



Quality Improvement Resources

December 2009

Table of Contents

Introduction	3
National Resources	4
Local Resources	5
Resources by Domain	6
Appendix of Resource Materials	

Introduction

BrightStars, Rhode Island's Quality Rating and Improvement System, helps child care providers learn about best practices in early learning and apply them to the care children receive. BrightStars works to *define* quality, *measure* quality, and *improve* quality.

The BrightStars rating process provides programs with a comprehensive quality assessment, including a report of program strengths and challenges. Programs use this information to develop benchmarks and strategies to guide improvement and incorporate best practices.

This document provides programs with information on organizations, programs, and services that support quality in child care and early learning programs.

The first section lists national resources, including national centers and information clearinghouses.

Next, we provide information on local quality initiatives that offer professional development, technical assistance, and other supports in Rhode Island.

Finally, we present each of the six BrightStars quality domains individually and list the resources that support quality improvement within each.

As with any resource guide, this document is a continual "work in progress". We hope that you will contact us if you have suggestions or updates to the information presented here.

National Resources

Center on the Social and Emotional Foundations for Early Learning	National resource center that disseminates research and evidence-based practices on promoting social emotional development and school readiness. CSEFEL’s website includes training materials, videos, and print resources for early care, health and education providers.	www.vanderbilt.edu/csefel
Child Care & Early Education Research Connections	Web-based, interactive database that allows users to search thousands of resources relevant to the field of child care and early education, including scholarly research, policy briefs, government reports, and data.	http://childcareresearch.org
Healthy Child Care America	Collaborative effort of health professionals and child care providers to improve the education, health and safety of children in out-of-home child care. HCCA provides information, materials, and a resource library.	www.healthychildcare.org
National Association for the Education of Young Children (NAEYC)	National membership organization working to improve early childhood education through its scholarly journals, conferences, and advocacy. NAEYC supports a system of national accreditation for early care and education programs and is a leader in promoting developmentally appropriate practice (DAP).	www.naeyc.org
National Association for Family Child Care (NAFCC)	Non-profit organization dedicated to promoting quality child care by strengthening the profession of family child care.	www.nafcc.org
National Child Care Information Center	Primary clearinghouse to support the development of expertise and the dissemination of child care information. An extensive database of child care information is maintained on NCCIC’s website.	http://nccic.acf.hhs.gov
National Network for Child Care	Offers information, research, outreach, and networking opportunities related to children and child care.	www.nncc.org
U.S. Consumer Product Safety Commission (U.S. CPSC)	National commission that works to ensure the protection of consumers, families and children from products that pose significant safety hazards. Produces hundreds of free publications on a variety of safety topics.	www.cpsc.gov
Zero to Three	Provides professionals working with very young children and their families an extensive collection of resources aimed at supporting their work with infants and toddlers.	www.zerotothree.org

Local Resources

State Departments

RI Department of Children, Youth and Families	State agency responsible for licensing 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.	DCYF 101 Friendship Street Providence, RI 02903 (401) 528-3624 www.dcyf.ri.gov
RI Department of Elementary and Secondary Education	Establishes standards and approves community-based preschool and kindergarten programs to ensure developmentally appropriate early development and learning experiences. RIDE also manages Adult Basic Education and Training Programs, RI Teacher Certification and the RI Early Learning Standards project.	RIDE 255 Westminster Street Providence, RI 02903 (401) 222-4600 www.ride.ri.gov
RI Department of Human Services	Manages the Child Care Assistance Program which subsidizes child care for low-income, working families. DHS also funds and supports several local child care quality projects.	DHS 600 New London Avenue Cranston, RI 02920 (401) 462-5300 www.dhs.ri.gov

Local Programs & Services

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.	RI Department of Health 3 Capitol Hill Providence, RI 02908 1-800-942-7434 www.health.ri.gov
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, and other program resources. CHILDSPAN also sponsors the Child and Adult Care Food Program for family child care providers.	500 Prospect Street Pawtucket, RI 02860 (401) 721-6400 www.childspan.net

