.ri.gov

RI Early Childhood Education & Training Project: The RI Early Childhood Education & Training Project at the Community College of Rhode Island (formerly the Child Care Apprenticeship Program) provides academic training to address the needs of the field of early childhood education. As part of the training, participants receive one-on-one mentoring that incorporates both education and training.

RI Early Learning Standards: Rhode Island Early Learning Standards provides guidance to families, teachers and administrators on what children should know and be able to do as they enter kindergarten. The program offers training specifically designed for early care and education teachers and administrators to strengthen quality in early childhood programs. www.ride.ri.gov/els

Strengthening Families Through Early Care & Education: Strengthening Families works with child care centers in supporting families and building protective factors in the lives of children in order to reduce abuse and neglect. Strengthening Families RI is managed by Prevent Child Abuse Rhode Island. www.preventchildabuse-ri.org

Special thanks to United Way of Rhode Island for providing the funding to design and launch BrightStars.

BrightStars Partners:

United Way of Rhode Island

CVS Caremark Charitable Trust

Nellie Mae Education Foundation

The Rhode Island Foundation

BrightStars Steering Committee

Rhode Island Association for the Education of Young Children

Rhode Island Department of Human Services

Rhode Island Department of Children, Youth and Families

Rhode Island Department of Elementary and Secondary Education

Rhode Island KIDS COUNT

BrightStars is managed by the Rhode Island Association
for the Education of Young Children

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

