



BrightStars Star Rating Application for Public Schools

Congratulations! By applying to participate in BrightStars, you are demonstrating a commitment to quality care and learning for young children. The BrightStars Star Rating Application for Public Schools serves as a method for data collection on the state of quality in Rhode Island's early learning system. BrightStars is committed to supporting you through the star rating application process. For questions or support in completing this document, please reach out to your assigned BrightStars Navigator, email CQI@riaeyc.org, or call (401) 739-6100.

INSTRUCTIONS

Please complete all fillable forms in full before submitting your application to BrightStars. Detailed instructions are included; please read these carefully.

BrightStars assesses quality by two methods: document review and observation. For each standard, the required documentation to achieve each level is noted.

For districts with multiple school sites, each school must apply individually. Districts cannot submit one application for multiple schools.

This application is intended to be used in conjunction with the BrightStars Quality Framework for Public Schools.

SUBMITTING YOUR APPLICATION

Fill out the form using the fillable PDF. Completed forms are accepted on a rolling basis and may be submitted via one of the following methods:



Email: CQI@riaeyc.org



Mail or hand-delivery to: Rhode Island Association for the
Education of Young Children
501 Centerville Road, Suite 202
Warwick, RI 02886



Fax: (401) 739-6101



BrightStars staff is committed to supporting you through the application process. For questions or support in completing this document, please reach out to your assigned BrightStars Navigator, OR

- email CQI@riaeyc.org
- call (401) 739-6100.



FOR BRIGHTSTARS USE ONLY: DO NOT WRITE IN BOX

PROGRAM OVERVIEW

What type of application is this?

- ☐ Applying to BrightStars for the first time::
- ☐ Applying for a 3-year renewal
- ☐ Re-applying after withdrawal or expiration

Date Received: _____	Navigator Initials: _____
Date to Assessment: _____	Current Rating: _____
Program Code: _____	
Name as it appears on QStar: _____	
Type of Application: ☐ Renewal ☐ New Application ☐ Reapplication ☐ SRR	
Current Cycle: _____	Renewal Date: _____
Using previous ERS? ☐ Yes ☐ No, needs ERS	
• <u>Previous Observation:</u> Teacher Name: _____	
Date: _____ Score: _____ ITERS / ECERS	
• <u>Previous Observation:</u> Teacher Name: _____	
Date: _____ Score: _____ ITERS / ECERS	

Local Education Agency (LEA), if applicable: _____

School Name: _____

Phone #: _____ Website: _____

Physical location: _____

Mailing Address: _____

(Include if different than above, or N/A)

Primary Contact: _____		Position: _____	
(Full name)			
Phone #: _____	Preferred method of communication: _____	☐ Phone	☐ English
Email: _____		☐ Email	☐ Spanish
		☐ Either/Both	☐ Other: _____
		Preferred Language: _____	

Do you offer **full day** General Education for 3-5-year-olds?

- ☐ Yes If yes, how many classrooms? _____
- ☐ No _____

Do you offer **full day** integrated education for 3-5-year olds?

- ☐ Yes If yes, how many classrooms? _____
- ☐ No _____

Do you offer **full day** self-contained special education for 3-5-year olds?

- ☐ Yes If yes, how many classrooms? _____
- ☐ No _____

Do you offer **RI Pre-K?**

- ☐ Yes If yes, how many classrooms? _____
- ☐ No _____

Do you offer **half day** General Education for 3-5-year-olds?

- ☐ Yes If yes, how many classrooms? _____
- ☐ No _____

Do you offer **half day** integrated education for 3-5-year olds?

- ☐ Yes If yes, how many classrooms? _____
- ☐ No _____

Do you offer **half day** self-contained special education for 3-5-year olds?

- ☐ Yes If yes, how many classrooms? _____
- ☐ No _____



Hours of Operation

	Open:	Close:		Open:	Close:
Monday			Thursday		
Tuesday			Friday		
Wednesday					

RATING BY STANDARD

Current BrightStars Rating: _____

Requested BrightStars Rating: 1

Please note: BrightStars uses a building block approach to determine the overall BrightStars rating. This means that all quality indicators must be met in full before a program can receive the rating for that level. In other words, you will be rated individually in each of the 10 standards below, and in order to achieve your desired rating, you will need to achieve that level or higher in each of the 10 standards.

