

Texas Rising Star (TRS)  
TRS Workgroup Work Session  
June 12, 2014

Agenda

TAB 1 – Welcome, Roll-Call and Overview of the Agenda

*Approval of Meeting Notes*

TAB 2 – May 15, 2014 Meeting Notes

TAB 3 – May 22, 2014 Meeting Notes

*Review of Public Comments and TRS Measures;*

TAB 3 – Continue Discussion on Measure Matrix dated June 12, 1014

Workgroup changes highlighted and include recommendations from TXPost for School Age.

TAB 4 – Draft Scoring Recommendations with revisions discussed at May 15 work session.

*Review of Pending Parking Lot Items*

TAB 5 –Director Qualifications (After School)

TAB 6 –Minimum Licensing Standards

TAB 7 –Facility Assessments (including Accreditation and Military)

TAB 8 –Long Term Financing

TAB 9 - Complete List of Recommendations from the Workgroup

- Assessor Mentor Qualifications
- TRS Measures
- Facility Assessments
- Minimum Licensing Standards
- Facilities the Move Location or Expand
- TRS Scoring for all Star Levels



**Members in Attendance**

- Patricia Smith – Little Dudes Learning Center
- Sul Ross – Gulf Coast Workforce Solutions
- Howard Morrison – Texas Education Agency
- Reagan Miller – Texas Workforce Commission (TWC)
- Lana Estevilla – Department of Family and Protective Services
- Pattie Herbert – Infants 123
- Doug Watson – Healy-Murphy Child Development Center
- Sharon Davis – North East Texas Workforce Solutions
- LaShonda Brown – Texas Early Learning Council

Participating by phone:

- Mary Clare Munger – Amarillo College Child Development Lab

**Members not in Attendance**

- Dr. Elaine Zweig – Collin County Community College
- Rebecca Latimer – Just Kidding Around
- Sandra Solis – Lower Rio Workforce Solutions

**Additional TWC Attendees**

- Laurie Biscoe – Deputy Director, Workforce Development Division (WDD)
- Patricia A. Gonzalez – Director WDD Technical Assistance and Child Care
- Phil Warner – Child Care Program Supervisor
- Regan Dobbs – Child Care Policy and Program Analyst
- Kimberly Flores – Child Care Policy and Program Analyst
- Adela Esquivel – Child Care Policy and Program Analyst
- Anjali Barnes – Child Care Policy and Program Analyst

**Meeting Summary**

**Welcome, Roll Call and Overview of the Agenda**

Reagan Miller began the meeting after all public comments had been received.

**Approval of Meeting Notes**

May 1, 2014 meeting notes were approved for posting without changes.

**Review of Public Comments on TRS Measures**

The workgroup began discussion of overall comments received, including those submitted by Dr. April Crawford from the Children’s Learning Institute. LaShonda Brown stated that the group ensures that there were incentives to encourage providers to achieve higher levels of quality through the star levels, making the program a win-win for all.

Pattie Herbert noted that she is in favor of the four year degree requirement for Directors for a 4 star



designation, but wonders if it's practical for everybody. All noted that there were several comments related to Director qualifications.

LaShonda suggested education and caregiver qualifications be revised to a point structure. They could receive points for the things they are doing well.

The workgroup then began discussion on all comments based on the specific category of measures.

### **Director and Staff Qualifications and Training**

Discussion resulted in the workgroup recommending the following changes:

Formal education–Change to process measures

Experience –Change to process measures

Mary Clare suggests breaking experience into two measures: overall experience and experience at the current facility. Sul's concern is it puts a heavier weight on experience.

Career Lattice Level- Remains structural

Remove level 6 out of 4 star for career lattice. Reagan suggested the need to develop a career lattice worksheet to document where the individual stands on the career lattice level.

Director Training – Change to process measures

Add specific topics for the different levels. Mary Clare suggested specific training that links Early Learning Guidelines to lesson planning. This may be established for 3 and 4 star levels.

Director Certification course- Remains structural

Mary Clare suggested using CLI model- completion of modules – tied to progression, based on completion of modules.

Caregiver Qualifications – Change to process measures. Keep percentages, apply points to percentages reached. Remove D – Monitoring - Emerging Practice – allowing for 2 years of experience. Supervision Definition- Specify “direct” supervision- someone in their room (at least 2 years' experience). Orientation and training is to remain structural.

Add new training process measures that address the top ten indicators of quality; and add specific topics for the different levels (maybe for 3 and 4 levels only).

Members suggested that the following training topics be contained within the process points: Early Learning Guidelines, lesson planning/curriculum and warm and responsive style.

Members assigned points to the following measures:

- 2 star level – core competencies
- 1 point: 50% training on core competencies, that focuses on lesson planning and warm and responsive caregiving
- 2 points: 75% of their staff on core competencies, that focuses on lesson planning and warm and responsive caregiving

Caregiver Staff Training –Remains structural



Deleted measure: The director ensures that all caregivers meeting minimum training requirements by either arranging or providing for designated training activities. Provider assists caregiver staff in meeting training criteria by arranging or providing training opportunities.

Director Training-Remains structural

Members suggested adding another measure to this section.

Add measure 2. Ensure all caregiver staff have a formalized training plan

Pattie would like the training for home providers to be specified higher quality.

Members requested this be added to a future meeting agenda: Review of licensing requirement to determine who is qualified to provide training. There is concern about “general knowledge about,” and other language which is vague.

**Indoor/Outdoor/Nutrition revisions:**

Measure changes:

Full time programs – no more than 60 minutes of Screen time daily, part time programs- no more than 30 minutes of Screen time, and no television during meal time.

Howard pointed out that due to the Technology domain, this may need to specify that educational screen time/programming is permitted.

**Parent Resources discussion:**

Member asked about the testimony from this morning’s session that addressed parent resources. Staff clarified that the parent resources would be included in the appendix.

Reagan clarified that TWC is developing a Parent Resource Portal, where parents can access information.

**Caregiver child interactions:**

Sul commented that the definition for the score of 0 was removed and asked what this item looks like when it is not met? LaShonda asked for clarification. Her understanding was that if assessors are unable to score an item, that item would receive an N/A, in other words, they receive a free pass, no quality. In the current scoring, it is a 0 score. Sul responded and stated that in interactions, you have to ask, what does it look like when it is really not worthy of any points. He added that he did not think that a 4 point scale is necessary.