Family Child Care Homes of Rhode Island, Inc. (FCCHRI, Inc.)	An independent, non-profit association formed in 1978 to assist family child care providers in imparting quality child care, increasing their professionalism, and facilitating networking between providers and organizations. FCCHRI supports the belief that quality, home-based child care is an essential and desirable child care service for every community.	www.familychildcarehomesri.org
Rhode Island Association for the Education of Young Children (RIAEYC)	Membership association that supports professionals in their work by promoting quality education and the healthy development of children ages birth through eight. RIAEYC is the local affiliate of NAEYC.	655 Main Street, Suite 201 East Greenwich, RI 02818 (401) 398-7605 riaeyc.com
RI Child and Adult Care Food Program	The RI Child and Adult Care Food Program is administered by the U.S. Department of Agriculture’s Food and Nutrition Service and sponsored by local state agencies. The program provides federal funding to non-residential child and adult care facilities, including child care centers and family child care homes, to serve healthy meals and snacks.	<p><u>Center-Based Providers:</u> Nutrition Program Specialist Child Nutrition Programs RI Department of Education 255 Westminster Street, Providence, RI 02903 (401) 222-4600 ext. 2364 www.ride.ri.gov/Finance/Nutrition/child_adult.aspx</p> <p><u>Family Child Care Providers:</u> CHILDSPAN 500 Prospect Street Pawtucket, RI 02860 (401) 721-6400 www.childspan.net</p>
RI Child Care Facilities Fund	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.	Rhode Island LISC 146 Clifford Street Providence, RI 02903 (401) 331-0131 www.rilisc.org
RI Early Childhood Education & Training Project (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.	CCRI 400 East Avenue Warwick, RI 02886 (401) 825-1000 www.ccri.edu
RI 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 designed for early care and education teachers and administrators to strengthen quality in early childhood programs.	RI Department of Education 255 Westminster Street Providence, RI 02903 (401) 222-4600 www.ride.ri.gov/els

Adult Education and English to Speakers of Other Languages

RI Department of Education

Office of Adult and Career and Technical Education

255 Westminster Street, Providence, RI 02903

(401) 222-8991

www.ride.ri.gov/adulteducation/default.aspx

Higher Education

Bryant University

1150 Douglas Pike, Smithfield, RI 02917

(401) 232-6000

www.bryant.edu

Brown University

Providence, RI 02912

(401) 863-1000

www.brown.edu

Community College of Rhode Island

400 East Avenue, Warwick, RI 02886 *(and other RI locations)*

(401) 825-1000

www.ccri.edu

Johnson & Wales University

8 Abbott Park Place, Providence, RI 02903

1-800-DIAL-JWU

www.jwu.edu

Providence College

549 River Avenue, Providence, RI 02918

(401) 865-1000

www.providence.edu

Rhode Island College

600 Mount Pleasant Avenue, Providence, RI 02908

(401) 456-8000

www.ric.edu

Roger Williams University

One Old Ferry Road, Bristol, RI 02809

(401) 253-1040

www.rwu.edu

Salve Regina University

100 Ochre Point Avenue, Newport, RI 02840

(401) 847-6650

www.salve.edu

University of Rhode Island

Kingston, RI 02881 *(and other RI locations)*

(401) 874-1000

www.uri.edu

Bristol Community College

777 Elsbree Street, Fall River, MA 02720 *(and other MA locations)*

(508) 678-2811

www.bristolcc.edu

Three Rivers Community College

574 New London Turnpike, Norwich, CT 06360

(860) 886-0177

www.trcc.commnet.edu

Quinebaug Valley Community College

742 Upper Maple Street, Danielson, CT 06239

(860) 412-7200 or 860-423-1824

www.qvctc.commnet.edu

Resources by Domain

Domain 1: Child's Daily Experience

Child Care Support Network	Offers early childhood mental health consultation, health consultation, and infant/toddler technical assistance to child care programs.	www.health.ri.gov
CHILDSPAN	Offers training and consultation to care and education providers, including workshops, conferences, and series-based training. CHILDSPAN also hosts a lending library.	www.childspan.net
FPG Child Development Institute	Developed the Environmental Rating Scales (ECERS-R, ITERS-R, FCCERS-R) and accompanying manuals <i>All About the ECERS-R</i> and <i>All About the ITERS-R</i> . The FPG website includes information about the scales and supplementary notes and materials.	www.fpg.unc.edu/~ECERS
NAEYC	Supports a system of national accreditation for early care and education programs. Publishes materials and resources related to the learning environment.	www.naeyc.org
NAFCC	Sponsors a nationally recognized accreditation system designed specifically for family child care providers. Publishes materials and resources related to the learning environment.	www.nafcc.org
RI Department of Children, Youth and Families	Responsible for licensing child day care centers, family child care homes, and school-age programs.	www.dcyf.ri.gov
RI Department of Elementary and Secondary Education	Established standards and approves community-based preschool programs.	www.ride.ri.gov
RI Child Care Facilities Fund	Provides the capital and technical expertise that child care programs need to improve the quality and capacity of their physical space.	www.rilisc.org
U.S. Consumer Product Safety Commission (U.S. CPSC)	Publishes hundreds of free articles on a variety of safety topics, including many child and playground safety factsheets.	www.cpsc.gov/cpsc/pub/pubs/pub_idx.html

*See Domain 6 for self-assessment resources related to Child's Daily Experience.
See Appendix for additional resources related to this Domain.*