Standard	Requested Rating
1. Learning Environment	1
2. Staff-Child Ratios	1
3. Maximum Group Size	1
4. Teacher Qualifications	1
5. Program Leadership	1
6. Continuous Quality Improvement	1
7. Curriculum	1
8. Child Assessment	1
9. Special Education Practices	1
10. Family Communication and Involvement	1



CLASSROOM SUMMARY FORM

Use this form to report information about classrooms in your program. If a classroom contains multiple groups of children (for example, an AM group and a PM group), please list each group on a separate line. Only include information about the preschool program. For each group, enter the highest number of children allowed in the group at any one time, and the name of only one lead teacher per group. If your program has more than 6 groups, make a copy of this form and continue listing additional groups.

Group Name	Classroom Type	Classroom Days of Operation	Classroom Operating Hours	Age Range Served (in months)	Youngest Child DOB	Oldest Child DOB	Max Group Size	Lead Teacher Full Name
ex. Preschool 1	☒ General Ed. ☐ Integrated ☐ Self-Contained	☒ M ☐ T ☒ W ☐ Th ☒ F	9AM-3PM	48-60m	06/20/2020	10/16/2019	18	Andrea Mello
	☐ General Ed. ☐ Integrated ☐ Self-Contained	☐ M ☐ T ☐ W ☐ Th ☐ F						
	☐ General Ed. ☐ Integrated ☐ Self-Contained	☐ M ☐ T ☐ W ☐ Th ☐ F						
	☐ General Ed. ☐ Integrated ☐ Self-Contained	☐ M ☐ T ☐ W ☐ Th ☐ F						
	☐ General Ed. ☐ Integrated ☐ Self-Contained	☐ M ☐ T ☐ W ☐ Th ☐ F						
	☐ General Ed. ☐ Integrated ☐ Self-Contained	☐ M ☐ T ☐ W ☐ Th ☐ F						
	☐ General Ed. ☐ Integrated ☐ Self-Contained	☐ M ☐ T ☐ W ☐ Th ☐ F						



STANDARD ONE: LEARNING ENVIRONMENT

Summary of Requirements:

Levels 1-2	Level 3	Level 4	Level 5
Basic Education Program (BEP) Compliance	- Basic Education Program (BEP) Compliance PLUS - Avg. ECERS score of 3.0 or Greater with no observed classroom score less than 2.5	- Basic Education Program (BEP) Compliance PLUS - Avg. ECERS score of 4.0 or Greater with no observed classroom score less than 3.0	- Basic Education Program (BEP) Compliance PLUS - Avg. ECERS score of 5.0 or Greater with no observed classroom score less than 3.0

Required Documentation:

There is no additional required documentation for this standard at the 1-star level.



STANDARDS TWO + THREE: MINIMUM STAFF-CHILD RATIO & MAXIMUM GROUP SIZE

Summary of Requirements:

Level 1		Level 2-5	
STANDARD TWO: MINIMUM STAFF-CHILD RATIO	{	• Basic Education Program (BEP) Compliance	Compliance with Staff-Child Ratios • General Education Preschool Classroom: ◦ 3yo 1:9 ◦ 4yo 1:10 • Special Education Integrated/Inclusive Preschool Classroom: ◦ 2:15 Staff-Child Ratio Posted
STANDARD THREE: MAXIMUM GROUP SIZE	{	• Basic Education Program (BEP) Compliance	Compliance with Group Size: • General Education Preschool Classroom: ◦ 3yo 18 ◦ 4yo 20 • Special Education Integrated/Inclusive Preschool Classroom: ◦ 15 Group Size Posted

Required Documentation:

There is no additional required documentation for this standard at the 1-star level.



