



# BrightStars

Recognizing, Improving, Connecting  
Quality Care & Learning

## SCHOOL-AGE CHILD CARE (K-5) 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.

2011 STANDARDS






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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 quality 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:

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

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



# BRIGHTSTARS SCHOOL-AGE CHILD CARE (K-5)

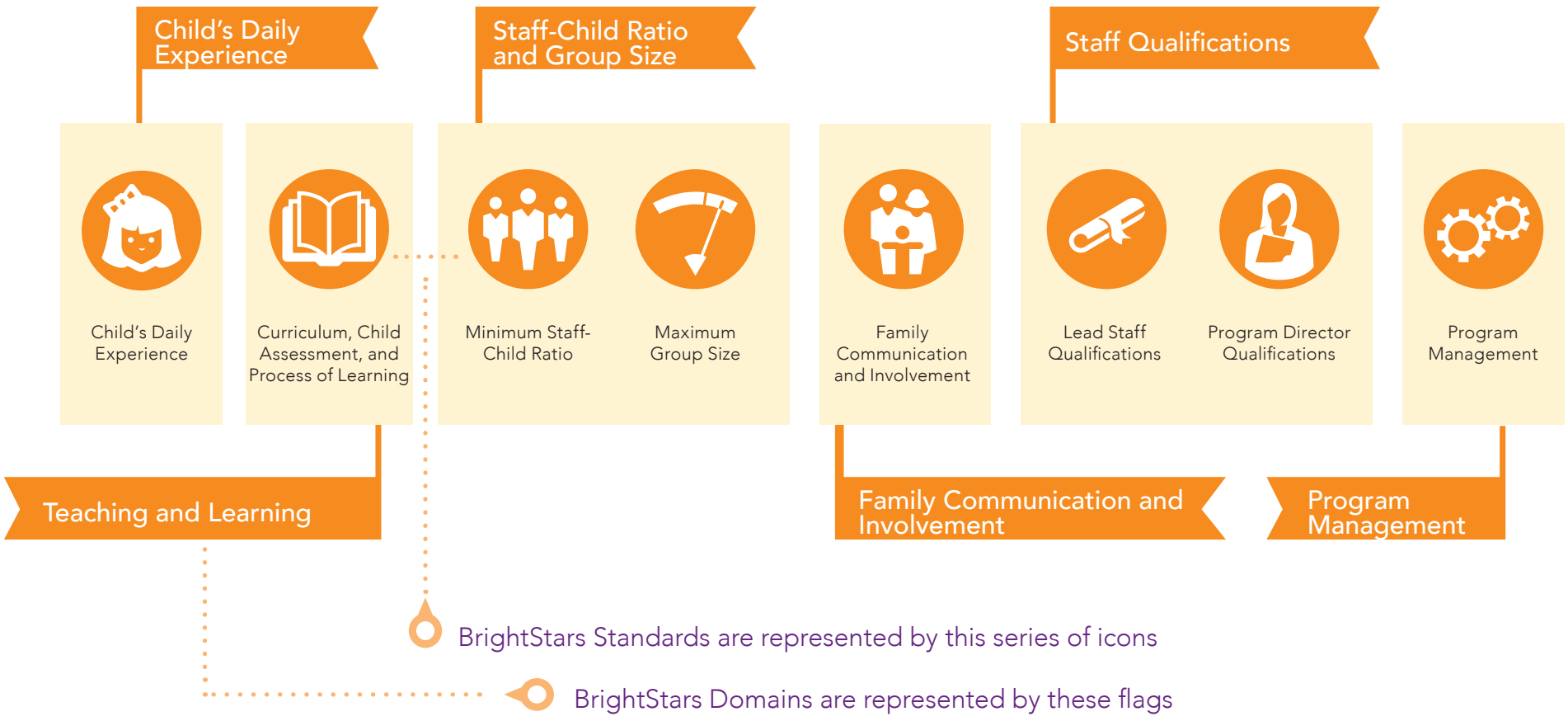
## STANDARDS AND CRITERIA

The following is a snapshot of the BrightStars School-Age Child Care (K-5) 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	Regulatory Compliance		✓	✓	✓	✓
	Learning Environment		✓	✓✓	✓✓✓	✓✓✓✓
<b>Domain 2: Teaching and Learning</b>						
 Curriculum, Child Assessment, and Process of Learning	Curriculum		✓	✓	✓✓	✓✓✓
	Child Assessment				✓	✓✓
<b>Domain 3: Staff-Child Ratio and Group Size</b>						
 Minimum Staff-Child Ratio	Staff-Child Ratio		✓	✓	✓✓	✓✓
	Staff-Child Ratio Communicated		✓	✓	✓	✓
 Maximum Group Size	Group Size		✓	✓	✓✓	✓✓
	Group Space		✓	✓	✓✓	✓✓✓
<b>Domain 4: Family Communication and Involvement</b>						
 Family Communication and Involvement	Family Communication		✓	✓	✓✓	✓✓✓
<b>Domain 5: Staff Qualifications</b>						
 Lead Staff Qualifications	Professional Development		✓	✓	✓	✓
	Formal Education			✓	✓✓	✓✓✓
 Program Director Qualifications	Formal Education			✓	✓	✓
<b>Domain 6: Program Management</b>						
 Program Management	Program Self-Assessment		✓	✓	✓	✓
	Quality Improvement Plan		✓	✓	✓	✓

BRIGHTSTARS SCHOOL-AGE CHILD CARE (K-5) QUALITY FRAMEWORK

# DOMAINS AND STANDARDS AT A GLANCE





# HOW TO USE THIS DOCUMENT

This framework is designed for use by school-age child care programs serving children ages kindergarten through fifth grade. It describes the standards and criteria BrightStars uses to assign programs a star rating.

BrightStars Standard Name and icon


BrightStars Quality Domain

Domain 1: Child's Daily Experience

Standard 1:  
**CHILD'S DAILY EXPERIENCE**

Definition of Standard

Daily activities and interaction show that the program is providing a **safe, healthy, and stimulating environment**. The program provides for 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 criteria required to achieve a star rating

