



Accreditation Crosswalk Required Measures

(All Ages)

Instructions: Please fill in the form at the bottom of this page. Complete the crosswalk; include, where applicable, the measure number and a description of the measure.

Accreditation entity: _____

Date: _____

TEXAS RISING STAR REQUIRED MEASURES:	ACCREDITATION MEASURE NUMBER/DESCRIPTION:
Category 1: Director and Staff Qualifications	
S-DQT-04: Director Responsibilities (Center-based programs serving 0–5 years) Ensure all caregiver staff has a formal training plan.	
S-DQT-03: Director Training (School-age programs only) Certificates contain 24 clock hours of training on an annual basis in the director's staff file. Of the 24 hours, a minimum of 6 hours need to be in program administration, management, and supervision.	
S-COTQ-01: Caregiver Orientation, 1 Before beginning child care duties, all caregiver staff receives documented, in-person, interactive orientation with the director/administrator to improve knowledge of the child care operation, specific job responsibilities, and needs of children. Orientation documentation is dated on/prior to the date the caregiver starts working in the classroom and is observed in the caregiver's staff file by the Texas Rising Star (TRS) assessor and includes the following topics: A. TRS program and criteria, B. Policies of the facility, C. An overview of the developmental needs/expectations of children in the assigned age group, D. The planned daily activities of the facility, which reflects the ethnic background, gender, abilities, and makeup of families of the children, as well as the diversity of cultures represented in the community.	
S-COTQ-02: Caregiver Orientation, 2 Before beginning child care duties, all volunteers and substitute caregivers are provided orientation that defines the task to which they are assigned. Orientation documentation is observed in the caregiver's staff file by the TRS assessor. It is dated on/prior to the date the caregiver starts working in the classroom.	
S-COTQ-03: Caregiver Staff Training (Center-based programs serving 0–5 years) The plan provides for a minimum of 30 clock hours of child care-related training specific to the age of children in their care.	
S-COTQ-06: Caregiver Staff Training All child care staff participates in training according to the approved plan. The training certificates align to the individualized written training plan.	
S-COTQ-04: Full-time Caregiver Staff Training (School-age programs only) An individualized written training plan that contains 20 clock hours of training on an annual basis in the caregiver's staff file. Of the 20 hours, a minimum of 12 hours need to be in school-age development and curriculum.	
S-COTQ-05: Part-time Caregiver Staff Training (School-age programs only) An individualized written training plan that contains 15 clock hours of training on an annual basis in the caregiver's staff file. Of the 15 hours, a minimum of 10 hours need to be in school-age development	

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and curriculum.	
Category 4: Nutrition & Indoor/Outdoor	
<p>S-N-01: Program Practices Written policies include the following: a) Liquids and food hotter than 110 degrees F are kept out of reach. b) Staff is educated on food allergies and they take precautions to ensure children are protected. c) On days that providers serve meals, prepared food that is brought into the program to be shared among children is commercially prepared OR prepared in a kitchen that is inspected by local health officials. d) Healthy snacks (as listed by the Texas Department of Agriculture) are available for school-aged children as students arrive. e) Staff does not reward good behavior or clean plate with foods of any kind. f) On days that providers serve meals, milk, fresh fruit, and vegetables are available for children who bring lunches from home.</p>	
<p>S-N-02: Home Lunch Practices a) Include in written policies/procedures to ensure the safety of food brought from home, including refrigeration or other means to maintain appropriate temperatures. b) Programs have policies in place outlining strategies to educate children and their parents on nutrition. c) Programs provide parents with information about foods that may cause allergic reactions. d) Providers provide sample menus of healthful lunches for parents whose children bring food from home. Parents are encouraged to provide meals with adequate nutritional value.</p>	
<p>S-N-03: Menu Planning The provider documents one of the following options: A. 12 months of menus that have been reviewed and approved by: A1. A dietitian licensed by the Texas State Board of Examiners of Dietitians (http://www.dshs.state.tx.us/dietitian/dt_roster.shtm) A2. A certified child care health consultant (healthy child care Texas); OR A3. an individual with a bachelor's or graduate degree with a major in human nutrition, food and nutrition, nutrition education, dietetics, or food systems; OR B. Provider menu policies are structured to provide children with a variety of foods with different colors and textures to include whole grains, fresh fruits and vegetables; less processed items; and foods that meet the Dietary Guidelines for Americans guidelines established by the USDA. Sample menus must be provided; OR C. The provider is participating in and in good standing with Child and Adult Care Food Program (CACFP).</p>	
<p>S-N-04: Breastfeeding Education Policies specify that, upon request, a compilation of breastfeeding education and support resources in the community is provided to parents.</p>	
<p>S-ILE-01: Indoor Environment 1. Indoor environment is arranged to facilitate a distinct division of active and quiet spaces. 2. Nap/rest space is conducive for children to relax, rest, or sleep as appropriate for the ages and abilities of children.</p>	

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<p>3. Indoor environment includes space where children can play protected from interference by other children, yet be supervised by the caregiver.</p> <p>4. Equipment/materials are clean and in good repair and no parts are missing. Providers supply a checklist of cleaning and maintenance tasks they use to ensure a safe and sanitary environment for children.</p> <p>5. Equipment/materials are readily available and adapted to allow for equal participation by all children.</p>	
<p>S-ILE-02: Indoor Environment (Infant and Toddlers)</p> <p>1. Indoor environment includes sufficient quantity of sleeping, diapering, and feeding equipment to accommodate the number of children served.</p> <p>2. Indoor environment includes sufficient space to allow for different kinds of experiences such as tummy time, active play, quiet play, and messy play.</p> <p>3. Diapering areas include items that enhance cognitive and communication skills, such as mobiles or colorful hanging objects.</p> <p>4. Indoor environment includes space and equipment where caregivers and mothers can sit comfortably and hold infants while feeding or breastfeeding.</p>	
<p>S-ILE-03: (School-age)</p> <p>Indoor environment is arranged to include a quiet place with age-appropriate tables, chairs, and appropriate lighting to facilitate completion of homework.</p>	
<p>Category 5: Parent Education and Parent Involvement</p>	
<p>S-PE-01:</p> <p>Parents are provided with written policies and procedures, which include the following:</p> <ul style="list-style-type: none"> - Program philosophy and goal - Curriculum goals - Admission procedures - Family participation - Drop-off/pickup procedures - Parent conferences - Fee structure - Late payments and refund information - Absences - Clothing guidelines - Inclement weather policy - Separation procedures - Nutrition standards used for menu planning - Physical activity and screen time policies - Procedures in place to allow parents to update contact information at all times without staff assistance. <p>Policies are reviewed annually and updated if necessary.</p>	
<p>S-PE-02:</p> <p>The program has systems in place for communication between the facility and parents, which may include e-mailing or phone calls.</p>	
<p>S-PE-03:</p> <p>A designated area is maintained where daily activity schedules, menus, and other important notices are available to parents.</p>	
<p>S-PI-02: Director/Parent/Teacher Collaboration Regarding</p>	

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<p>Challenging Behavior. Provider has a written policy/process for addressing challenging behaviors of children. The policy/process includes teacher and/or director having ongoing conversations with parents to express concerns and discuss strategies in addressing challenging behaviors. Conversations are framed around school readiness, the objective of the program. Parents are kept informed as to their child's progress.</p>	
<p>S-PI-03: The director and teachers should be able to provide evidence that they are working together with the parents about decisions regarding the child's successful experience, which may include written daily reports for children under 3 years and parent communication log.</p>	
<p>S-PI-04: Introduction to community resources available to the parent/family.</p>	