Program Standards – Alignment Across Standards

This alignment document, developed by core team of state experts, allows you to:

1. View the new domain alignment between DCYF, BS, RIDE and the Head Start 1302 Education and Child Development Program Services Standards
2. Look across the states standards to ensure criteria are met for using Tile funding

BrightStars LEVEL FOUR	BrightStars LEVEL FIVE	RIDE	Head Start
CENTERS: **Learning Environment** Average ERS-R score of 4.0 or greater, with no observed classroom score less than 3.0. For programs with Infant and/or Toddler classroom, ITERS observations must also be conducted **FAMILY CHILD CARE:** Average ERS-R score of 4.0 or greater **ALL:** **Learning Environment Training** **Self-Assessment**	**CENTERS:** **Learning Environment** Average ERS-R score of 5.0 or greater, with no observed classroom score less than 3.0. For programs with Infant and/or Toddler classroom, ITERS observations must also be conducted **FAMILY CHILD CARE:** Average ERS-R score of 5.0 or greater **ALL:** **Learning Environment Training** **Self-Assessment**	**CLASSROOM:** **Learning Environment** ERS-R score of 5.0 or higher in every RIDE approved classroom.	**Head Start Performance Standards Compliance 1302.31** **Teaching and the learning environment.** A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children's skill growth. A program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. **Effective teaching practices:** Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children's engagement in learning experiences and activities **Learning environment:** A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences **Materials and space for learning:** To support implementation of the curriculum, a program must provide age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children's interests, development, and learning. **Promoting learning through approaches to rest, meals, routines, and physical activity:** A program must implement an intentional, age appropriate approach to accommodate children's need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are

			encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.

Domain One: Health, Safety and Nutrition

Learning Environment

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 and developmental delays, responds to the cultural and linguistic diversity of the population it serves, and promotes the acceptance of diversity among staff, families and children.

Domain Five: Early Learning and Development

Curriculum

The program uses a curriculum or curriculum framework, aligned to the Rhode Island Early Learning and Development Standards, for all age groups served, including infants and toddlers. Teaching staff have positive emotional connections with children and respond appropriately to individual children's early learning and development needs. Classroom schedules and routines maximize time spent in early learning and development activities. The program provides many opportunities for children to learn and practice skills in all domains of the Rhode Island Early Learning and Development Standards.

LEVEL FOUR	LEVEL FIVE	RIDE	Head Start
ALL: **Written Curriculum** Curriculum aligned with the RIELDS **OR** Compliance with Head Start Performance Standards related to curriculum. **OR** NAEYC Accreditation **CENTERS:** **Teaching and Interaction** ▪ Approved Teacher-Child Interaction Professional Development	**ALL:** **Written Curriculum** Curriculum and curriculum framework aligned with the RIELDS **OR** Compliance with Head Start Performance Standards related to curriculum. **OR** NAEYC Accreditation **CENTERS:** **Teaching and Interaction** ▪ CLASS Observation in 1/3 of preschool classrooms.	**Standard Six:** **Curriculum** Addresses program level and classroom level curriculum standards. Written Curriculum Framework aligned with the RIELDS required for Initial Approval	**Compliance with Head Start Performance Standard 1302.32 Curricula.** Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that: - Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation; - Are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and, - Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn. A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

Domain Five: Early Learning and Development

Child Assessment

The program connects families to developmental screenings for their children, and systematically and routinely gathers information about each child in order to meet the needs of children.

LEVEL FOUR	LEVEL FIVE	RIDE	Head Start
ALL: **Developmental Screening Info** The program provides written information to families about developmental screenings available through pediatricians and/or Child Outreach **Child Assessment** The program gathers information about each child using 2 or more methods (e.g., child observation, checklists, family surveys/ interviews) to inform classroom instruction	**ALL:** **Developmental Screening Info** The program provides written information to families about developmental screenings and collaborates with Child Outreach **Child Assessment** The program gathers information about each child using 3 or more methods (e.g., child observation, checklists, family surveys/ interviews) to inform classroom instruction **CENTERS:** The program uses valid and reliable assessment tools to inform curriculum planning.	**Standard Seven:** **Child Assessment** Addresses program level and classroom level child assessment standards. Written Child Assessment Plan aligned with the RIELDS required for Initial Approval.	**Compliance with 1302.33 Child Screenings and Assessment** **Screening** In collaboration with each child's parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program. A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior. **Assessment for individualization** A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Child Outcomes Framework: Ages Birth to Five. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year. **Characteristics of screenings and assessments** Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed. **Prohibitions on use of screening and assessment data** The use of screening and assessment items and data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purposes of ranking, comparing, or otherwise evaluating individual children for purposes other than research, training, or technical assistance, and is prohibited for the purposes of providing rewards or sanctions for individual children or staff. A program must not use screening or assessments to exclude children from enrollment or participation.

Domain Five: Early Learning and Development

Inclusive Classroom Practices

The program supports the inclusion of children with disabilities and developmental delays, and uses self-assessments to reflect on inclusivity within their classroom practices.