BrightStars Criteria

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF	Program is Licensed by DCYF	Compliance with DCYF Licensing Regulations	Compliance with DCYF Licensing Regulations	Compliance with DCYF Licensing Regulations	Compliance with DCYF Licensing Regulations
		<b>PLUS</b>	<b>PLUS</b>	<b>PLUS</b>	<b>PLUS</b>
		Learning Environment	Learning Environment	Learning Environment	Learning Environment
		Comprehensive self-assessment (see Standard 8)	Average SACERS score/s of <b>3.0</b> or greater, with no observed group SACERS score less than <b>2.5</b>	Average SACERS score/s of <b>4.0</b> or greater, with no observed group SACERS score less than <b>3.0</b>	Average SACERS score/s of <b>5.0</b> or greater, with no observed group SACERS score less than <b>3.0</b>
			<b>OR</b>	<b>OR</b>	<b>OR</b>

"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: CHILD'S DAILY EXPERIENCE

Daily activities and interaction show that the program is providing a **safe, healthy, and stimulating environment**. The program provides for 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 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF	Compliance with DCYF Licensing Regulations <b>PLUS</b>	Compliance with DCYF Licensing Regulations <b>PLUS</b>	Compliance with DCYF Licensing Regulations <b>PLUS</b>	Compliance with DCYF Licensing Regulations <b>PLUS</b>
	<b>Learning Environment</b> Comprehensive self-assessment (see Standard 8)	<b>Learning Environment</b> Average SACERS score/s of <b>3.0</b> or greater, with no observed group SACERS score less than <b>2.5</b> <sup>1</sup>	<b>Learning Environment</b> Average SACERS score/s of <b>4.0</b> or greater, with no observed group SACERS score less than <b>3.0</b>	<b>Learning Environment</b> Average SACERS score/s of <b>5.0</b> or greater, with no observed group SACERS score less than <b>3.0</b>
		<b>OR</b> COA After School Recognition	<b>OR</b> COA After School Recognition	<b>OR</b> COA After School Recognition

<sup>1</sup>If the program is organized into self-contained groups, SACERS scores will be collected from a random sample of 33% of groups and scores will be averaged. If the program is run as one large group, one SACERS will be completed on the entire program. COA After School Recognition programs will also have SACERS data collected, but the scores will not be used in the rating process.



