

# Family Child Care Quality Framework

September 2009



## 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](http://www.BrightStars.org).

## BrightStars Family Child Care Standards and Criteria

The following is a snapshot of the BrightStars Family Child Care 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
<b>Domain 1: Child’s Daily Experience</b>						
Child’s Daily Experience	Licensing Compliance	✓	✓	✓	✓	✓
	Learning Environment		✓	✓✓	✓✓✓	✓✓✓✓
<b>Domain 2: Teaching and Learning</b>						
Context and Process of Learning	Learning Context		✓	✓✓	✓✓✓	✓✓✓✓
Curriculum and Child Assessment	Curriculum		✓	✓	✓✓	✓✓✓
	Developmental Screening Info		✓	✓	✓	✓
	Child Assessment				✓	✓
<b>Domain 3: Staff-Child Ratio and Group Size</b>						
Minimum Staff-Child Ratio	Staff-Child Ratio		✓	✓	✓	✓
	Staff-Child Ratio Posted		✓	✓	✓	✓
<b>Domain 4: Family Communication and Involvement</b>						
Family Communication and Involvement	Family Communication		✓	✓	✓	✓
	Parent-Teacher Conference			✓	✓	✓
<b>Domain 5: Staff Qualifications</b>						
Provider Qualifications	Professional Development		✓	✓	✓	✓
	Formal Education		✓	✓✓	✓✓✓	✓✓✓✓
	Preschool Preparation				✓	✓
<b>Domain 6: Program Management</b>						
Program Management	Program Self-Assessment		✓	✓	✓	✓
	Quality Improvement Plan		✓	✓	✓	✓

## How to Use this Document

This framework is designed for use by licensed family child care homes and group family child care homes. 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.

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

**BrightStars Criteria**

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<b>Licensing Compliance</b> Compliance in all critical areas of licensing	<b>Licensing Compliance</b> Compliance in all critical areas of licensing + <b>Learning Environment</b> Comprehensive written self-assessment that includes: <ul style="list-style-type: none"> <li>• indoor and outdoor space</li> <li>• health and safety practices</li> <li>• teaching and learning practices</li> <li>• family communication and involvement</li> <li>• cultural and linguistic competence</li> <li>• respect for diversity</li> </ul>	<b>Licensing Compliance</b> Compliance in all critical areas of licensing + <b>Learning Environment</b> FCCERS-R score of <b>3.0</b> or greater OR NAFCC Accreditation	<b>Licensing Compliance</b> Compliance in all critical areas of licensing + <b>Learning Environment</b> FCCERS-R score of <b>4.0</b> or greater OR NAFCC Accreditation	<b>Licensing Compliance</b> Compliance in all critical areas of licensing + <b>Learning Environment</b> FCCERS-R score of <b>5.0</b> or greater OR NAFCC Accreditation	<ul style="list-style-type: none"> <li>• Child care license and monitoring report</li> <li>• Comprehensive written program self-assessment</li> <li>• FCCERS-R</li> <li>• NAFCC Accreditation Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• DCYF Licensing</li> <li>• RI Child Care Facilities Fund</li> <li>• Child Care Support Network</li> <li>• CHILDSPAN</li> <li>• FCCERS-R</li> <li>• NAFCC Accreditation resources</li> <li>• Focused self-assessment tools</li> </ul>