LEVEL FOUR	LEVEL FIVE	RIDE	Head Start
<u>ALL:</u> **Written Program Philosophy** The program welcomes children and families of all abilities, modifies the program, makes reasonable accommodations, and collaborates with key partners to support children with developmental delays and disabilities in inclusive/integrated classroom settings.	<u>ALL:</u> **Written Program Philosophy** The program welcomes children and families of all abilities, modifies the program, makes reasonable accommodations, and collaborates with key partners to support children with developmental delays and disabilities in inclusive/integrated classroom settings. **Educator/Staff Release Time** Programs make staff available to collaborate with IEP/IFSP teams	**ADA** The program must be accessible for children and adults with disabilities in accordance with disability requirements including the American with Disabilities Act (ADA). Additional requirements, including policies that meet or exceed BrightStars requirements, are embedded throughout the standards. State and Federal Law	**1302 Subpart F—Additional Services for Children with Disabilities** **Full participation in program services and activities** Programs must ensure enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA, and their families receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities. **Additional services for children** Programs work to ensure children have access to and can fully participate in the full range of activities. Children might require modifications such as changes to the environment, multiple and varied formats for instruction, and individualized accommodations and supports as. Programs ensure all individuals with disabilities are protected from discrimination under and provided with all services and program modifications required by section 504 of the Rehabilitation Act (29 U.S.C. 794), the Americans with Disabilities Act (42 U.S.C. 12101 et seq.) Programs work closely with the local agency responsible for implementing IDEA, the family, and other service partners, as appropriate, to ensure services are offered as required by their IFSP or IEP, that children are working towards their goals, IFSP and IEP's are reviewed and revised, and that services are offered in the child's classroom whenever possible. For children transitioning out of Head Start, there should be collaboration with families and local agencies. **Additional services for parents** Programs collaborate with families to ensure the needs of children are being met, and to support parents in becoming advocates. Programs must assist families in accessing services and resources such as adaptive equipment, creating linkages to programs, and establishing eligibility for additional support programs. Programs also help families understand referral, evaluation, and service timelines required under IDEA, to actively participate in the eligibility process, understand evaluations and ensure their child's needs are accurately identified. **Coordination and collaboration with the local agency responsible for implementing IDEA** Programs must coordinate with the local agency responsible for implementing IDEA through participation in Child Find, and with the support and development of defined agreements. Programs should participate on the IFSP or IEP team, if requested by the parents, as well as any other associated meetings.

Domain Six: Family Engagement

Family Communication and Involvement

The program communicates regularly with families by engaging in two-way communication with families, offering ongoing opportunities for family involvement, and working to build partnerships with families.

LEVEL FOUR	LEVEL FIVE	RIDE	Head Start
Family Communication Program offers two or more means of communication **AND** Conducts an Annual Family Survey **Family Teacher Conference** Offered twice per year	**Family Communication** Program offers two or more means of communication **AND** Conducts an Annual Family Survey **Family Teacher Conference** Offered twice per year **Advisory Board** An advisory board that includes families meets four times per year	**Standard Eight: Family Engagement** Written Family Engagement Plan required for Initial Approval. Two way communication with family includes providing family members with information about their child's development and learning on at least a quarterly basis, with written reports at least two times a year The program's **governing structure or advisory groups** shall include families as members and support them as active participants. Family members shall also be encouraged to take on leadership roles.	**Compliance with 1302.34 Parent and family engagement in education and child development services** Center-based and family child care programs must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education. Engaging parents and family members. A program must offer opportunities for parents and family members to be involved in the program's education services and implement policies to ensure: - The program's settings are open to parents during all program hours; - Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior; - Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program; - Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program; - Parents and family members have opportunities to volunteer in the class and during group activities; - Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child's progress; - Teachers, except those described in paragraph (b)(8) of this section, conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child's learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff; and, - Teachers that serve migrant or seasonal families make every effort to conduct home visits to engage the family in the child's learning and development.

1301.3 Policy council and policy committee.

(a) *Establishing policy councils and policy committees*. Each <u>agency</u> must establish and maintain a policy council responsible for the direction of the Head Start program at the agency level, and a policy committee at the delegate level. If an agency delegates operational responsibility for the entire Head Start or Early Head Start program to one delegate agency, the policy council and policy committee may be the same body.

(b) *Composition*. (1) A program must establish a policy council in accordance with <u>section 642(c)(2)(B)</u> of the Act, or a policy committee at the delegate level in accordance with <u>section 642(c)(3)</u> of the Act, as early in the program year as possible. <u>Parents</u> of children currently <u>enrolled</u> in each program option must be proportionately represented on the policy council and on the policy committee at the delegate level.

1301.4 Parent committees.

(a) *Establishing parent committees*. A program must establish a parent committee comprised exclusively of <u>parent</u>s of currently <u>enrolled</u> children as early in the program year as possible. This committee must be established at the center level for center-based programs and at the local program level for other program options. When a program operates more than one option, parents may choose to have a separate committee for each option or combine membership. A program must ensure that parents of currently enrolled children understand the process for elections to the policy council or policy committee and other leadership opportunities.
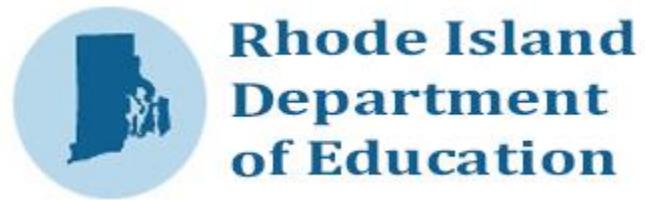
1302.50 Family engagement.

(a) *Purpose*. A program must integrate parent and <u>family</u> engagement strategies into all systems and program services to support family well-being and promote children's learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources.

(b) *Family engagement approach*. A program must:

(1) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father engagement;

			(2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between <u>staff</u> and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community; (3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability; (4) Provide parents with opportunities to participate in the program as employees or volunteers; (5) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe.

Rhode Island Department of Education

This document is intended to serve as guidance for the field. Programs are encouraged to use the full version of the Standards for program implementation and compliance.