STANDARD FOUR: TEACHER QUALIFICATIONS

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4	Level 5
All LEA Teachers have a Rhode Island Early Childhood Teaching Certificate	- All LEA Teachers have a Rhode Island Early Childhood Teaching Certificate PLUS - Professional Growth Goals for all teachers PLUS 25% Complete RIELDS Trainings - Guiding Principles - The Nine Domains	- All LEA Teachers have a Rhode Island Early Childhood Teaching Certificate PLUS - Professional Growth Goals for all teachers PLUS 25% Complete RIELDS Trainings - Guiding Principles - The Nine Domains PLUS 25% ECERS-3 Training PLUS 25% Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention	- All LEA Teachers have a Rhode Island Early Childhood Teaching Certificate PLUS - Professional Growth Goals for all teachers PLUS 50% Complete RIELDS Trainings - Guiding Principles - The Nine Domains - Preschool Instructional Cycle - Preschool Curriculum and Planning PLUS 50% ECERS-3 Training PLUS 50% Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention	- All LEA Teachers have a Rhode Island Early Childhood Teaching Certificate PLUS - Professional Growth Goals for all teachers PLUS 75% Complete RIELDS Trainings - Guiding Principles - The Nine Domains - Preschool Instructional Cycle - Preschool Curriculum and Planning PLUS 75% ECERS-3 Training PLUS 75% Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention

Required Documentation:

☐ Levels 1: Complete the **Lead Teacher Qualification Summary form** on the next page.

☐ Levels 1: Copy of **Rhode Island Early Childhood Education Certificate** for all lead teachers.



LEAD TEACHER QUALIFICATION SUMMARY FORM

Definition of Teacher: The teacher is the individual with primary responsibility for a group of children that occupies an individual classroom or well-defined space. The teacher must spend the majority of time with one group of children that attends at the same time rather than divide time between classrooms or float between groups. To meet the “majority of time” requirement, the teacher must be engaged with his/her assigned group for more than 50% of the time

Complete this page to report information about each lead staff listed on the classroom summary form.

Lead Teacher Full Name	Holds an accepted RI Teaching certificate?	Completed ECERS-3 Training	Completed Conscious Discipline Training	Completed RIDE Approved SEL Intervention Training other than Conscious Discipline? If yes, please list:	Has evidence of RIELDS Training
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principles ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principles ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principles ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principles ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principles ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principles ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principles ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principles ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle



STANDARD FOUR: TA QUALIFICATIONS

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4	Level 5
R. I. Gen. Laws § 16-11.2 Requirements	R. I. Gen. Laws § 16-11.2 Requirements PLUS 25% RIELDS Trainings - Guiding Principles - The Nine Domains	R. I. Gen. Laws § 16-11.2 Requirements PLUS 25% RIELDS Trainings - Guiding Principles - The Nine Domains PLUS 25% ECERS-3 Training PLUS 25% Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention	R. I. Gen. Laws § 16-11.2 Requirements PLUS 50% RIELDS Trainings - Guiding Principles - The Nine Domains PLUS 50% ECERS-3 Training PLUS 50% Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention PLUS - Professional Development Plan	R. I. Gen. Laws § 16-11.2 Requirements PLUS 75% RIELDS Trainings - Guiding Principles - The Nine Domain PLUS 75% ECERS-3 Training PLUS 75% Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention PLUS - Professional Development Plan PLUS 50% 9 college credits in ECE

Required Documentation:

- ☐ Level 1: Complete the **Staff (TA) Qualification Summary form** on the next page.
- ☐ Level 1: I verify that all teaching assistants in my employment qualify under the RI General Laws § 16-11.2



STAFF (TA) QUALIFICATION SUMMARY FORM

Definition of Teaching Assistant: The teaching Assistant (TA) works alongside the Lead Teacher to care for the children and implement the classroom curriculum. The TA has the formal education and professional preparation to work with the children. **Complete this page to report information about each TA for classrooms listed on the classroom summary form.**

TA Full Name and Classroom	Holds an accepted RI Teaching certificate?	Completed ECERS-3 Training	Completed Conscious Discipline Training	Completed RIDE Approved SEL Intervention Training other than Conscious Discipline? If yes, please list:	Highest level of college education completed	College credits in ECE/related field? How Many?	Has evidence of RIELDS Training
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principles ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principles ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principles ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principles ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principles ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principles ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principles ☐ 9 Domains
Name: _____ Room: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ High School ☐ BA/BS ☐ Some College ☐ Masters +	☐ Yes # _____ ☐ No	☐ None ☐ Guiding Principles ☐ 9 Domains



STANDARD FIVE: PROGRAM LEADERSHIP (PRINCIPALS)