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

**Measurement:** tools and methods used to assess program quality

**Resources:** selected quality improvement resources

**“+”** 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><b>Licensing Compliance</b> Compliance in all critical areas of licensing</p>	<p><b>Licensing Compliance</b> Compliance in all critical areas of licensing</p> <p style="text-align: center;">+ </p> <p><b>Learning Environment</b> Comprehensive written self-assessment that includes:</p> <ul style="list-style-type: none"> <li>• indoor and outdoor space</li> <li>• health and safety practices</li> <li>• teaching and learning practices</li> <li>• family communication and involvement</li> <li>• cultural and linguistic competence</li> <li>• respect for diversity</li> </ul>	<p><b>Licensing Compliance</b> Compliance in all critical areas of licensing</p> <p style="text-align: center;">+ </p> <p><b>Learning Environment</b> FCCERS-R score of <b>3.0</b> or greater</p> <p style="text-align: center;">OR</p> <p>NAFCC Accreditation<sup>1</sup></p>	<p><b>Licensing Compliance</b> Compliance in all critical areas of licensing</p> <p style="text-align: center;">+ </p> <p><b>Learning Environment</b> FCCERS-R score of <b>4.0</b> or greater</p> <p style="text-align: center;">OR</p> <p>NAFCC Accreditation<sup>1</sup></p>	<p><b>Licensing Compliance</b> Compliance in all critical areas of licensing</p> <p style="text-align: center;">+ </p> <p><b>Learning Environment</b> FCCERS-R score of <b>5.0</b> or greater</p> <p style="text-align: center;">OR</p> <p>NAFCC Accreditation<sup>1</sup></p>	<ul style="list-style-type: none"> <li>• Child care license and monitoring report</li> <li>• Comprehensive written program self-assessment</li> <li>• FCCERS-R</li> <li>• NAFCC Accreditation Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• DCYF Licensing</li> <li>• RI Child Care Facilities Fund</li> <li>• Child Care Support Network</li> <li>• CHILDSPAN</li> <li>• FCCERS-R</li> <li>• NAFCC Accreditation resources</li> <li>• Focused self-assessment tools</li> </ul>

<sup>1</sup>NAFCC accredited programs will also have FCCERS-R data collected, but the score will not be used in the rating process during the first year of implementation.

**Standard 2: Context and Process of Learning**

Family child care providers have a **positive emotional connection** with children and respond appropriately to individual children’s academic and emotional needs. Program 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><b>Learning Context</b> Self-assessment of materials, routines, and activities that promote play and learning</p>	<p><b>Learning Context</b> FCCERS-R score of <b>3.0</b> or greater</p> <p>OR</p> <p>NAFCC Accreditation<sup>1</sup></p>	<p><b>Learning Context</b> FCCERS-R score of <b>4.0</b> or greater</p> <p>OR</p> <p>NAFCC Accreditation<sup>1</sup></p>	<p><b>Learning Context</b> FCCERS-R score of <b>5.0</b> or greater</p> <p>OR</p> <p>NAFCC Accreditation<sup>1</sup></p>	<ul style="list-style-type: none"> <li>• Self-assessment of learning context</li> <li>• FCCERS-R</li> <li>• NAFCC Accreditation Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• RI Early Learning Standards</li> <li>• FCCERS-R</li> <li>• NAFCC Accreditation resources</li> <li>• Focused self-assessment tools</li> </ul>

<sup>1</sup>NAFCC accredited programs will also have FCCERS-R data collected, but the score 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>Family child care licensing requires a written plan of activities and routines that meet the developmental, cultural, and individual needs of the children in care</p>	<p><b>Curriculum</b> 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><b>Developmental Screening Info</b> The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p>	<p><b>Curriculum</b> 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><b>Developmental Screening Info</b> The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p>	<p><b>Curriculum</b> Preschool curriculum aligned with the RI Early Learning Standards</p> <p style="text-align: center;">+</p> <p><b>Developmental Screening Info</b> 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><b>Child Assessment</b> The program gathers information about each child through child observation, checklists, family surveys/interviews, standardized tools, or other assessment tools</p>	<p><b>Curriculum</b> Preschool curriculum <i>and</i> curriculum framework aligned with the RI Early Learning Standards</p> <p style="text-align: center;">+</p> <p><b>Developmental Screening Info</b> 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><b>Child Assessment</b> 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"> <li>• Written self-study of curriculum</li> <li>• Documentation of information about screening provided to parents</li> <li>• Preschool curriculum contains all RI Early Learning Standards domains</li> <li>• Documentation of child assessment</li> <li>• Curriculum framework approved by RI Early Learning Standards</li> </ul>	<ul style="list-style-type: none"> <li>• RI Early Learning Standards</li> <li>• NAEYC Curriculum and Assessment Resources</li> <li>• Early Intervention Program</li> <li>• Child Outreach Program</li> <li>• Focused self-assessment tools</li> <li>• Ready to Learn Providence</li> </ul>