Also, remove MLQ, HLQ etc, however; keep descriptors.

Workgroup agreed that assessors need to know more than just “not met”. They need to know what not met looks like. LaShonda said it will help show what is needed to improve. Sul says interactions are different. He advocates for the descriptions.

**Curriculum:**

Sul requested clarification regarding the lesson plan/curriculum. On page 3-1, the first measure states lesson plan / curriculum, the next measure addresses curriculum-linked lesson plan. Definitions for curriculum and lesson plan may need to be added for clarity.

LaShonda suggested defining curriculum as those that align or support the early learning domains.

Reagan suggested to do an RFI (Request for Information) to inquire which curriculum would be



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determined to align/support the early learning domains.

LaShonda suggested that many corporate facilities have their own in-house curriculum.

Page 3-2 – is stricken through, the key evidence is no longer included on the matrix, staff needs to add that back then. Streamlined measures, LaShonda said, helps with the subjectivity challenge. Sul stated that people who use instruments will be accustomed to this phraseology “frequently, rarely, etc” LaShonda remarked that this goes back to training of the assessor on the tool.

Sul said frequency that specifies numbers, up to 7, depends on how much the assessor will spend in the classroom. Sul’s staff estimates they will spend 2 hours per classroom.

Sul asked what curriculum meant, compared to lesson plan and recommends defining it for clarity somewhere. LaShonda said the intent was to have lesson plans that are linked to the curriculum. Sul wants to know what qualifies as curriculum.

Mary Clare commented that it will be tough for assessors to determine what counts as curriculum. Sul sees center developed curriculum frequently; some are good and some are bad. TWC does not have a review panel to check those curriculum submitted for a list.

LaShonda explained that curriculum is scope, sequence, a collection of materials that teachers can pull from for classroom activities. Mary Clare said lesson plans are more of an outline. What the subcommittee wanted are comprehensive lesson plans, with some intent to link to guidelines. Does the provider have a curriculum? Is it in writing? How well is it implemented? That was the original structure for this section.

The Workgroup decided against the TWC compiled list of approved curriculum, but opted to add a statement about Boards supporting providers in selection of appropriate curriculum.

Page III-7 Dr. Crawford added numerical activities to produce the point score, related to bilingual, diversity, and special needs. LaShonda noted the newly established Health and wellbeing domain needs to go back into the curriculum plan section, starting on 3-1 and integrate it into physical health and development.

Page III-12 Lesson plan and implementation include key indicators. Staff will rework, social and emotional development, using 3-10 Item 2 behaviors.

Page III-21 Nutrition; add a phrase about days when providers serve meals.

Menu review by a dietician needs to align with licensing verbiage.

Removed: Initial servings are small; this is incorrect according to CACFP. Footnote instead with “or as consistent with CACFP, if applicable”.

#### Indoor/outdoor Environment:

Workgroup discussed other changes made to director staff qualifications. They also noted that utilizing the median and allowing N/A to be scored for an age group not served, is good. However, there is concern on scoring measures that should have been observed and were not. Sul clarified that 'zeroes' still count for medians, they are not automatically thrown out. LaShonda wanted to know if N/A also applies to things that were not observed: it is raining so outdoor play cannot be



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observed. Reagan suggested that in those that instances, the assessors would need to return to complete the assessment. Specify N/A only applies to the structure of the facility, not things you did not observe. LaShonda suggested a rating for not observed. Sul said they need to rate all measures. Doug reminded the group they will also be working from a self-assessment, which may help. LaShonda wanted to establish what threshold has to be observed for the tool to be valid.

Mary Clare proposed TWC create a statement for unique circumstances that assessors would return to complete the assessments.

Several measure discussions still pending along with other agenda items to carry over to the next meeting.

The workgroup decided they will need to meet again to complete all items pending. They will meet again on May 22 and determine at that time if another meeting is necessary, tentatively scheduled for May 29.

Meeting Adjourned at 4:05 PM



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- Patricia Smith – Little Dudes Learning Center
- Howard Morrison – Texas Education Agency
- Reagan Miller – Texas Workforce Commission (TWC)
- Lana Estevilla – Department of Family and Protective Services

*Participating by phone:*

- Mary Clare Munger – Amarillo College Child Development Lab
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- Kimberly Flores – Child Care Policy and Program Analyst
- Adela Esquivel – Child Care Policy and Program Analyst
- Sue Flores – Child Care Policy and Program Analyst
- Kimberly Berry- – Governmental Relations

**Meeting Summary**

**Welcome, Roll-Call and Overview of the Agenda**

**Approval of Meeting Notes**

The May 8, 2014, notes were approved for posting.

**Comments regarding revisions to Subcommittee 3, Nutrition:**

Before reviewing the matrix, Reagan distributed a comparison of the proposed measures side-by side with previous TRS guidelines for nutrition and mealtime. The group commented there are many new measures being introduced. In that context, Reagan asked if the group would like to prioritize some measures. Howard indicated small groupings for mealtime and modeling friendly behavior may be duplicative and captured in other sections. Mary Clare asked if, rather than multiple menu items



about specific healthy requirements, there could be a summary statement about higher standards of healthy choices. LaShonda suggested reorganizing a bit to group program policies together and bullet the list. Reagan said staff could draft something for the group to review.

A member commented that outdoor physical measures, based on public comments, needed to be added to the matrix; the measures will be added.

**Comments regarding revisions to Subcommittee 3, Curriculum:**

Mary Clare wanted to ensure what the consensus was regarding curriculum and the link to lesson plans. Howard said that lesson plans would related to infant toddler and PreK guidelines. Mary Clare said that at the lab school, lesson plans are done on a monthly basis. There is a simple way to circle the resource at the bottom of the sheet to indicate where the activity was sourced. But, she continued, the best practice is to adapt the lesson plan based on what children are doing, and how they are responding and learning the material. Pattie stressed the importance of checking both lesson plans and classroom activities to ensure consistency. LaShonda reiterated the format of the section and the intention to do just that. A member asked how a provider would be able to link lesson plan/curriculum to the Infant/Toddler Guidelines. Other members commented that the provider would need to show/document the link between the activity and guideline domains. Laurie suggested that this may be a training issue. Mary Clare and Elaine offered to share templates of lesson plan documents. LaShonda offered to provide the group with a high level summary of what the Guidelines (I/T, PreK) contain.