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4-5
RIDE Administrator Certificate	- RIDE Administrator Certificate PLUS - RIELDS Trainings: - Guiding Principles - The Nine Domains	- RIDE Administrator Certificate - RIELDS Trainings: - Guiding Principles - The Nine Domains PLUS - ECERS-3 Training PLUS - Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention	- RIDE Administrator Certificate PLUS - RIELDS Trainings: - Guiding Principles - The Nine Domains - Implementing a Standards-Based Program for Administrators PLUS - ECERS-3 Training PLUS - Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention

Required Documentation:

- ☐ Level 1: Completed the **Program Leadership Qualification Summary** on the next page.
- ☐ Level 1: Copy of the **RIDE Administrator Certificate**



STANDARD FIVE: PROGRAM LEADERSHIP (EDUCATION COORDINATOR)

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4-5
- RI Early Childhood Teaching Certificate OR - RI Early Childhood Special Education Teaching Certificate	- RI Early Childhood Teaching Certificate OR - RI Early Childhood Special Education Teaching Certificate PLUS - Professional Development Plan PLUS - RIELDS Trainings: - Guiding Principles - The Nine Domains	- RI Early Childhood Teaching Certificate OR - RI Early Childhood Special Education Teaching Certificate PLUS - Professional Development Plan PLUS - RIELDS Trainings: - Guiding Principles - The Nine Domains PLUS - ECERS-3 Training PLUS - Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention	- RIDE Early Childhood Certificate (ECE or ECSE) PLUS - Professional Development Plan PLUS - RIELDS Trainings: - Guiding Principles - The Nine Domains - Preschool Instructional Cycle - Preschool Curriculum and Planning - Implementing a Standards Based Program for Education Coordinators PLUS - ECERS-3 Training PLUS - Conscious Discipline or other RIDE approved Social Emotional Learning (SEL) intervention PLUS - A minimum of two (2) years of early childhood education classroom teaching experience OR two (2) years of early childhood leadership experience.

Required Documentation:

- ☐ Level 1: Complete the **Program Leadership Qualification Summary** on the next page.
- ☐ Level 1: Copy of **RIDE Early Childhood Certificate (ECE or ECSE)**



PROGRAM LEADERSHIP QUALIFICATION SUMMARY

The Principal is responsible for overall operations and compliance with BEP, while the Education Coordinator is responsible for the development and implementation of the early learning and development program, serving as the program's pedagogical leader. The Principal and Education Coordinator may be assumed by the following, but not necessarily limited to: the administrator, principal, education manager; or may be a stand-alone position.

Complete this page to report information about program leadership.

Required at levels 1-5 for Standard 5, Program Leadership

Program Leadership Full Name	Holds an accepted RI Administrator Certificate?	Holds an accepted RI Teaching certificate?	Completed Conscious Discipline Training	Completed RIDE Approved SEL Intervention Training other than Conscious Discipline? If yes, please list:	Has evidence of RIELDS Training
Principal Name: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principles ☐ 9 Domains ☐ Implementing a Standard-Based Program
Education Coordinator Name: _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No _____	☐ None ☐ Guiding Principles ☐ Curriculum and Planning ☐ 9 Domains ☐ Instructional Cycle ☐ Implementing a Standard-Based Program



STANDARD SIX: CONTINUOUS QUALITY IMPROVEMENT

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4-5
- Basic Education Program (BEP) Compliance PLUS - Quality Improvement Plan completed within 90 days of rating	- Basic Education Program (BEP) Compliance PLUS - Quality Improvement Plan completed within 90 days of rating PLUS - Comprehensive Program Self Assessment that includes: - At least 2 sources of evidence OR - School Improvement Plan with specific goals related to preschool	- Basic Education Program (BEP) Compliance PLUS - Quality Improvement Plan completed within 90 days of rating PLUS - Comprehensive Program Self Assessment that includes: - At least 2 sources of evidence and - ECERS-3 findings, where applicable OR - School Improvement Plan with specific goals related to preschool	- Basic Education Program (BEP) Compliance PLUS - Quality Improvement Plan completed within 90 days of rating PLUS - Comprehensive Program Self Assessment that includes: - At least 3 sources of evidence and - ECERS-3 findings, where applicable OR - School Improvement Plan with specific goals related to preschool

Required Documentation:

There is no additional required documentation for this standard at the 1-star level.