**Standard 4: Minimum Staff-Child Ratio**

Programs have enough staff 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>Family child care licensing requires:                      1:6<sup>1</sup>                      2:8<sup>2</sup>                      2:12 (applies to licensed group family child care homes only)<sup>3</sup></p>	<p><b>Staff-Child Ratio</b>                      1:6<sup>1</sup>                      2:8<sup>2</sup></p> <p>OR</p> <p>2:12 (for licensed group family child care homes only)<sup>3</sup></p> <p>+</p> <p><b>Staff-Child Ratio Posted</b>                      Minimum staff-child ratio is clearly posted</p>	<p><b>Staff-Child Ratio</b>                      1:6<sup>1</sup>                      2:8<sup>2</sup></p> <p>OR</p> <p>2:12 (for licensed group family child care homes only)<sup>3</sup></p> <p>+</p> <p><b>Staff-Child Ratio Posted</b>                      Minimum staff-child ratio is clearly posted</p>	<p><b>Staff-Child Ratio</b>                      1:6<sup>1</sup>                      2:8<sup>2</sup></p> <p>OR</p> <p>2:12 (for licensed group family child care homes only)<sup>3</sup></p> <p>+</p> <p><b>Staff-Child Ratio Posted</b>                      Minimum staff-child ratio is clearly posted</p>	<p><b>Staff-Child Ratio</b>                      1:6<sup>1</sup>                      2:8<sup>2</sup></p> <p>OR</p> <p>2:12 (for licensed group family child care homes only)<sup>3</sup></p> <p>+</p> <p><b>Staff-Child Ratio Posted</b>                      Minimum staff-child ratio is clearly posted</p>	<ul style="list-style-type: none"> <li>• Observation of staff-child ratio</li> <li>• Observation of staff-child ratio posted</li> </ul>	

<sup>1</sup> A provider, without an assistant, who cares for children less than 18 months old, can have no more than four children less than six years old, and of these four children, can have no more than two children less than 18 months old.

<sup>2</sup> Of these children, no more than four children can be less than 18 months old.

<sup>3</sup> The 2:12 ratio applies to children over 18 months old. For children less than 18 months old, the ratio is one staff for four children.

**Standard 5: 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>Family child care licensing requires an open door policy for parents, pre-admission interviews, daily written communication with parents of infants, a directory of community resources, and a plan for communicating with parents</p>	<p><b>Family Communication</b> Program offers two of the following:</p> <ul style="list-style-type: none"> <li>• Monthly newsletter</li> <li>• Family meeting, social event, or workshop (four times per year)</li> <li>• Ideas and suggestions to support learning at home (four times per year)</li> <li>• Annual family survey</li> </ul>	<p><b>Family Communication</b> Program offers two of the following:</p> <ul style="list-style-type: none"> <li>• Monthly newsletter</li> <li>• Family meeting, social event, or workshop (four times per year)</li> <li>• Ideas and suggestions to support learning at home (four times per year)</li> <li>• Annual family survey</li> </ul> <p style="text-align: center;">+ ———</p> <p><b>Parent-Teacher Conference</b> Offered twice per year</p>	<p><b>Family Communication</b> Program offers two of the following:</p> <ul style="list-style-type: none"> <li>• Monthly newsletter</li> <li>• Family meeting, social event, or workshop (four times per year)</li> <li>• Ideas and suggestions to support learning at home (four times per year)</li> <li>• Annual family survey</li> </ul> <p style="text-align: center;">+ ———</p> <p><b>Parent-Teacher Conference</b> Offered twice per year</p>	<p><b>Family Communication</b> Program offers two of the following:</p> <ul style="list-style-type: none"> <li>• Monthly newsletter</li> <li>• Family meeting, social event, or workshop (four times per year)</li> <li>• Ideas and suggestions to support learning at home (four times per year)</li> <li>• Annual family survey</li> </ul> <p style="text-align: center;">+ ———</p> <p><b>Parent-Teacher Conference</b> Offered twice per year</p>	<ul style="list-style-type: none"> <li>• Documentation of newsletters, events, ideas/suggestions, or family survey</li> <li>• Documentation of parent-teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li>• RI Early Learning Standards</li> <li>• Strengthening Families Through Early Care and Education</li> <li>• Ready to Learn Providence</li> <li>• Options for Working Families</li> </ul>