Regarding Planning for Special Needs, (page III-7), Measure: Consideration for students with disabilities: key evidence. Plan includes specifications on how to make accommodations for children with disabilities. Accommodations should include but not be limited to, those that support learning for children with visual, motoric, and/or auditory problems.

Member asked how accommodation would be documented.

LaShonda commented that the planned classroom activity would need to address how activity is modified to support needs of child.

Regarding Measure III-7, Pat wanted clarification on how this may be documented on the lesson plan. Lana was concerned that this would be singling out the child on lesson plan.

Mary Clare suggested, use initials of child, and provide how the activity would be modified to meet the needs of the child or the information could be included on the back of the lesson plan.

Laurie clarified that it seemed that the group was in consensus. The group was in agreement to keep the language the same- this may be a training issue.

Additionally, it was requested that the text underneath the section title Planning of Special Needs and Respecting Diversity (page III-6) be moved up a line and that the language under score 0-3 be removed. Additionally, the group requested that the text on page III-7, regarding the accommodations for children with disabilities, include "if applicable".

Lesson Plan Implementation (page III-7):



Sul commented that an assessor is not necessarily going to see all of these things, should a note of clarification be added to curriculum to indicate that score is based on measures observed? He added that an assessor may see an activity on a lesson plan or part of a curriculum, however, they may not see implementation. There are areas that must be observed, such as on page II-8, (warm/responsive caregiver, as assessor must see evidence of the measure). An assessor would not be able to score Not Applicable (N/A).

The group was in agreement that curriculum/lesson plan implementation section should allow for the assessor to score Not Applicable (N/A) or not observable, on curriculum, if an item is not observed. Mary Clare wanted to ensure this will not count against providers. However, for caregiver/child interaction, an N/A score would not be allowed. It was suggested to gray out the area.

It was suggested that the proposed measure be piloted before going before the Commission. Laurie suggested that testing is conducted before implementation, as recommendations are currently incomplete and not finalized.

### **Adding descriptors to domains:**

Members suggested that descriptors be added back to the domains (pages III-11 – III-16). They wanted to ensure that we do not lose the key evidence. One member suggested that the key evidence would aid an assessor during assessment.

### **Scoring:**

On an added score, classroom would receive a rating, which would lead to a median score. Every measure is separate. There are 12 domains for each classroom (where applicable) each domain would be its own measure, each measure would stand alone.

### **Licensing deficiencies:**

Lana wanted to clarify that facilities average 11 deficiencies over 24 months and 6 deficiencies per year. Therefore, the group may want to consider the 9 deficiencies that would lead to a Service Agreement and loss of star level and 14 deficiencies that would cause a provider to lose their certification.

Additionally, she addressed annual deficiency rate among larger facilities.

She shared that for facilities that have a capacity of 150 – 5.75 deficiencies per year, for 151—300 - 5.72 and for facilities licensed for 300 plus, they average 5.8.

Sul had a concern that the work group was placing too much weight on the number of deficiencies.

Laurie asked if the deficiencies included monitoring and self-reports; Lana responded that the data included both.

Because the meeting was coming to a close, Laurie asked the group to finish reviewing curriculum independently and share comments by COB the following day.

### **Next Steps:**

- Start with nutrition at next meeting on May 29<sup>th</sup>. (Next meeting will be a full day meeting –



10:00-3:00)

- Add policy issues; Staff will draft a high level summary regarding Licensing compliance

Meeting adjourned at 4:25 pm.

## DRAFT SAMPLE TRS PROCESS MEASURES SCORING

**[ASSUMING ALL STRUCTURAL MEASURES ARE MET]**

### Facility Name

	SCORE	Star Level
Category 1 - DIRECTOR AND STAFF QUALIFICATIONS AND TRAINING	2.2	3-Star
Category 2 - CAREGIVER-CHILD INTERACTIONS	2.5	4-Star
Category 3 - CURRICULUM	2.5	4-Star
Category 4 - NUTRITION/INDOOR/OUTDOOR ENVIRONMENT	2.6	4-Star
Category 5 - PARENT EDUCATION AND INVOLVEMENT	2.6	4-Star

Star-Level Thresholds	Score
3-Star >	1.8
4-Star >	2.4

**CATEGORY 1: DIRECTOR AND STAFF QUALIFICATIONS AND TRAINING**

**FACILITY ASSESSMENT**

		Score
<b>Director Qualifications</b>		
1	Formal Education	0
2	Director Experience	3
3	Director Training	3
<b>Caregiver Qaulifications</b>		
1	Caregiver Qualifications	2
2	Caregiver Training	3

Total Score	11
Total Measures	5
Average Score	<b>2.2 3-Star</b>

3-Star >	1.8
4-Star >	2.4

**CATEGORY 2: CAREGIVER-CHILD INTERACTIONS**

**CLASSROOM ASSESSMENTS**

			Infant	Toddler	Preschool	School-age	Median Classroom Score	Applicable Measure for Facility?	
			Score	Score	Score	Score			
<b>Staff Ratios</b>									
All-Ages	1	Staff Ratios	0	0	0	0	0	Yes	
<b>Warm and Responsive Style</b>									
All-Ages	1	Physical/Emotional Security	3	3	3	3	3	Yes	
	2	Positive Non-verbal Behavior	3	3	3	1	3	Yes	
	3	Patient, Relaxed Style	1	3	2	2	2	Yes	
	4	Attends to Child's Needs	2	3	3	3	3	Yes	
	5	Responds Promptly	2	3	3	1	2.5	Yes	
	6	Shows Flexibility	2	3	3	1	2.5	Yes	
<b>Language Facilitation and Support</b>									
All-Ages	1	Listens Attentively	3	3	3	3	3	Yes	
	2	Positive Verbal Responses	3	3	3	3	3	Yes	
	3	Uses Language to Add Meaning	1	3	2	2	2	Yes	
	4	Communicates Throughout the Day	2	3	3	1	2.5	Yes	
	5	Uses Specific Labels and Descriptions	2	3	3	0	2.5	Yes	
	6	Provides Frequent Talk Opportunities	2	3	3	1	2.5	Yes	
	7	Allows Children Response Time	3	3	3	0	3	Yes	
	8	Engages Variety of Conversation	1	3	2	0	1.5	Yes	
	9	Expands on Understanding	2	3	3	1	2.5	Yes	
	10	Extends Language	2	3	3	1	2.5	Yes	
<b>Play-Based Interactions and Guidance</b>									
All-Ages	1	Supports Play/Make-believe		3	3	1	3	Yes	
	2	Participates and Expands on Play	2	3	3	1	2.5	Yes	
	3	Provides Guidance During Play	2	3	3	1	2.5	Yes	
<b>Support for Children's Regulation</b>									
Toddler, Preschool, School age	1	Models/Encourages Emotional Expression	2	1	3	3	2.5	Yes	
	2	Provide Short Explanations of Feelings	2	3	3	3	3	Yes	
	3	Explains Logical Consequences	1	2	3	2	2	Yes	
	4	Encourages Self-Regulation	3	1	3	2	2.5	Yes	
	5	Demonstrates Tolerance for Minor Misbehaviors	3	0	3	2	2.5	Yes	
Preschool-Schoolage	6	Encourages Conversation with Teacher	3	2	2	3	2.5	Yes	
	26	Total Measures					Total Score	64	
							Total Applicable Measures	26	
							Average Score	<b>2.5</b>	<b>4-Star</b>

