



BrightStars has recently updated several policies that may impact your program. Below is a description of each policy. If you have questions, please contact your Quality Improvement Specialist, or call BrightStars for more information.

Suspended Programs

Programs are suspended in the following circumstances:

- Licensing issues: expired license (for 2-5 Stars), probationary license (for 2-5 Stars), license suspension, license revocation
- Non-compliance issues on monitoring report (for 2-5 Stars)
- Basic Education Plan (BEP) compliance issues
- Failure to submit a complete Annual Report
- Failure to submit a Quality Improvement Plan

When a program is suspended, they are currently removed from the BrightStars website and will not be publicly identified as a participating program. Suspended programs should also remove their Star Rating certificate and bar chart from public view.

Suspended programs will be reinstated to full participation at any time by sending in the necessary documents or correcting compliance issues, as long as the program is still within their participation period.

Programs will only be allowed to remain in “suspension” status for six (6) months. After six (6) months, programs will be removed from BrightStars and considered no longer participating. Programs not participating in BrightStars are at risk of losing their Child Care Assistance Program (CCAP) Approval with the Department of Human Services (DHS) and will be contacted by DHS at that point.

Incomplete and Expired Applications

When a document review indicates a program application is incomplete – either due to missing materials or because the materials submitted are not sufficient for the requested star rating - the program is notified and given a deadline of two (2) weeks to submit missing documentation. Programs that engage and work with BrightStars staff will be offered a two (2) week extension, upon the discretion of BrightStars staff. If the program does not respond to continued outreach by BrightStars staff, at that point the application will expire and that program will be considered not participating. Programs not participating in BrightStars are at risk of losing their Child Care Assistance Program (CCAP) Approval with the Department of Human Services (DHS) and will be contacted by DHS at that point. The program will be required to submit a new, complete application for further engagement in BrightStars.

Variations with DCYF

Programs that have been issued a Variance with the Department of Children, Youth and Families (DCYF) can still participate in BrightStars during the time of their Variance. However, programs should be aware that they will still be required to meet BrightStars Standards regardless of their Variance terms.



BrightStars has been working closely with Exceed and the Alignment Team made of representatives from DCYF, DHS, RIDE, BrightStars and The Center for Early Learning Professionals. Part of our process has been aligning program standards and monitoring and measurement of those standards. We have identified a misalignment in the way BrightStars measures two particular standards, Standard 7: Curriculum and Standard 8: Child Assessment.

Below is a description of the NEW measurement for these standards. Information highlighted is a proposed NEW measurement.

Additional information will be shared with you through your Quality Improvement Specialist.

BrightStars Standard 7: Curriculum

Star Levels 3, 4 and 5

- **REQUIRE:** The “**Curriculum Outline**” developed by the Education Coordinator as a primary, required assignment in RIELDS/RIELS training (*Implementing a Standards Based Program*; RIELS Level III).
- One two-week **lesson plan** for each age group served (infants, toddlers and/or preschool) dated within the last 30 days demonstrating **intentionally planned alignment** with **specific learning goals** within each of the nine RIELDS domains.

BrightStars Standard 8: Child Assessment

Star Levels 4 and 5 - programs must gather **formative assessment information** about each child using two methods at Level 4 and three methods at Level 5. Assessment must be systematic (all children are assessed, including infants and toddlers) and routine (assessments are ongoing). In addition, programs must document how assessment information is **used to inform classroom practice**. Programs must provide three types of evidence:

- The “**Assessment Outline**” developed by the Education Coordinator as a required assignment in RIELDS/RIELS training (*Implementing a Standards Based Program*; RIELS Level III). The outline must be updated if necessary to reflect the current program and the 2013 RIELDS. If available, a fully developed assessment plan may be submitted in place of an outline.
- A completed “**Child Assessment Summary Form**” indicating the methods and frequency of all child assessments including developmental screenings (Levels 2-5); formative assessment methods (Levels 4-5); and valid and reliable assessment method (Level 5) for every age group served. Programs provide examples of how teachers use assessments to inform classroom instruction. For example, the program may describe a specific example of how a teacher meets individual needs or provides differentiated learning experiences based on assessment information¹.

¹ Examples are required for approval but will not be evaluated as part of the approval process. Examples may be used after BrightStars approval to determine program strengths and PD/TA needs.

- **Child Assessment evidence observed on-site.** During an unannounced ERS site-visit a BrightStars representative will randomly select 4 child files from each classroom selected to receive an ERS observation. A minimum of 75% of child files selected must contain the minimum number of child assessment types indicated on the program's Child Assessment Summary Form.

To meet the standard observed assessments must be collected over time and must explicitly reference the RIELDS. **Acceptable assessment methods include:**

- Samples of children's work
- Child development surveys completed by families
- Child or Family Interviews
- Observation and documentation - narratives completed by teachers
- Assessment information from specialists *including summary narratives* (standardized scores alone are not sufficient)
- Checklists related to current development and including RIELDS domains and Learning Goals
- Copies of narrative reports prepared by teachers and shared with families
- Other assessment evidence that documents children's progress and/or development in relation to RIELDS Learning Goals

Ages & Stages (ASQ & ASQ-SE), the Early Childhood Screening Assessment (ECSA), and other standardized tools are not acceptable formative assessment tools.

At Level 5 programs demonstrate the use of at least one **valid and reliable assessment tool** to inform curriculum planning. Some examples of tested products found to be valid and reliable include Teaching Strategies Gold, the Work Sampling System, the Preschool or Infant-Toddler Child Observation Record (HighScope), and the Early Learning Scale. Programs should indicate on the Child Assessment Summary Form the assessment tools or processes used. In addition, the program will be asked to produce child and classroom reports as part of the on-site child file review.