**Standard 6: Provider Qualifications**

Family child care providers should have the **formal education and professional preparation** to work with children in their care.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Family child care licensing requires a high school diploma or GED for providers licensed on or after October 1, 2007</p> <p>Licensing requires all providers complete 24 clock hours of training every two years</p>	<p><b>Professional Development</b> Provider has an individual professional development plan</p> <p style="text-align: center;">+ </p> <p><b>Formal Education</b> Provider has a high school diploma/GED</p>	<p><b>Professional Development</b> Provider has an individual professional development plan</p> <p style="text-align: center;">+ </p> <p><b>Formal Education</b> Provider has a CDA, Associate’s Degree, or higher</p> <p style="text-align: center;">OR</p> <p><b>12</b> college credits in ECE/related</p>	<p><b>Professional Development</b> Provider has an individual professional development plan</p> <p style="text-align: center;">+ </p> <p><b>Formal Education</b> Provider has a CDA, Associate’s Degree/ higher <i>and 12</i> college credits in ECE/related</p> <p style="text-align: center;">+ </p> <p><b>Preschool Preparation</b> Providers serving preschoolers 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><b>Professional Development</b> Provider has an individual professional development plan</p> <p style="text-align: center;">+ </p> <p><b>Formal Education</b> Provider has an Associate’s Degree/ higher <i>and 18</i> college credits in ECE/related</p> <p style="text-align: center;">+ </p> <p><b>Preschool Preparation</b> Providers serving preschoolers 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"> <li>• Documentation of individual professional development plan</li> <li>• High school diploma/GED</li> <li>• CDA Certificate</li> <li>• College diplomas and transcripts</li> <li>• RI Early Learning Standards Certificate</li> <li>• RI Early Childhood Teaching Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• RI Early Childhood Education and Training Project at the Community College of Rhode Island</li> <li>• Community colleges</li> <li>• Four-year colleges and universities</li> <li>• Credit-bearing coursework offered through community agencies</li> <li>• RI Early Learning Standards</li> <li>• RI Department of Elementary and Secondary Education</li> </ul>

**Standard 7: 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
N/A	<p><b>Program Self-Assessment</b> Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p style="text-align: center;">+ </p> <p><b>Quality Improvement Plan</b> Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<p><b>Program Self-Assessment</b> Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p style="text-align: center;">+ </p> <p><b>Quality Improvement Plan</b> Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<p><b>Program Self-Assessment</b> Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p style="text-align: center;">+ </p> <p><b>Quality Improvement Plan</b> Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<p><b>Program Self-Assessment</b> Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p style="text-align: center;">+ </p> <p><b>Quality Improvement Plan</b> Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<ul style="list-style-type: none"> <li>• Comprehensive program self-assessment</li> <li>• Program quality improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>• FCCERS-R</li> <li>• NAFCC Accreditation resources</li> <li>• Focused self-assessment tools</li> <li>• CHILDSPAN</li> </ul>

## 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, “provider 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](http://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](http://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](http://www.childspan.net)

**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](http://www.dhs.ri.gov)

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

**FCCERS-R:** *The Family Child Care Environment Rating Scale – Revised.* The FCCERS-R assesses process quality in family child care homes. The FCCERS-R was developed by the FPG Child Development Institute at the University of North Carolina-Chapel Hill. <http://www.fpg.unc.edu/>

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## Glossary (continued)

**The National Association for Family Child Care (NAFCC):** NAFCC is a non-profit organization dedicated to promoting quality child care by strengthening the profession of family child care. NAFCC sponsors a nationally recognized accreditation system designed specifically for family child care providers.

**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 center and school-based 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](http://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](http://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](http://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](http://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](http://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](http://www.ride.ri.gov/els)

**Strengthening Families Through Early Care & Education:** Strengthening Families works with child care programs 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](http://www.preventchildabuse-ri.org)

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**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](http://www.BrightStars.org)