Domain 2: Teaching and Learning

Child Outreach	Screening process to evaluate the developmental, speech, vision, and hearing needs of children ages three to five. Sponsored by the RI Department of Education and offered through local school districts.	http://www.ride.ri.gov/special_populations/earlychild/child_outreach.aspx OR contact your local school district (<i>a list of all local district phone numbers and contacts is in the Appendix</i>)
Classroom Assessment Scoring System (CLASS)	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	Serves families with children birth to age three who may have a developmental disability or delay. Provides developmental testing, services and links to community resources. Early Intervention is administered by the RI Department of Human Services.	http://www.dhs.ri.gov/dhs/famchild/early_intervention.htm
FPG Child Development Institute	Developed the Environmental Rating Scales (ECERS-R, ITERS-R, FCCERS-R) and accompanying manuals <i>All About the ECERS-R</i> and <i>All About the ITERS-R</i> . The FPG website includes information about the scales and supplementary notes and materials.	www.fpg.unc.edu/~ECERS
NAEYC	Supports a system of national accreditation for early care and education programs. Publishes materials and resources related to the learning context, curriculum and assessment. NAEYC is a leader in developing and promoting developmentally appropriate practice, (DAP), a framework of principles and guidelines for best practice in the care and education of young children.	www.naeyc.org www.naeyc.org/DAP
NAFCC	Sponsors a nationally recognized accreditation system designed specifically for family child care providers. Publishes materials and resources related to the learning context.	www.nafcc.org

**Ready to Learn
Providence**

Supports programs that improve the quality of early care and education in the city of Providence, including specific programming related to curriculum and child assessment.

www.r2lp.org

**RI Early Learning
Standards**

Offers training designed for early care and education providers to strengthen quality in early childhood programs, including specific training on the context and process of learning.

www.ride.ri.gov/els

*See Domain 6 for self-assessment resources related to Teaching and Learning.
See Appendix for additional resources related to this Domain.*

Domain 3: Staff-Child Ratio and Group Size

RI Child Care Facilities Fund	Provides the capital and technical expertise that child care programs need to improve the quality and capacity of their physical space.	www.rilisc.org
RI Department of Children, Youth and Families	Responsible for licensing child day care centers, family child care homes, and school-age programs. Develops regulations specific to staff-child ratios and group size.	www.dcyf.ri.gov

Domain 4: Family Communication and Involvement

Ready to Learn Providence	Supports programs that improve the quality of early care and education in the city of Providence, including specific programming related to family engagement.	www.r2lp.org
RI Early Learning Standards	Offers training designed for early care and education teachers and administrators to strengthen quality in early childhood programs, including specific training on family engagement.	www.ride.ri.gov/els
Strengthening Families Through Early Care and Education	Supports child care programs in supporting families and building protective factors in the lives of children. Strengthening Families RI is managed locally by Prevent Child Abuse Rhode Island.	www.strengtheningfamilies.net www.preventchildabuse-ri.org

Domain 5: Staff Qualifications

CHILDSPAN	Offers training and consultation to care and education providers throughout the state, including workshops, conferences, and series-based training. CHILDSPAN also offers instruction and support for the CDA Credential in Spanish.	www.childspan.net
Colleges and Universities	See Local Resources	
RI Department of Elementary and Secondary Education	Administers grant funded programs in Adult Basic Education, GED, and English for Speakers of Other Languages. A list of the locations offering such services throughout the state is available on the website. Manages RI Teacher Certification and awards certificates in Early Childhood, Elementary, and Secondary Teaching.	www.ride.ri.gov
RI Early Childhood Education & Training Project	Provides academic training to address the needs of the field of early childhood education. Participants receive one-on-one mentoring that incorporates both education and training, credits in college coursework, and ongoing CDA support.	www.ccri.edu
RI Early Learning Standards	Offers credit-bearing training designed for early care and education teachers and administrators to strengthen quality in early childhood programs.	www.ride.ri.gov/els

Domain 6: Program Management

Resources for Self-Assessment

Indoor and Outdoor Space

- ECERS-R, ITERS-R, FCCERS-R www.fpg.unc.edu/~ECERS
- Environment: Standards for NAFCC Accreditation (Manual #2) www.nafcc.org
- Outdoor Home Playground Safety Handbook www.cpsc.gov/cpsc/pub/pubs/324.pdf
- Physical Environment: A Guide to NAEYC Early Childhood Program Standard and Related Accreditation Criteria www.naeyc.org
- Public Playground Safety Handbook www.cpsc.gov/cpsc/pub/pubs/325.pdf
- RI LISC Physical Environment/Space Checklist www.rilisc.org

Health and Safety Practices

- Caring for Our Children, 2nd edition <http://nrc.uchsc.edu/CFOC>
- ECERS-R, ITERS-R, FCCERS-R www.fpg.unc.edu/~ECERS
- Health: A Guide to NAEYC Early Childhood Program Standard and Related Accreditation Criteria www.naeyc.org
- Health: Standards for NAFCC Accreditation (Manual #5) www.nafcc.org
- Outdoor Home Playground Safety Handbook www.cpsc.gov/cpsc/pub/pubs/324.pdf
- Public Playground Safety Handbook www.cpsc.gov/cpsc/pub/pubs/325.pdf