## Standard 2:

# CURRICULUM, CHILD ASSESSMENT, AND PROCESS OF LEARNING

The program uses a program plan, curriculum, or curriculum framework. 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. 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 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p><b>Program is Licensed by DCYF</b></p>	<p><b>Curriculum</b> Comprehensive self-assessment (see Standard 8)</p>	<p><b>Curriculum</b> Comprehensive self-assessment (see Standard 8)</p>	<p><b>Curriculum</b> The program plan or curriculum includes weekly opportunities for each of the following:</p> <ul style="list-style-type: none"> <li>• active physical activity</li> <li>• creative expression</li> <li>• academic support</li> </ul> <p><b>PLUS</b></p> <p><b>Child Assessment</b> The program gathers information about each child through at least <b>one</b> of the following: observations, checklists, interest inventories, family/child surveys or interviews, school performance information, or other assessment tools</p>	<p><b>Curriculum</b> The program plan or curriculum includes <b>two</b> or more different opportunities weekly for each of the following:</p> <ul style="list-style-type: none"> <li>• active physical activity</li> <li>• creative expression</li> <li>• academic support</li> </ul> <p><b>PLUS</b></p> <p><b>Child Assessment</b> The program gathers information about each child through at least <b>two</b> of the following: observations, checklists, interest inventories, family/child surveys or interviews, school performance information, or other assessment tools</p>





# Standard 3: MINIMUM STAFF-CHILD RATIO

**Programs have enough staff members** to supervise the children and to support learning and development of each child, including children with disabilities.



LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF	<b>Staff-Child Ratio<sup>2</sup></b> 1:13 <hr/> <b>PLUS</b>	<b>Staff-Child Ratio<sup>2</sup></b> 1:13 <hr/> <b>PLUS</b>	<b>Staff-Child Ratio<sup>2</sup></b> 1:13 <hr/> <b>PLUS</b>	<b>Staff-Child Ratio<sup>2</sup></b> 1:13 <hr/> <b>PLUS</b>
	<b>Staff-Child Ratio Communicated</b> Minimum staff-child ratio is clearly communicated to parents/families	<b>Staff-Child Ratio Communicated</b> Minimum staff-child ratio is clearly communicated to parents/families	<b>Staff-Child Ratio Communicated</b> Minimum staff-child ratio is clearly communicated to parents/families	<b>Staff-Child Ratio Communicated</b> Minimum staff-child ratio is clearly communicated to parents/families

<sup>2</sup>Ratio will be determined based on the total # of children present during observation and the total # of staff present during observation.





## Standard 4: MAXIMUM GROUP SIZE

Group size is the number of children who occupy a defined space while engaged in a specific activity. Programs plan for and **provide appropriate group sizes** for children according to the type, complexity, and difficulty of activities as well as the ages, abilities, developmental levels, and needs of children.



LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Program is Licensed by DCYF	Group Size <sup>3</sup> 26 children	Group Size <sup>3</sup> 26 children <b>PLUS</b>	Group Size <sup>3</sup> 26 children <b>PLUS</b>	Group Size <sup>3</sup> 26 children <b>PLUS</b>
		Group Space No more than 52 children in a room <sup>4</sup>	Group Space No more than 52 children in a room	Group Space No more than 26 children in a room

<sup>3</sup>Group size will be determined based on the total # of children in a group or activity throughout the observation; intermingling is permitted. Exceptions to group/activity size include: meal/snack time, outdoor time, arrival, departure, and special activities. Times for these exceptions to group/activity size should not exceed more than 1/3 of the total time children are in attendance. For example, activities which are exceptions to group size should not last more than 1 hour in a 3-hour program. For more information on how this standard is assessed, see 'Program Observation Information' in the BrightStars School-Age Child Care application materials.