STANDARD SEVEN: CURRICULUM

Summary of Requirements:

Level 1	Level 2-3	Level 4-5
Basic Education Program (BEP) Compliance	- Basic Education Program (BEP) Compliance PLUS - Curriculum and Implementation Plan Aligned with the RIELDS	- Basic Education Program (BEP) Compliance PLUS - Curriculum and Implementation Plan Aligned with the RIELDS PLUS - RIDE-Endorsed Early Learning Curriculum

Required Documentation:

There is no additional required documentation for this standard at the 1-star level.



STANDARD EIGHT: CHILD ASSESSMENT

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4	Level 5
Basic Education Program (BEP) Compliance	- Basic Education Program (BEP) Compliance PLUS - Developmental Screening Information	- Basic Education Program (BEP) Compliance PLUS - Developmental Screening Information PLUS - The program gathers child assessment information about each child using 2 or more methods (observation, surveys, interviews, videos)	- Basic Education Program (BEP) Compliance PLUS - Developmental Screening Information PLUS - The program gathers child assessment information about each child using 2 or more methods (observation, surveys, interviews, videos) PLUS - Child Assessment Plan aligned with the RIELDS	- Basic Education Program (BEP) Compliance PLUS - Developmental Screening Information PLUS - The program gathers child assessment information about each child using 3 or more methods (observation, surveys, interviews, videos) PLUS - Child Assessment Plan aligned with the RIELDS PLUS - The program collaborates with Child Outreach to provide on-site developmental screenings PLUS - Written Policies & Procedures that guide Child Assessment practices are shared with families

Required Documentation:

There is no additional required documentation for this standard at the 1-star level.



STANDARD NINE: SPECIAL EDUCATION PRACTICES

Summary of Requirements:

Levels 1-2	Levels 3-4	Level 5
• Basic Education Program (BEP) Compliance	• Basic Education Program (BEP) Compliance PLUS • Special Education Services are embedded in the child's least restrictive classroom environment.	• Basic Education Program (BEP) Compliance PLUS • Special Education Services are embedded in the child's least restrictive classroom environment. PLUS • The LEA embeds special education services within community-based programs. PLUS • The program provides training and/or professional development to community partners that support children in their district.

Required Documentation:

There is no additional required documentation for this standard at the 1-star level.



STANDARD TEN: FAMILY COMMUNICATION AND INVOLVEMENT

Summary of Requirements:

Level 1	Level 2	Level 3	Level 4-5
Basic Education Program (BEP) Compliance	- Basic Education Program (BEP) Compliance PLUS - The program submits a Family Engagement Plan that employs 2 or more strategies to engage all families.	- Basic Education Program (BEP) Compliance PLUS - The program submits a Family Engagement Plan that employs 2 or more strategies to engage all families. PLUS - Family Teacher Conference (2x/year)	- Basic Education Program (BEP) Compliance PLUS - The program submits a Family Engagement Plan that employs 2 or more strategies to engage all families PLUS - Family Teacher Conference (2x/year) PLUS - Family Survey/Surveyworks Implementation Plan PLUS - Program Implements Activities to Facilitate the Transition of Children & Families (e.g., program visits prior to enrollment, internal transitions, transitions out of programs)

Required Documentation:

There is no additional required documentation for this standard at the 1-star level.



PROGRAM AGREEMENT

☐ I acknowledge that it is my responsibility to submit copies of the requested documentation along with this completed application as requested by BrightStars:

By signing this BrightStars application, I verify/agree to the following (please check all):

☐ I have read Information and Policies for the BrightStars Quality Rating and Improvement System. I understand and will adhere to all policies contained within.

☐ All of the information contained in this application is accurate and true.

☐ I will post my BrightStars rating certificate in my program in a place highly visible to families/the public.

☐ I understand BrightStars Confidentiality Policy: A program's star rating, the level achieved for each BrightStars standard, and other basic program information (address, phone number, ages served, etc.) will be made available on the BrightStars or RIDE hosted websites. Information submitted as part of your BrightStars application will be shared within the state data system with state agency partners, including the RI Department of Human Services (DHS), the RI Department of Education (RIDE), the RI Department of Children, Youth and Families (DCYF), the RI Department of Health (DOH), and The Center for Early Learning Professionals (CELP) at an aggregate level for the purposes of data reporting. Identifiable and specific information about your program may be shared with state agency representatives for the purposes of record keeping, data analysis, and program assessment. Identifying information may be shared with others only with your specific, signed permission.

Print Name

Title

Signature

Date