Learning Context

- ECERS-R, ITERS-R, FCCERS-R www.fpg.unc.edu/~ECERS
- Developmental Learning Activities: Standards for NAFCC Accreditation (Manual #3) www.nafcc.org
- Developmentally Appropriate Practice in Early Childhood Programs www.naeyc.org
- Teaching: A Guide to NAEYC Early Childhood Program Standard and Related Accreditation Criteria www.naeyc.org
- RI Early Learning Standards program self-assessment www.ride.ri.gov/els

Curriculum

- Curriculum: A Guide to NAEYC Early Childhood Program Standard and Related Accreditation Criteria www.naeyc.org
- Curriculum Review Criteria See Appendix
- Developmental Learning Activities: Standards for NAFCC Accreditation (Manual #3) www.nafcc.org
- RI Early Learning Standards program self-assessment www.ride.ri.gov/els

Family Communication and Involvement

- ECERS-R, ITERS-R, FCCERS-R www.fpg.unc.edu/~ECERS
- Families and Community Relationships: A Guide to NAEYC Early Childhood Program Standard and Related Accreditation Criteria www.naeyc.org
- Relationships: Standards for NAFCC Accreditation (Manual #1) www.nafcc.org
- RI Early Learning Standards program self-assessment www.ride.ri.gov/els
- Strengthening Families Self-Assessment www.strengtheningfamilies.net

Cultural/Linguistic Competence and Respect for Diversity

- ECERS-R, ITERS-R, FCCERS-R www.fpg.unc.edu/~ECERS
- Families and Community Relationships: A Guide to NAEYC Early Childhood Program Standard and Related Accreditation Criteria www.naeyc.org
- Relationships: Standards for NAFCC Accreditation (Manual #1) www.nafcc.org
- Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings (published by the National Center for Cultural Competence) <http://www11.georgetown.edu/research/gucchd/nccc/>

Appendix

ENVIRONMENT RATING SCALES

Introduction to the Harms, Clifford and Cryer Early Childhood Environment Rating Scales

There are four environment rating scales, each designed for a different segment of the early childhood field.

- Each one of the scales has items to evaluate: *Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Parent and Staff Education.*
- The scales are suitable for use in evaluating inclusive and culturally diverse programs.
- The scales have proven reliability and validity.

Our scales are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care, for example child care center or family child care home (Whitebook, Howes & Phillips, 1995).

In order to provide care and education that will permit children to experience a high quality of life while helping them develop their abilities, a quality program must provide for the three basic needs all children have:

- Protection of their health and safety
- Building positive relationships
- Opportunities for stimulation and learning from experience

No one component is more or less important than the others, nor can one substitute for another. It takes all three to create quality care. Each of the three basic components of quality care manifests itself in tangible forms in the program's environment, curriculum, schedule, supervision and interaction, and can be observed. These are the key aspects of process quality that are included in our environmental rating scales.

Our scales define environment in a broad sense and guide the observer to assess the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities. The support offered to parents and staff is also included.

All of our scales have been developed in close collaboration with realistic field-based sites. They have good interrater reliability and validity, thus making them suitable for research and program evaluation, as well as program improvement efforts. Each scale has a complete training program. The ECERS-R, ITERS and FDCRS training programs include an interactive videotape.

DIAPERING/HANDWASHING

Preparing for Diapering

To minimize contamination outside the diaper changing area, prepare for a diaper change **before** bringing the child to the changing table, by having ready:

- ❖ Changing table paper (if used) to cover the table from the child's shoulders to feet (in case it becomes soiled and must be folded over to create a clean surface during the change)
- ❖ Enough wipes for the diaper change (including cleaning the child's bottom and the child's and teacher's hands after taking the soiled diaper away from the child's skin)
- ❖ A clean diaper, plastic bag for soiled clothes and clean clothes (if soiled clothing is anticipated)
- ❖ Non-porous gloves (if they will be used), and a dab of diaper cream on a disposable paper towel if cream is being used

Supplies should be removed from their containers before starting the diaper change.

Diapering Procedure

1. Prepare for diapering (as indicated above).
2. Place the child on diapering table. Remove clothing to access diaper. If soiled, place clothes into a plastic bag.
3. Remove soiled diaper and place into a lined, hands-free trashcan. (To limit odor, seal in a plastic bag before placing into trashcan.)
4. Use wipes to clean child's bottom from front to back.
5. Use a wipe to remove soil from adult's hands.
6. Use another wipe to remove soil from child's hands.
7. Throw soiled wipes into lined, hands-free trashcan.
8. Put on clean diaper and redress the child.
9. Place the child at the sink and wash hands following the handwashing procedure described below.
10. Clean and sanitize the diapering surface by spraying it with a soap solution (detergent and water) and drying surface with a paper towel. Follow this by spraying the diapering surface with bleach-water solution and wait more than 10 seconds before wiping with a disposable towel or allow to air dry. It should be noted that the recommended practice is to wait for 2 minutes to allow the solution to kill germs. However, if there is a delay of more than 10 seconds before the solution is wiped from the surface, this is considered adequate. The surface cannot be sprayed and immediately wiped.
11. Adult washes hands using the proper handwashing procedure without contaminating any other surfaces.