<sup>4</sup>A room has floor-to-ceiling walls.



## 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 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p><b>Program is Licensed by DCYF</b></p>	<p><b>Family Communication</b> Program offers <b>one</b> 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> <li>• Parent-staff conferences (twice per year)</li> <li>• An advisory board that includes families and meets four times per year</li> </ul>	<p><b>Family Communication</b> Program offers <b>one</b> 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> <li>• Parent-staff conferences (twice per year)</li> <li>• An advisory board that includes families and meets four times per year</li> </ul>	<p><b>Family Communication</b> Program offers <b>two</b> 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> <li>• Parent-staff conferences (twice per year)</li> <li>• An advisory board that includes families and meets four times per year</li> </ul>	<p><b>Family Communication</b> Program offers <b>three</b> 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> <li>• Parent-staff conferences (twice per year)</li> <li>• An advisory board that includes families and meets four times per year</li> </ul>



Standard 6:

# LEAD STAFF QUALIFICATIONS

Lead staff have primary responsibility for children in the program. Lead staff should have the **formal education and professional preparation** to work with school-age children.



LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p><b>Program is Licensed by DCYF</b></p>	<p><b>Professional Development</b> All lead staff<sup>5</sup> have an individual professional development plan</p>	<p><b>Professional Development</b> All lead staff<sup>5</sup> have an individual professional development plan</p> <p><b>PLUS</b></p> <p><b>Formal Education</b> All lead staff have <b>12</b> college credits in any field</p>	<p><b>Professional Development</b> All lead staff<sup>5</sup> have an individual professional development plan</p> <p><b>PLUS</b></p> <p><b>Formal Education</b> All lead staff have <b>24</b> college credits in any field</p>	<p><b>Professional Development</b> All lead staff<sup>5</sup> have an individual professional development plan</p> <p><b>PLUS</b></p> <p><b>Formal Education</b> All lead staff have an Associate's Degree or higher or <b>60</b> college credits in any field</p>

<sup>5</sup>Programs must have a sufficient number of lead staff. Programs seeking a rating of 1, 2, or 3 Stars must name one lead staff for every 26 enrolled children; programs seeking a rating of 4 or 5 Stars who serve Kindergartners must name one lead staff for every 24 enrolled children.



Standard 7:

# PROGRAM 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 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p><b>Program is Licensed by DCYF</b></p>	<p><b>Compliance with DCYF Licensing Regulations</b></p>	<p><b>Formal Education</b> The director has a Bachelor's Degree or higher and <b>18</b> college credits in Child/Youth Development or a related field<sup>6</sup></p>	<p><b>Formal Education</b> The director has a Bachelor's Degree or higher and <b>18</b> college credits in Child/Youth Development or a related field<sup>6</sup></p>	<p><b>Formal Education</b> The director has a Bachelor's Degree or higher and <b>18</b> college credits in Child/Youth Development or a related field<sup>6</sup></p>

<sup>6</sup>Specialized coursework in Child/Youth Development 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.





Standard 8:

# PROGRAM MANAGEMENT

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



LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p><b>Program is Licensed by DCYF</b></p>	<p><b>Professional Development</b> Comprehensive program self-assessment using the <i>RIPQA-Younger Youth Version</i><sup>7</sup> Or the SACERS-U</p> <p><b>PLUS</b></p> <p><b>Quality Improvement Plan</b> 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.</p>	<p><b>Professional Development</b> Comprehensive program self-assessment using the <i>RIPQA-Younger Youth Version</i><sup>7</sup> Or the SACERS-U</p> <p><b>PLUS</b></p> <p><b>Quality Improvement Plan</b> 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.</p>	<p><b>Professional Development</b> Comprehensive program self-assessment using the <i>RIPQA-Younger Youth Version</i><sup>7</sup> Or the SACERS-U</p> <p><b>PLUS</b></p> <p><b>Quality Improvement Plan</b> 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.</p>	<p><b>Professional Development</b> Comprehensive program self-assessment using the <i>RIPQA-Younger Youth Version</i><sup>7</sup> Or the SACERS-U</p> <p><b>PLUS</b></p> <p><b>Quality Improvement Plan</b> 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.</p>