3-Star >	1.8
4-Star >	2.4

**CATEGORY 3: CURRICULUM**

**CLASSROOM ASSESSMENTS**

		Infant	Toddler	Preschool	School-age	Median Classroom Score	Applicable Measure for Facility?	
		Score	Score	Score	Score			
<b>Lesson Plans and Curriculum</b>								
0-2 years	1	Physical Activity/Motor Development	2	3		2.5	Yes	
	2	Social and Emotional Development	3	3		3	Yes	
	3	Languge and Communication	1	3		2	Yes	
	4	Cognitive Development	3	3		3	Yes	
3-5 years	1	Social and Emotional Development			2	2	Yes	
	2	Languge and Communication			3	3	Yes	
	3	Emergent Literacy - Reading			3	3	Yes	
	4	Emergent Literacy - Writing			3	3	Yes	
	5	Mathematics			1	0	0.5	Yes
	6	Science			2	2	2	Yes
	7	Social Studies			1	3	2	Yes
	8	Fine Arts			3	3	3	Yes
	9	Physical Activity/Motor Development			1	1	1	Yes
	10	Technology			3	3	3	Yes
All-Ages	1	Health and Well-Being	2	2	3	3	2.5	Yes
<b>Planning for Special Needs and Respecting Diversity</b>								
All-Ages	1	Bilingual/ESL					No	
	2	Children with Disabilities					No	
	3	Children from Culturally Diverse Backgrounds	3	3	3	3	Yes	
<b>Instructional Formats and Approaches to Learning</b>								
All-Ages	1	Learning through Manipulation of Objects	2	3	3	3	Yes	
	2	Intentional Teacher-Child Initiated Instruction	1	3	3	3	Yes	
	3	Transition Times for Incidental Learning	0	2	3	3	2.5	Yes
	4	Transition Times are Planned	0	1	2	2	1.5	Yes
	5	Repeated Exposure to New Concepts	3	3	2	1	2.5	Yes
	6	Progressive Learning Activities	1	3	3	3	3	Yes
	24	Total Measures					Total Score	54
						Total Applicable Measures	21	
						Average Median Score	<b>2.6 4-Star</b>	

-1  
-1  
-1  
-3

3-Star >	1.8
4-Star >	2.4

**CATEGORY 4: NUTRITION, INDOOR/OUTDOOR ENVIRONMENT**

**CLASSROOM ASSESSMENTS**

		Infant	Toddler	Preschool	School-age	Median Classroom Score	Applicable Measure for Facility?
		Score	Score	Score	Score		
<b>Nutrition</b>							
All-Ages	1	Items to Observe	1	3	3	3	Yes
	2	Children Are Not Hurried	1	3	3	3	Yes
	3	Children Have Opportunity to Feed Themselves	1	2	3	3	2.5 Yes
Toddler, Preschool, Schoolage	1	Caregivers Model Dining Etiquette		3	3	3	Yes
Infant: 0-12	1	Infants - Held and Talked To	3			3	Yes
Infant: 0-17	1	Infants - Caregivers Feed on Infants' Cue	3			3	Yes
18 mo - 2 years	1	Meals Served in Small Groupings		2		2	Yes
Preschool	1	Meals Served Family Style			3	3	Yes
All-Ages	1	Health and Well-Being	2	2	3	3	2.5 Yes
<b>Indoor Learning Environment</b>							
All-Ages	1	Facilitate Division of Interest Areas	2	2	3	3	2.5 Yes
	2	Non-stereotypical and Culturally Sensitive	2	3	3	3	Yes
	3	Materials Displayed at Eye-Level	1	3	3	2	2.5 Yes
	4	Equipment/Materials Arrangement	0	3	3	2	2.5 Yes
	5	Equipment/Materials Encourage Hands-On	2	3	3	3	Yes
	6	Equipment/Materials Facilitate Interaction	3	3	3	3	Yes
<b>Outdoor Learning Environment</b>							
All-Ages	1	Natural Environment	2	3	3	2	2.5 Yes
	2	Developmentally Appropriate Equipment/Materials	1	3	3	3	Yes
	3	Equipment/Materials Encourage Activity	0	2	2	1	1.5 Yes
	4	Supports Social/Emotional Development	3	3	0	1	2 Yes
Infants	1	Encourage Environment through all Senses	2			2	Yes
				Total Score		52.5	
20 Total Measures				Total Applicable Measures		20	
				Average Score		<b>2.6</b>	<b>4-Star</b>

3-Star >	1.8
4-Star >	2.4

**CATEGORY 1: DIRECTOR AND STAFF QUALIFICATIONS AND TRAINING**

**FACILITY ASSESSMENT**

		Score
<b>Parent Education</b>		
1	Face-to-Face Orientation	2
2	Opportunities to Understand Child's Development	3
<b>Parent Involvement</b>		
1	Parent Input	2
2	Parent-Teacher Conferences	3
3	Parents Invited to Program-Related Activities	3

Total Score	13
Total Measures	5
Average Score	<b>2.6 4-Star</b>

3-Star >	1.8
4-Star >	2.4

## Scoring to Determine TRS Star Level DISCUSSION POINTS

During the November 7<sup>th</sup> TRS Workgroup Meeting, the workgroup agreed to the following:

### *2-Star Measures and Scoring*

All measures at the 2-star level are structural and must be met in order for the provider to be certified as a two-star and must continue to be met as the provider works to move up the star levels.