Handwashing Procedure

1. Moisten hands with warm water and use liquid soap.
2. Rub hands together for 10 seconds. (Sing one verse of "Row, Row, Row Your Boat.")
3. Rinse hands free of soap under running water.
4. Dry hands with a clean, disposable paper towel or air dry with a blower.
5. Throw the used paper towel into a trashcan.

From *Caring for Our Children: The National and Safety Performance Standards for Out-of-Home Care, 2nd edition*, American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Childcare (2002) and from *All About the ECERS-R*, by D. Cryer, T. Harms, and C. Riley (2003).

TABLE WASHING PROCEDURE

1. To remove gross soil, spray the table (or highchair tray) with a soap-water solution and wipe dry with a disposable paper towel.
2. To sanitize the eating surface, spray the table/tray with bleach-water solution and wait more than 10 seconds before wiping with a disposable towel or allow to air dry. It should be noted that the recommended practice is to wait for 2 minutes to allow the solution to kill germs. However, if there is a delay of more than 10 seconds before the solution is wiped from the surface, this is considered adequate. The surface cannot be sprayed and immediately wiped.

Additional precautions

- Sponges should not be used for sanitizing tables because they soak bacteria away from the surface of the sponge, which then cannot be easily reached in the interior of the sponge by the sanitizing agent.
- If wet cloths are used, a separate cloth is required for each table/tray, and cloths cannot be returned to soak in a bleach-water solution.
- Food should not be put directly on the table or highchair tray because eating surfaces are more likely to be contaminated than disposable plates or washed and sanitized dishes
- If highchair trays are used as eating surfaces, the trays should be washed and sanitized in the same way as plates and other food service utensils.
- In case different children rotate through snack, each place must be cleaned and sanitized between use by different children. Sanitizing solution should not be sprayed while children are seated at the table.

Meal Guidelines – Ages 1-12 Updated 8/03/05

Source: Child and Adult Care Food Program, USDA Food and Nutrition Service (www.nal.usda.gov/childcare/Cacfp/index.html)

BREAKFAST

Food Components	Ages 1-2	Ages 3-5	Ages 6-12 ¹
1 milk fluid milk	1/2 cup	3/4 cup	1 cup
1 fruit/vegetable juice, ² fruit and/or vegetable	1/4 cup	1/2 cup	1/2 cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup

LUNCH OR SUPPER

1 milk fluid milk	1/2 cup	3/4 cup	1 cup
2 fruits/vegetables juice, ² fruit and/or vegetable	1/4 cup	1/2 cup	3/4 cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
1 meat/meat alternate meat or poultry or fish ⁴ or alternate protein product or cheese or egg ⁷ or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds ⁵ or yogurt ⁶	1 oz. 1 oz. 1 oz. 1/2 1/4 cup 2 Tbsp. 1/2 oz. 4 oz.	1½oz. 1½ oz. 1½ oz. ¾ 3/8 cup 3 Tbsp. 3/4 oz. 6 oz.	2 oz. 2 oz. 2 oz. 1 1/2 cup 4 Tbsp. 1 oz. 8 oz.

SNACK: Choose 2 of the 4 components

1 milk fluid milk	1/2 cup	1/2 cup	1 cup
1 fruits/vegetables juice, ² fruit and/or vegetable	1/2 cup	1/2 cup	3/4 cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
1 meat/meat alternate meat or poultry or fish ⁴ or alternate protein product or cheese or egg ⁷ or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds ⁵ or yogurt ⁶	1/2 oz. 1/2 oz. 1/2 oz. 1/2 1/8 cup 1 Tbsp. 1/2 oz. 2 oz.	1/2 oz. 1/2 oz. 1/2 oz. 1/2 1/8 cup 1 Tbsp. 1/2 oz. 2 oz.	1 oz. 1 oz. 1 oz. 1/2 1/4 cup 2 Tbsp. 1 oz. 4 oz.

Footnotes

- 1 Children age 12 and older may be served larger portions based on their greater food needs. They may not be served less than the minimum quantities listed in this column.
- 2 Fruit or vegetable juice must be full-strength. Juice cannot be served when milk is the only othersnack component.
- 3 Breads and grains must be made from whole-grain or enriched meal or flour. Cereal must be whole-grain or enriched or fortified.
- 4 A serving consists of the edible portion of cooked lean meat or poultry or fish.
- 5 Nuts and seeds may meet only one-half of the total meat/meat alternate serving and must be combined with another meat/meat alternate to fulfill the lunch or supper requirement.
- 6 Yogurt may be plain or flavored, unsweetened or sweetened.
- 7 One-half egg meets the required minimum amount (one ounce or less) of meat alternate.