<sup>7</sup>The RIPQA-Younger Youth Version is composed of two separate tools: the School Age Program Quality Assessment (SAPQA), developed by the Weikart Center for Youth Program Quality, and an administrative component, (Form B), developed locally in Rhode Island.

# GLOSSARY

<b>BrightStars Criteria</b>	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 “staff-child ratio communicated” are criteria.
<b>BrightStars Domain</b>	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.
<b>BrightStars Standard</b>	BrightStars program standards set specific goals for program quality. For example, “lead staff qualifications” is a program standard.
<b>Child/Youth Development</b>	Specialized coursework in Child/Youth Development or related field is required. Related fields include Human Development, Psychology, Sociology, Social Work, Education, Pediatric Nursing, Home Economics/Family and Consumer Science, Recreation, and Child and Family Studies.
<b>COA</b>	The Council on Accreditation (COA) partners with human service organizations worldwide to improve service delivery outcomes by developing, applying, and promoting accreditation standards. <a href="http://www.coaafter school.org">www.coaafter school.org</a>
<b>Group Size</b>	Group size is the number of children who occupy a defined space while engaged in a specific activity. Group size will be determined based on the total number of children in a group or activity throughout the observation; intermingling is permitted. Exceptions to group size include: meal/snack time, outdoor time, arrival, departure, and special activities.
<b>Lead Staff</b>	One lead staff must be named for every 26 enrolled children. If the program serves Kindergartners and seeks a rating of 4 or 5 Stars, programs must name one lead staff for every 24 enrolled children.

<b>RI Afterschool Quality Standards</b>	The quality standards for after-school programs are broken into five major categories: 1) Health, safety & environment; 2) Relationships; 3) Programming & activities; 4) Staffing & professional development; 5) Administration.
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<b>Rhode Island Core Knowledge and Core Competencies for Afterschool and Youth Development Professionals</b>	The Rhode Island Core Competencies refer to the observable skills and dispositions needed by professionals in order to provide high-quality afterschool and youth development programming. Competencies are concrete, observable and achievable, and establish standards of practice that strengthen the profession.
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<b>RI Department of Children, Youth and Families (DCYF)</b>	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. <a href="http://www.dcyf.ri.gov">www.dcyf.ri.gov</a>
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<b>RIPQA-Younger Youth Version</b>	The RIPQA-Younger Youth Version is composed of two separate tools: the School Age Program Quality Assessment (SAPQA), developed by the Weikart Center for Youth Program Quality, and an administrative component (Form B) developed locally in Rhode Island.
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<b>SACERS</b>	The School-Age Care Environment Rating Scale. The SACERS assesses quality in school-age classrooms/groups. The SACERS was developed by the FPG Child Development Institute at the University of North Carolina-Chapel Hill. <a href="http://www.fpg.unc.edu/">http://www.fpg.unc.edu/</a>
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Recognizing, Improving, Connecting  
Quality Care & Learning

## SCHOOL-AGE CHILDCARE (K-5) QUALITY FRAMEWORK

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

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

### **BrightStars Partners:**

Rhode Island Department of Human Services

BrightStars Governing Board

Rhode Island Department of Children, Youth & Families

Rhode Island Department of Education

Rhode Island Department of Health

United Way of Rhode Island

Rhode Island KIDS COUNT



For more information about BrightStars visit: [www.BrightStars.org](http://www.BrightStars.org)