

Texas Rising Star (TRS)
TRS Workgroup Meeting

-Live Meeting Instructions -

February 20, 2014
1:00pm to 4:00pm

Welcome, Roll-Call and Overview of the Agenda (Attachment 1)

Subcommittee Reports on Draft Recommendations

- Caregiver-Child Interactions (Part 2) – Mary Clare Munger, M.Ed. (Attachment 2)
- Curriculum/Physical and Social Activities – Michelle Adams
 - Sub-Committee on Health and Nutrition – Reagan Miller (Attachment 3)
 - Sub-Committee on Curriculum – Howard Morrison (Attachment 4)
- Director and Staff Qualifications – Elaine Zweig, Ph.D. (Attachment 5)

Subcommittee 2: Child-Caregiver Interactions

Warm and Responsive Style

Age Group	Measure	Process/Structural	Score of 0 Little to no evidence	Score of 1	Score of 2	Score of 3 A great deal of evidence	Score of N/A (null value)	Applicable to Licensed & Registered Homes
All Age Groups	Provides physical and emotional security (creates a warm, safe, and nurturing environment.) Key behaviors: Refrains from using negative/harsh language, behaviors, and discipline; does not make critical or demeaning comments	Process-quality	Low quality- Score 0 if caregiver exhibits 1 or more harsh negative behaviors	Moderately Low Quality- Behavior can be typically characterized as neutral with no evidence of harsh negative behaviors; some moderately negative behaviors may be present; positive behaviors are infrequent	Moderately High Quality- Caregiver uses a mix of neutral to positive behaviors with no negative behaviors	High Quality- Behavior is characterized as positive with no negative behaviors		
	Uses frequent positive non-verbal behaviors to increase feelings of acceptance Key behaviors: smiles, sits at child's level, allows child to sit near or with teacher, reassuring touch	Process Frequency	LQ- Score 0 if harsh negative non-verbal behavior is observed (physical threat, rough touch/repositioning, gestures)	MLQ- Caregiver does not use negative non-verbal behaviors, never or infrequently displays positive non-verbal behavior	MHQ- Caregiver sometimes uses positive non-verbal behaviors but multiple missed opportunities are noted	HQ- Caregiver frequently uses positive non-verbal behaviors to increase acceptance or calm children		
	Has a patient, relaxed style that helps maintain calmness in the classroom Key behaviors: Uses a positive tone of voice, does not seem rushed, reacts calmly when conflicts arise or children need support	Process Quality	LQ- Caregiver behavior is characterized as rushed, overwhelmed, or impatient which may be contributing to anxiety or stress in the classroom	MLQ- Caregiver behavior is mixed with periods some periods of rushed, overwhelmed, impatient behavior, children may not appear affected by this caregiver style	MHQ- Caregiver typically maintains calm demeanor, during periods of stress or conflict shows signs of stress or anxiety	HQ- Caregiver style is relaxed and calm, responds to children's signs of stress or rising tension among children in a calm manner		
	Notices and attends to children's needs and signals (i.e., very few missed signals) Key behaviors: Recognizes signs of stress in individual children listens to children's attempts at communication/expression; notices subtle signals from more shy or withdrawn children; responds to	Process frequency	LQ- Caregiver frequently ignores or is unaware of the signals and needs of children	MLQ- Caregiver sometimes misses children's signals and needs though some instances of awareness and response are noted	MHQ- Caregiver generally attends to children's needs and signals though some missed signals are noted	HQ- Caregiver can be characterized as keenly aware of children's signals and needs; highly tuned-in to children		