Categories include:

1. Director/Staff Qualifications and Training: 17 measures
2. Caregiver-Child Interactions: 1 measure
3. Curriculum: 0 measures
4. Nutrition and Indoor/Outdoor Activities: 7 measures
5. Parent Involvement and Education: 2 measures

### *3-4-Star Measures and Scoring*

*All of the structural measures for the 3-star and 4-star levels must be met in order to be certified at those respective levels.*

If the provider meets all the structural measures for a star level, the total number of points the provider scores on the process measures will determine the star level for each category.

1. Director/Staff Qualifications and Training;
  - a. 5 structural (required) measures
  - b. 0 process measures
2. Caregiver-Child Interactions;
  - a. 0 structural (required) measures
  - b. 27 process measures
3. Curriculum;
  - a. 0 structural (required) measures
  - b. 33 process measures;
4. Nutrition and Indoor/Outdoor Activities;
  - a. 0 structural (required) measures
  - b. 17 process measures
5. Parent Involvement and Education
  - a. 0 structural (required) measure
  - b. 5 process measures.

However, each subcommittee may elect to require selected measures to achieve a minimum number of points in order to be certified at a particular star level. Note: no subcommittee has indicated the necessity to utilize this option at this time.

Finally, in order to ensure that the provider meets a certain level of quality across all categories, the overall provider star level will be based on the category of the lowest star level achieved.

For example, if a provider scores at a 4-star level in two categories, at a 3-star level in one category, and at a 2-star level in two categories; the provider would be certified as a 2-star TRS provider.

The workgroup also has agreed that the scoring will be conducted on a classroom level. TRS assessments will occur every 3 years and assess 100% of classrooms. NOTE: The facility assessment and monitoring process will be discussed in a subsequent discussion paper. The workgroup still must reach consensus and clarify the methodology that should be used to determine the score on an individual measure level when multiple classrooms are assessed.

Furthermore, the workgroup must also finalize the minimum scores that must be met at the 3-star and 4-star levels.

### **Methodology for Scoring Measures**

#### *Option 1:*

The score for a measure could be based on an average of all the classroom scores. For example:

Measure #1:

Classroom 1 Score = 3

Classroom 2 Score = 2

Classroom 3 Score = 2

Classroom 4 Score = 1

Classroom 5 Score = 0

Classroom 6 Score = NA (the measure is not applicable to this classroom)

Average Classroom Score = 1.6 (8 Total points / 5 Classrooms applicable to the measure)

Measure #2:

Classroom 1 Score = 3

Classroom 2 Score = 2

Classroom 3 Score = 1

Classroom 4 Score = 1

Classroom 5 Score = 1

Classroom 6 Score = NA (the measure is not applicable to this classroom)

Average Classroom Score = 1.6 (8 Total points / 5 Classrooms applicable to the measure)

#### *Option 2:*

The score for a measure could be based on the median score of the classrooms (the 'middle' classroom score). Even though the average scores are the same for the two measures in the example above, using a median:

Measure #1 above would have a Median Classroom Score of 2.

Measure #2 above would have a Median Classroom Score of 1.

The example above has a median score of 2, with 50% of the classrooms scoring above a 2 and 50% scoring below a 2.

This methodology would place less emphasis or weight on any outliers present in the overall observation of classrooms and may yield a truer indication of the most typical value.

However, when the sample size (number of classrooms) is large and does not include outliers, the average score generally provides a better measure of central tendency.

The attached spreadsheet provides an example of the difference between using the average classroom score and the median classroom score.

### **Methodology for Determining Star Level**

The star level for a category could be based on the average score (total points scored divided by number of total measures) for the category based on the following:

3-Star – Average Score is 1.80 to 2.39 (60% to 79.9% of total points)
4-Star – Average Score is greater than 2.4 (80% of total points)

For example:

**Category #1** = 10 Total Point Measures

Classroom Scores:

- Measure #1 = 1.5
- Measure #2 = 1.75
- Measure #3 = 2.25
- Measure #4 = 2.5
- Measure #5 = 1.25
- Measure #6 = 2.1
- Measure #7 = .5
- Measure #8 = 2
- Measure #9 = 2.75
- Measure #10 = 3

Total Points for the Category = 19.6

Average Points for the Category = 1.96

Star Level = 3

## After School Personnel Qualifications and Responsibilities

This chart outlines the personnel roles and responsibilities needed for effective program operation. COA recognizes that the job titles used in your program may vary from the titles listed below. When this is the case, the responsibilities assumed by personnel will determine the qualifications required. Accordingly, please choose the job description that most closely matches the job title used in your program. For example, if your program uses the term “Group Facilitator” instead of “Group Leader,” you should be prepared to demonstrate that the Group Facilitator meets the same qualifications as would a Group Leader.

We also realize that in some programs, one person may assume the responsibilities of more than one position. When this happens, the person should meet the qualifications required for the highest level of responsibility. For example, if the same person acts as both the Site Director and the Senior Group Leader, he or she should meet the qualifications for the Site Director.

Finally, we also understand that some programs may not have all of the positions listed below. However, every program must have at least one person who is a qualified Program Administrator. Further, if there are more than thirty children in your program, there must also be one person who is qualified as a Senior Group Leader.

Personnel Title	Personnel Responsibilities	Minimum Qualifications Options
<b>Program Administrator</b>	<p><b>Overall direction of the program:</b></p> <ul style="list-style-type: none"> <li>• developing program mission, goals, and policies</li> <li>• program implementation and evaluation</li> <li>• administration, including fiscal management</li> <li>• organizational development, including management of human resources</li> </ul>	<p>1. Experience: one year; Education: BA in related field; Professional Preparation: six credits -- child and youth development (3), administration (3)</p> <p>2. Experience: two years; Education: BA in unrelated field; Professional Preparation: twelve credits -- child and youth development (3), administration (3), other areas related to after school programming (6)</p>
<b>Site Director</b>	<p><b>Daily operations of the program:</b></p> <ul style="list-style-type: none"> <li>• supervising staff</li> <li>• communicating with families</li> <li>• building relationships with the host community</li> <li>• overseeing all program activities</li> </ul>	<p>1. Experience: six months; Education: BA in related field; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)</p> <p>2. Experience: one year; Education: BA in unrelated field; Professional Preparation: nine credits -- child and youth development (3), other areas related to after school programming (6)</p> <p>3. Experience: 18 months; Education: AA or two years of college in a related field or equivalent certification; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)</p>
<b>Senior Group Leader</b>	<p><b>Supervision and guidance of children in the program:</b></p> <ul style="list-style-type: none"> <li>• program planning</li> <li>• communicating with families</li> <li>• supervising support staff</li> <li>• relating to the community</li> </ul>	<p>1. Experience: three months; Education: BA in related field</p> <p>2. Experience: three months; Education: BA in unrelated field; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)</p> <p>3. Experience: six months; Education: AA or two years of college in related field or equivalent; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)</p>