Playground Information to Use with the Environment Rating Scales, Page 1 of 2

Based on information from the U.S. Consumer Product Safety Commission (CPSC), Public Playground Safety Handbook, Pub. No. 325 and information from the American Society for Testing and Materials Standards (ASTM), Standard Consumer Safety Performance Specification for Public Use Playground Equipment for Children 6 Months through 23 Months, F 2373-05. These guidelines are a basic overview of areas to review when scoring playground and safety items in the ECERS-R, ITERS-R, FCCERS-R, or SACERS. This list is not to be used as a comprehensive guide for playground assessment.

Fall Zones – A fall zone is the area around and under gross motor climbing, sliding, or swinging equipment where protective surfacing is required to prevent injury from falls. The fall zone should be cleared of items that children may fall onto or run into.

Protective Surfacing – Protective surfacing is intended to cushion falls and prevent serious injuries from any equipment used indoors and outdoors. The amount of a consistent type of surfacing required is based on the fall height of the equipment, which is the height of the highest designated play surface on the equipment. Equipment having a fall height of 18" or less is not required to have protective surfacing; however, no equipment should be placed over concrete, asphalt, stone, ceramic tile, or similar hard surfaces. The surfaces under and around play equipment should be soft enough to cushion falls, which are the most frequent causes of injuries on playgrounds. Common indoor surfaces (such as rugs, tumbling mats, or carpet) and common outdoor surfaces (such as grass or dirt) are not adequate cushioning for gross motor equipment with a fall height greater than 18" even when the equipment is not anchored. For specifics on surfacing depth for different loose-fill materials, see the chart below. When the surfacing in much-used areas becomes displaced (e.g., under swings, at slide exits), it should be raked back or replaced to maintain correct depth.

Minimum compressed loose-fill surfacing depths:

Inches	Of	Loose-Fill Material	Protects To	Fall Height (feet)
9		Shredded/recycled rubber		10
9		Sand		4
9		Pea gravel		5
9		Wood mulch		7
9		Wood chips		10

For poured or installed foam or rubber surfaces, the materials must meet the ASTM F1292 requirements, which can be verified through a written statement from the manufacturer.

Equipment Spacing – Spacing must allow children to circulate around or fall from play structures without striking another structure, and permit adults to have easy access to the children who are using the equipment. For preschoolers (2 – 5 years) and school-agers (5 – 12 years), adjacent play structures, with a play surface over 30" high, should be spaced at least 9 ft. apart. If the play surfaces of both structures are 30" high or less, the equipment may be located a minimum of 6 ft. apart. For infants and toddlers (6 months – 2 years), play structures with surfaces between 18" and 32" high must be spaced at least 3 ft. apart. Moving pieces of equipment (e.g., swings, merry-go-rounds) should be located in an area away from other play structures so children have adequate room to pass from one play area to another without being struck by moving equipment, and their fall zones should not overlap the fall zone of other equipment.

Age-appropriate equipment provides children with opportunities to safely practice gross motor skills without putting them at risk for unnecessary injury. Appropriate equipment for each age group is listed below:

Infant/Toddler: 6 months – 2 years	Preschool: Ages 2 – 5	School-age: Ages 5 – 12
Climbing equipment up to 32" high	Climbing equipment up to 60" high	Climbing equipment up to 84" high
Ramps	Horizontal ladders and overhead rings 60" high or less for 4-5 year-olds	Arch climbers Free standing flexible climbers
Single file step ladders	Merry-go-rounds	Stairways
Slides	Ramps	Chain or cable walks
Spiral slides less than 360°	Rung ladders	Fulcrum seesaws
Spring rockers	Single file step ladders	Ladders- horizontal (84" high), rung, and step
Stairways	Slides	Overhead rings up to 84" high
Swings with full bucket seats	Spiral slides up to 360°	Merry-go-rounds
Ramps	Spring rockers	Ring treks
Single file step ladders	Stairways	Slides
	Swings- belt, full bucket (2-4 yrs.), and rotating tire	Spiral slides more than one 360° turn Vertical sliding poles
	Balance beams up to 12" high	Swings- belt and rotating tire
		Track rides
		Balance beams up to 16" high

The following equipment is not appropriate for any age group: trampolines, swinging gates, giant strides, climbing ropes not secured at both ends, animal figure swings, multiple occupancy swings, rope swings, and swinging dual exercise rings and trapeze bars. In addition to equipment listed above, the following equipment is not appropriate for preschool children (ages 2-5): freestanding arch climbers, freestanding flexible climbers, fulcrum seesaws, log rolls, track rides, spiral slides more than one 360° turn, parallel bars, and vertical sliding poles. Horizontal ladders and overhead rings are not appropriate for children 3 years and younger. In addition to the equipment listed above, the following equipment is not appropriate for infants and toddlers (6 months – 2 years): rung ladders, merry-go-rounds, rotating tire swings, spiral slides with a full 360° turn, balance beams.