		4. Experience: one year; Education: AA or two years of college in unrelated field; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)
<b>Group Leader</b>	<b>Supervision and guidance of children in the program under the direction of a Senior Group Leader:</b> <ul style="list-style-type: none"> <li>• program planning</li> <li>• communicating with families</li> <li>• supervising support staff</li> <li>• relating to the community</li> </ul>	1. Experience: none; Education: BA in related field 2. Experience: three months; Education: BA in unrelated field; Professional Preparation: three credits -- child and youth development (3) 3. Experience: six months; Education: AA in related field 4. Experience: nine months; Education: AA or two years of college or equivalent; Professional Preparation: three credits -- child and youth development (3) 5. Experience: 18 months; Education: HS Diploma or GED; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)
<b>Assistant Group Leader</b>	<b>Supervision and guidance of children under the direct supervision of Group Leader</b>	1. Experience: none; Minimum age: 16

**Guiding Definitions:** The following terms are intended to help you interpret the “After School Personnel Qualifications and Responsibilities” Table.

**Courses in Administration:** This includes courses in areas including, but not limited to: Human Resources Management, Fiscal Management, Organizational Development, Strategic Planning, Marketing, and Community Development.

**Courses in After School Programming:** This includes courses in areas including, but not limited to: Health and Safety, Developmentally Appropriate Practices, Group or Individual Guidance, Community Service and Service Learning, Working with Families, Community Outreach, and Planning Activities.

**Courses in Child and Youth Development:** This includes courses that focus on development during middle childhood and adolescence.

**Credits:** These are credits for post-secondary coursework. They may be earned through college classes, technical/vocational classes, or community-based trainings or workshops. Each credit represents approximately 15 hours of participation in a course.

**Experience:** Related experience includes work with school-age children or youth in a setting similar to that of an after school program. Settings may include, but are not limited to: recreation centers, child care homes or centers, camps, schools, fine arts programs, or social service agencies. One year experience means full time (2,080 hours of work). The total number of hours can be from a combination of positions.

**Professional Preparation:** This is formal post-secondary training directly related to school-age care.

**Related Field:** This includes majors in areas including, but not limited to: education, youth studies, child development, recreation, and family social sciences.

## TxPOST –School-Age Proposed Requirements

Measure	Recommendations
Director Qualifications	3 Star: Valid CDA. CCP (or) 12 college credit hours in a related field which may include 6 hours in business management 4 Star: AA/AAs in a closely related field or a BA/BS in a closely related field and 6 credit hours in business management
Director Experience	The facility director possesses the experience to provide developmentally appropriate programming for school age children. 2 Star: Be at least 21 years old with 1 year of experience in afterschool or child care 3 Star: Be at least 21 years old with 2 years of experience in afterschool or child care 4 Star: Be at least 21 years old and 3 or more years of experience in afterschool or child care
Career Lattice	Same requirement for all star levels: The director assesses their education, experience and ongoing education to determine their career lattice level, and identifies how they want to progress to a higher career lattice. (No Level Career Lattice requirement for 4 star certification.)
Director Training	Same requirements for all star levels: The director participates in ongoing professional development to stay abreast of new research, best practices and trends in afterschool care.  1. An individual written training plan that contains 24 clock hours of training on an annual basis (of the 24 hours, a minimum of 6 need to be in program administration, management and supervision) is observed in the director's staff file. 2. TRS Director Certification not required.
Caregiver Qualifications	Not counting the program director, caregiver staff must meet one of the following measures.* (Needs to be Responsive to the part-time nature of afterschool programs.) A. Have a CDA credential or be working toward a credential, or AA in a related field. B. Have successfully completed twelve semester hours at an accredited university. C. Have two years paid experience in a school age program. D. Have two years paid experience working with children in a licensed program.  2 star: Provider meets 20 %. 3 star: Provider meets more than 20%, but less than 65 %. 4 star: Provider meets 65% or better.
Caregiver Orientation	Same requirements for all star levels:  Before beginning programming duties, all volunteers and substitute caregivers are provided orientation that defines the tasks will be asked to perform.

\*Definition of School Age- Program which serves only children 5-13. Specifically designed to be inclusive of afterschool/before school programs in the TRS system that are not a part of a day care facility.

**Average Number of Deficiencies for Licensed Centers in FY 13 \***

<b>Facility Type</b>	<b>Standard Weight</b>	<b>Number of Deficiencies</b>	<b>Number of Operations</b>	<b>Average Number of Deficiencies per Operation FY 13</b>
LCC < 50	H	2712	1633	1.66
LCC < 50	MH	4037		2.47
LCC < 50	M	2290		1.40
LCC < 50	ML	299		0.18
LCC < 50	L	524		0.32
<b>LCC &lt; 50 Total</b>		<b>9862</b>		<b>6.04</b>
LCC 50 - 150	H	9209	5047	1.82
LCC 50 - 150	MH	11606		2.30
LCC 50 - 150	M	6136		1.22
LCC 50 - 150	ML	766		0.15
LCC 50 - 150	L	1308		0.26
<b>LCC 50 - 150 Total</b>		<b>29025</b>		<b>5.75</b>
LCC 151 - 300	H	2939	1400	2.10
LCC 151 - 300	MH	3109		2.22
LCC 151 - 300	M	1517		1.08
LCC 151 - 300	ML	162		0.12
LCC 151 - 300	L	279		0.20
<b>LCC 151 - 300 Total</b>		<b>8006</b>		<b>5.72</b>
LCC > 300	H	542	193	2.81
LCC > 300	MH	406		2.10
LCC > 300	M	202		1.05
LCC > 300	ML	17		0.09
LCC > 300	L	33		0.17
<b>LCC &gt; 300 Total</b>		<b>1200</b>		<b>6.22</b>
<b>LCC Overall Total</b>		<b>48093</b>	<b>8273</b>	<b>5.81</b>

\* Note: Only includes data for licensed centers that had been licensed for over one year at the end of FY 13 and were still open.

TRS Minimum Licensing Requirements  
DRAFT DISCUSSION POINTS

The screening forms in WD 08-14 are used to determine whether providers are eligible or can remain TRS certified based on the last 12 months of licensing monitoring reports. There is a separate screening form for Licensed Child Care Centers, Licensed Child Care Homes, Registered Child Care Homes, and School-Age Programs. Attachment 1 is the screening form for Licensed Child Care Centers.

The TRS Workgroup agreed that a TRS applicant will not be eligible for TRS certification if the facility:

- has any Critical Deficiency in Attachment 2
- exceeds 4 deficiencies in Attachment 3; or
- exceeds 9 total deficiencies

For TRS-certified facilities, the workgroup agreed on the following:

	<b>Actions</b>	<b>Duration</b>
<b>Any Critical Deficiency Listed in <u>Attachment 2</u></b>	<b>Reduced to 2-star (2-Star lose TRS certification)</b>	<b>Eligible to be reinstated at former level if deficiency is not recited within 6 months.</b>
<b>Exceed 4 High / Medium-High Deficiencies Listed in <u>Attachment 3</u></b>	<b>Lose a star level (2-Star lose TRS certification)</b>	<b>Eligible to be reinstated at former level if deficiency is not recited within 6 months.</b>
<b>Exceed 9 Total Deficiencies (any deficiency)</b>	<b>Lose a star level (2-Star lose TRS certification)</b>	<b>Eligible to be reinstated at former level if deficiency is not recited within 6 months.</b>
<b>Exceed 14 Total Deficiencies (any deficiency)</b>	<b>Lose TRS Certification</b>	<b>Eligible to re-apply no sooner than 12 months following loss of TRS certification.</b>

ATTACHMENT 2  
CRITICAL DEFICIENCIES

If the provider has the following deficiencies in their licensing compliance history:

- Initial Applicants: not eligible for TRS certification
- Current TRS: Reduced to 2-Star (2-Star lose TRS Certification)

[NOTE: changes to the current list in WD 08-14 are indicated]

**CENTERS**

Deficiencies
[NEW] 745.626 Background Checks Requirement – Providing Direct Care [HIGH]
[NEW] 745.656 Individuals on the Texas Sex Offender Registry –cannot be present at facility[HIGH]
[NEW] 745.661 Take Appropriate Action for Criminal Conviction or a Finding, Must Remove a Person form a Child Care Operation, and/or Requesting a Risk Evaluation [HIGH]
[NEW] 746.201 (9) Permit holder responsibilities – Complying with child care licensing law in Chapter 42 Human Resources Code [MEDIUM HIGH]
746.1201(4) Responsibilities of Employees and Caregivers – Ensure No Child is Abused, Neglected, or Exploited [HIGH]
746.1201(5) Responsibilities of Employees and Caregivers – Report Suspected Child Abuse, Neglect, or Exploitation [HIGH]
746.1311(a) Director Annual Training – 30 Hours Required [MEDIUM-HIGH]
746.1315(b) One Employee at Center and With Each Group of Children Away from Center Must Have Current CPR for Infants, Children, & Adults [MEDIUM-HIGH]
746.2805 Prohibited Punishments [HIGH]
[NEW] 746.3805(a) Administering Medication –authorization to administer [ HIGH]
[NEW] 746.3805(b) Administering Medication - authorization expires on the first anniversary of the date the authorization is provided [(2) HIGH; (1), (3) MEDIUM-HIGH]

**HOMES**

Deficiencies
[NEW] 745.626 Background Checks Requirement [HIGH]
[NEW] 745.656 Individuals on the Texas Sex Offender Registry –cannot be present at facility [HIGH]
[NEW] 745.661, Take Appropriate Action for a Criminal Conviction or a Finding, Must Remove Person from a Child Care Operation, and/or Requesting a Risk Evaluation [HIGH]
747.207(5) Reporting of Suspected Abuse, Neglect, and Exploitation [HIGH]
[New] 747.207(9) Primary Caregiver Responsibilities – Complying with child care licensing law in Chapter 42 Human Resources Code
747.1303(2) Documented Director Annual Training- 30 Hours Required [MEDIUM HIGH]
747.1303(3) Training Requirements for Primary Caregiver – CPR and First Aid [HIGH]
747.1313(a) First Aid and CPR Training- Primary and Substitute Caregivers [HIGH]
747.1501(a)(3) Responsibility of Caregivers [HIGH]
747.2705 Prohibited Punishments [HIGH]
[NEW] 747.3605(a) Administering Medication -How to administer medication [HIGH]
[NEW] 747.3605(b) Administering Medication [(2) HIGH; (1), (3) MEDIUM-HIGH]

**SCHOOL-AGE PROGRAMS**

Deficiencies
[NEW] 745.626 Background Checks Requirement [HIGH]
[NEW] 745.656 Individuals on the Texas Sex Offender Registry –cannot be present at facility [HIGH]
[NEW] 745.661 Take Appropriate Action for Criminal Conviction or a Finding, Must Remove a Person form a Child Care Operation, and/or Requesting a Risk Evaluation [HIGH]
[NEW] 744.201(9) Permit holder responsibilities Complying with child care licensing law in Chapter 45 Human Resources Code [MEDIUM HIGH]
744.1201(4) Responsibilities of Employees and Caregivers- Ensure No Child Abused, Neglected, or Exploited [HIGH]
744.1201(5) Responsibilities of Employees and Caregivers-Report No Child Abused, Neglected, or Exploited

ATTACHMENT 2  
CRITICAL DEFICIENCIES

[HIGH]
744.1301(3) Caregiver/Site Director Annual Training – 15 Hours Required [LOW]
744.1301(4) Director Annual Training - 20 Hours Required [LOW]
744.1315(b) One Caregiver or Employee per Operation, and One Caregiver or Employee for Each Group of Children Away From Operation, Must Have Current Training in CPR [MEDIUM HIGH]
744.2105 Prohibited Punishment [HIGH]
[NEW] 744.2655(a) Administering Medication – How to administer medication [HIGH]
[NEW] 744.2655(b) Administering Medication [(2) HIGH; (1), (3) MEDIUM-HIGH]