Playground Information to Use with the Environment Rating Scales, Page 2 of 2

Requirements for slides:

For preschool and school-age: The exit region of slides should be at least 11" long. The exit height of slides up to 4 ft. high should be 11" or less, and the exit height of slides over 4 ft. high should be at least 7" but not more than 15". The fall zone around slides should be at least 6 ft on all sides, except at the slide's exit. For slides up to 6 ft. high, the fall zone at the exit should be at least 6 ft. For slides greater than 6 ft., the fall zone at the exit should be at least as long as the slide is high up to 8 ft. max. The fall zone at a slide's exit should not overlap the fall zone of any other equipment.

For infants and toddlers: The exit region of slides should be 7" – 10" long, and the exit height should be 6" or less. The fall zone around slides should be at least 3 ft., except at the slide's exit, which should be at least 6 ft. The fall zone at a slide's exit should not overlap the fall zone of any other equipment.

Requirements for swings:

For preschool and school-age: **Single-axis swings** should have a pivot point of 8 ft. or less. There should be no more than 2 swings located within a single swing bay. The distance between swings at rest within a single bay should be at least 24", and the distance between a swing at rest and its support structure should be at least 30" (measured 5 ft. from the ground). The seat of swings for preschool-age children should rest at least 12" inches from the ground, and the seat of swings for school-age children should rest at least 16" from the ground. The fall zone for single-axis swings is 2 times the distance from the pivot point to the ground, both in front and back of swings, and cannot overlap the fall zone of any other equipment. A 6 ft. fall zone is required from the perimeter of the supporting structure. **Tire swings** should not be attached to composite structures and should not be suspended from a structure with other swings in the same bay. The bottom of the seat of the tire swing should rest at least 12" from the ground. The clearance between the seat and the sides of the support structure should be 30" when the tire is held in its closest position to the support structure. The fall zone for tire swings is the distance from the pivot point to the top of the tire plus 6 ft. in all directions, and should not overlap the fall zone of any other equipment. A 6 ft. fall zone is required from the perimeter of the tire swing's supporting structure.

For infants and toddlers: **Single-axis swings** should have a pivot point of 47" or less, and the seat should rest at least 6" from the ground. The fall zone for single-axis swings is 2 times the distance from the pivot point to the ground, both in front and back of swings and cannot overlap with the fall zone of any other equipment. A 3 ft. fall zone is required from the perimeter of the supporting structure.

Bucket swings should have a pivot point between 47" and 95", and the seat should rest at least 24" from the ground. The fall zone for bucket swings is 2 times the distance from the pivot point to the bottom of the swing seat, both in front and back of swings and cannot overlap the fall zone of any other equipment. For both types of swings, there should be no more than 2 swings located within a single swing bay, and the distance between swings at rest within a single bay or between a swing at rest and its support structure should be at least 20" (measured 5 ft. from the ground).

Entanglement Hazards – There should be no dangerous pieces of hardware, such as protruding bolts or open S-hooks on swings that could entangle children's clothing, particularly drawstrings on the hoods of jackets or sweatshirts, and cause strangulation. An Shook is considered closed if there is no gap or space greater than .04" (about the thickness of a dime).

Entrapment Hazards – Children can get trapped and strangle in openings where they can fit their bodies but not their heads through the space. Therefore, openings in guardrails and spaces between platforms, ladder rungs, and uprights in protective barriers, should measure 3.5" or less or 9" or greater. Any completely bounded opening that is not bounded by the ground is an entrapment hazard. Even openings that are low enough for children's feet to touch the ground still present a strangulation risk because young children may not have the cognitive ability or motor skills to free themselves. Children can also become entrapped by angles (less than 55°) formed between 2 sides of playground parts, for instance at the top of a wooden picket fence or fort.

Pinch, Crush, and Shearing Hazards – Moving pieces of equipment, such as suspension bridges, track rides, merry-go-rounds, or seesaws, should not have accessible moving parts that might pinch or crush a child's finger or other body part.

Sharp Points, Corners, and Edges – There should be no sharp points, corners, or edges (either wooden or metal) on play equipment or other objects in the space (e.g., fences, gates) that could cut or puncture a child's skin.

Guardrails – A guardrail is an enclosing device around an elevated platform that is intended to prevent inadvertent falls from the platform. A child might be able to climb over, under, or through the guardrail. For preschoolers, guardrails are required for platforms higher than 20", and up to 30" above the ground. For preschoolers, the top edge of the guardrails should be at least 29" from the platform, and the lower edge should be between 9" and 23" from the platform. For equipment used *only* by school-aged children, any platform more than 30" above the ground (but not over 48" above the ground) will need guardrails at least 38" above the platform, with the lower edge between 9" and 28" from the platform.

Protective Barriers – A protective barrier is an enclosing device around an elevated platform that is intended to prevent both inadvertent falls from the platform and deliberate attempts to pass through the barrier. No child should be able to climb over, under, or through the barrier. For infants and toddlers, protective barriers are required for all equipment with play surfaces over 18", and the top surface of the barrier should be at least 24". For preschoolers, protective barriers are required for platforms that are over 30" above the ground, and the top surface of the barrier should be at least 29" above the platform. For equipment used *only* by school-aged children, any platform more than 48" above the ground requires protective barriers, and the top surface of the protective barrier must be at least 38" high. Guardrail and barrier recommendations do not apply if they would interfere with the intended use of the equipment, such as stepping up to the next level. For example, platforms that are layered on equipment, (e.g., one platform leading up to another in a step-like manner), do not need guardrails or barriers if the fall height between levels is 7" or less for toddlers, 20" or less for preschoolers, and 30" or less for school-agers.

Curriculum Review Criteria

(adopted from North Carolina Office of School Readiness program materials)

Is the Curriculum "Research Based"

This criterion consists of two elements. First, are elements of the curriculum clearly based on research on young children and their development – evidence of such a basis would be required. Second, substantive research has been done demonstrating the efficacy of the curriculum.

Scope and Sequence are Both Included in the Design

For scope, the relevant domains of development are included. For sequence, evidence that the curriculum is tied to children's developmental progress and that the materials reflect a mechanism for deciding when activities are appropriate rather than simply presenting activities in a set order regardless of children's level of development.

Appropriateness of Materials

Are the materials appropriate for the age and level of development of the children, including both children with special needs and those who may be more advanced in certain areas than is typical? Are the materials free of blatant cultural bias, and violent or otherwise unacceptable content? Are the materials appealing to children of this age?

Balance

The materials represent a balance of the need for teacher planning and input and child initiation of learning activities.

Materials are Linked to Assessment of Children's Abilities

There is evidence that information on assessment for instructional purposes is integral to implementation of the curriculum.

Provisions are Made for Children with Disabilities

The curriculum materials and plans are appropriate for programs including children with disabilities as well as for other children at risk of school failure.

Materials for Teachers are Appropriate

There is adequate explanatory material for the teachers on how to implement the curriculum including use of the environment, activities, materials and instructional methods.

Child Outreach Contacts by School District

Barrington	(401) 247-3160 (401) 247-3145 x351 Alan Gravell	Narragansett	(401) 792-9427 Susan Dobosynski, Carole Ogni, Marie Regan
Bristol/Warren	(401) 253-4000 x 5117 Michelle Cordeiro	New Shoreham (Block Island)	(401) 466-5600 Carole Ogni
Burrillville	(401) 568-1350 x224 Jerilyn Caya, Maureen Ciotola	Newport	(401) 847-2100 x221 Nichole Cardoza
Central Falls	(401) 727-6181 Pat Norton, Rosa Morel, Dawn Pagliarini	North Kingstown	(401) 268-6591 Mary Nelson
Chariho	(401) 364-1160 x2037 Aimee Silva	North Providence	(401) 233-1100 x4531 Leslie DesJarlais
Coventry	(401) 822-9400 x249 Barbara Bridge	North Smithfield	(401) 769-5492 x215 Maureen Ciotola
Cranston	(401) 270-8587 (401) 270-8057 Michele Simpson, Colleen Scottsmith	Pawtucket	(401) 729-6511 Dot Murray MaryAnn Murray
Cumberland	(401) 723-3250 Kathleen Gibney	Portsmouth	(401) 683-3570 AnneMarie McAndrews
East Greenwich	(401) 398-1620 Jacqueline DiLorenzo	Providence	(401) 456-9132 Mindy Mertz
East Providence	(401) 433-6216 x6254 Donna Patch, Jane Sylvia	Scituate	(401) 647-7560 Maureen Ciotola, Joan Osmanski
Exeter/West Greenwich	(401) 397-5125 Carole Ogni	Smithfield	(401) 231-6608 Colleen Poyton
Foster	(401) 647-5100 Lori Greenleaf	South Kingstown	(401) 360-1224 Ruth Gallucci, Carole Ogni
Glocester	(401) 647-7560 Maureen Ciotola	Tiverton	(401) 683-3570 AnneMarie McAndrews
Jamestown	(401) 423-7020 x121 Gerri Cabral	Warwick	(401) 734-3490 Kathryn Keenan
Johnston	(401) 233-1900 Nancy Brown	West Warwick	(401) 821-1180 Debra Heroux
Lincoln	(401) 334-7524 Kathy McDonald	Westerly	(401) 315-1538 (401) 348-2733 Chris Allen, Donna Nabb
Little Compton	(401) 683-3570 AnneMarie McAndrews	Woonsocket	(401) 767-4844 Mary Beth Wilcox Ziepniewski
Middletown	(401) 683-3570 AnneMarie McAndrews		