ATTACHMENT 3  
HIGH/MEDIUM-HIGH DEFICIENCIES

**If more than 4 deficiencies in the following standards:**

- **Initial Applicants: not eligible for TRS certification**
- **Current TRS: Lose a star level (2-Star loses TRS certification)**

[NOTE: changes to the current list in WD 08-14 are indicated]

**Centers**

Deficiencies
745.625 Background Checks Requirement – Submitting Requests [HIGH]
746.1003 Director Responsibilities [HIGH – (1), (3)-(6); MEDIUM – (2)]
746.1201(1) Responsibilities of Employees and Caregivers- Demonstrate competency, Good Judgment, Self – Control [HIGH]
[NEW] 746.1301(a)(2)(B) 24 clock hours of pre-service training [LOW {DFPS to reclassify as "Medium-High"}]
[NEW] 746.1305 Pre-service training requirement – (whole section) [(a) MEDIUM, (b) MEDIUM-HIGH]
746.1203(4) Responsibilities of Caregivers- Supervision of Children [HIGH]
746.1203(5) Responsibilities of caregivers- Children in Control [MEDIUM-HIGH]
[NEW] 746.1309(a) Documented Annual Training – 24 Hours Required [MEDIUM-HIGH]
[NEW] 746.1309(e)(1) Annual Training for Caregivers of Children Under 24 Months – Shaken Baby Syndrome [MEDIUM-HIGH]

**Homes**

Current Deficiencies
745.625, Background Checks Requirement [HIGH]
747.207 [NEW] (1)-(9) Primary Caregivers Responsibilities [HIGH - (2),(5), (7)-(8); MEDIUM-HIGH – (1), (3),(4),(6)]
[New] 747.1307(e) Annual Training for Caregivers of Children Under 24 Months [MEDIUM HIGH]
747.1501 (c)(1) Responsibilities of Employees and Caregivers- Competency, Good Judgment, Self-Control [HIGH]
747.1501 (c)(4) Responsibilities of Caregivers – Supervision of Children [HIGH]
747.1501 (c)(5) Additional Responsibilities of Caregivers- Children in Control [HIGH]
747.3501 Safety- Areas Free Form Hazards [MEDIUM-HIGH]

**After-School Programs**

Current Deficiencies
745.625 Background Checks Requirement [HIGH]
744.1005(a)(1)-(6) Director Responsibilities [MEDIUM-HIGH]
744.1201 (1) Responsibilities of Employees and Caregivers-Demonstrate Competency, Good Judgment, Self-Control [HIGH]
744.1203 (4) Responsibilities of Caregivers – Supervision of Children [HIGH]
744.1203 (5) Additional Responsibilities of Caregivers- Children in Control [MEDIUM-HIGH]
[NEW] 744.1301 Employee Training Requirements (whole section) [LOW]

## Facility Assessments DISCUSSION POINTS

Process For Application: The application process for TRS certification will require the provider to:

- attend an orientation or watch a video providing an overview of the
  - TRS application process,
  - TRS criteria, and
  - TRS assessment process; and
- complete a TRS Program Self-Assessment tool.

Process for Assessment of Facilities for Certification and Monitoring of TRS Facilities:

*TRS Certification:*

- 100% of classrooms will be assessed at the initial assessment and at each recertification; and
- all facilities will be assessed every 3-years for re-certification

*TRS Monitoring:*

- TRS staff will:
  - conduct one annual unannounced monitoring onsite visit;
  - complete the TRS screening form based on the most recent DFPS monitoring visit.
- TRS-certified providers must
  - complete a TRS screening form following each licensing visit and report the results to the TRS staff;
  - report a change of director immediately to TRS staff;
  - report other staff turnover during the annual unannounced monitoring visit.

*On-Site Monitoring Visit*

During the unannounced on-site visit:

- TRS staff will
  - observe 50% of the classrooms,
    - with at least one classroom for each age group; and
    - priority for observations will be classrooms with turnover of a lead teacher
  - review and check incident reports during the onsite visits

*Consequences for TRS Deficiencies Found During Annual Monitoring*

Director and Staff Qualifications:

If the loss of a director or staff turnover would cause the TRS provider to fall below the provider's current star level for Director and Staff Qualifications and Training, then the provider will retain its current star level for no more than six months following the reported staff change. The staff qualifications will be re-assessed at or before the end of the 6-month period to determine the appropriate star level (or the loss of TRS certification).

If, during the on-site visit TRS staff discovers that a change in director was not reported immediately as required and the current director does not meet the providers' current star level, then the star level will be determined at the on-site visit using the current director's qualifications.

Other TRS Standards:

If TRS discovers deficiencies in other TRS standards, the provider will be placed on a Service Improvement Agreement for no more than 6 months in which the provider will participate in required mentoring and technical assistance activities. The provider will then have an assessment related the deficiency or deficiencies at the end of the SIA period.

**NEW**

### **Assessment and Monitoring for Nationally Accredited Facilities**

Under current TRS guidelines child care providers who are regulated by the military or who have attained one of the following national accreditations are certified as a TRS Provider without going through the TRS Provider assessment process and are initially enrolled as a Four-Star or fully certified provider:

- National Association for the Education of Young Children (NAEYC)
- National Early Childhood Program Accreditation (NECPA)
- National Accreditation Commission for Early Child Care and Education Program (NAC)
- Association of Christian School International (ACSI)
- National Association of Family Child Care (NAFCC)
- Commission on Accreditation-National Afterschool Association (COA-NAA)

The workgroup determined that TWC would develop a crosswalk of the new TRS standards to each of the accreditations above and determine at what TRS level the accreditation standards meet. National accredited facilities would be ***initially*** certified at the level determined by the crosswalk.

Nationally accredited providers wishing to participate in the TRS certification system will be required to complete the TRS application process required of all TRS applicants, which consists of:

- attending an orientation or watch a video providing an overview of the
  - TRS application process,
  - TRS criteria, and
  - TRS assessment process; and
- completing a TRS Program Self-Assessment tool.

The provider will also be subject to and required to comply with the annual TRS monitoring procedures for minimum licensing standards required of all TRS-certified facilities. Note: military-operated facilities are not subject to or monitored by DFPS; therefore, these providers are not subject to TRS monitoring of licensing standards.

Additionally, the provider's national accreditation status must be verified annually.

Regarding TRS reassessments for a nationally accredited provider, if the accrediting organization has certified or re-certified the facility through an on-site visit within providers scheduled 3-year TRS assessment, then the provider will not be required to have a full TRS assessment.