Age Group	Measure	Process/ Structural	Score of 0 Little to no evidence	Score of 1	Score of 2	Score of 3 A great deal of evidence	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	children's comments, questions, vocalizations							
	<p>Responds promptly and sensitively to children's cognitive and affective signals (acknowledges and expands on children's attempts at communication, play, and expression of needs.)</p> <p>Key behaviors: Comforts child, celebrates accomplishments, values needs, shows acceptance of feelings, etc.; responds with language that is positive in content and tone</p>	Process Quality	LQ- Responds negatively to children's cognitive or affective signals, one or more instances of negative language or non-verbal behavior in response to a child(ren), responses typically characterized as cold or flat	MLQ- Responses are generally neutral with no harsh negative behaviors, rare instances of sensitive responses may be noted	MHQ- Response style is typically warm and positive with no evidence of negative responses, and few missed opportunities	HQ- Response style is highly supportive with children typically receiving warm and sensitive responses to affective and cognitive signals		
	<p>Shows flexibility and an ability to adjust one's own behavior to meet the needs, interests, and abilities of individual/groups of children</p> <p>Key behaviors: Caregiver does not show preference/acceptance of some children and rejection/lack of acceptance of others; treats all children with fairness and respect; Seems to know which children respond well to humor, soft voices, etc, adjusts response style to match each child's personality and temperament</p>	Process	LQ- Shows little tolerance for individual differences, caregiver exhibits one or more behaviors that show strong rejection of a particular child(ren) or an inability to adjust to child(ren) needs	MLQ- Generally shows tolerance for individual children though one or more mild instances of rejection/failure to adjust were noted	MHQ- Caregiver consistently demonstrated fairness, acceptance, and ability to adjust though some opportunities for improvement were noted	HQ- Caregiver responds well to individual differences and needs among children; no instances of rejection or unfairness are noted		

Subcommittee 2: Child-Caregiver Interactions

Language Facilitation and Support

Age Group	Measure	Process/Structural	Score of 0 Little to no evidence	Score of 1	Score of 2	Score of 3 A great deal of evidence	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	<p>Listens to children attentively and responds appropriately to their language, vocalizations, and non-verbal attempts at communication.</p> <p>Key behaviors: Notices and responds to individual children's gestures, vocalizations, comments, questions; listens patiently while children work to express themselves, offering support if needed</p>	Process	<p>LQ- Caregiver frequently ignores or is unaware of children's attempts at verbal and non-verbal communication, caregiver exhibits one or more instances of harsh negative behavior in response to attempts at communication</p>	<p>MLQ- Caregiver sometimes misses children's attempts at communication, some missed opportunities or instances of neutral to positive response to language initiation are noted</p>	<p>MHQ- Caregiver generally responds positively to children's attempts at communication, very few missed opportunities to respond to children's attempts at communication have been noted</p>	<p>HQ- Caregiver behavior can be characterized as highly responsive to children's attempts at communication</p>		
	<p>Uses praise and encouragement to provide reinforcement or acknowledge positive behavior/accomplishments</p> <p>Key behaviors: Good job, I like what you have made, You can do it; Praises and encourages children's attempts at communication; Provides frequent descriptive praise to reinforce positive behavior, efforts, interests, and accomplishments ("I like the way you put away the toys!")</p>	Process	<p>LQ- Absence of positive language to provide positive reinforcement or encouragement</p>	<p>MLQ- Few instances of positive language to provide positive reinforcement or encouragement, praise/encouragement, delivery may seem flat or disinterested</p>	<p>MHQ- Several instances of language to provide positive reinforcement and encouragement, praise/encouragement is generally characterized as warm and supportive</p>	<p>HQ- Caregiver provides frequent praise and encouragement that can be characterized as warm and supportive, when working with older children provides more descriptive praise and encouragement</p>		
	<p>Uses language to add meaning/expand on child(ren)s interests or agenda</p> <p>Key behaviors: Comments or asks questions using positive verbal content and tone of voice in connection with something the child is interested/engaged in or in response to something a child has said/vocalized,</p>	Process	<p>LQ- Caregiver does use language to expand or build on a child(ren)'s interest or agenda, when language is used to expand/build it is of very poor quality</p>	<p>MLQ- Few neutral to positive instances of caregiver using language to build/expand on child(ren)'s interest or agenda have been noted</p>	<p>MHQ- Several positive instances of caregiver using language to build/expand on child(ren)'s interest or agenda have been noted</p>	<p>HQ- Caregiver frequently uses positive language to build/expand on child(ren)'s interest or agenda,</p>		

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	talk/explanation about the caregivers own interest/agenda is not considered in this item							
	<p>Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play.)</p> <p>Key behaviors: Teacher/caregiver provides frequent language stimulation; Routinely talks to children and imitates sounds infants and toddlers make throughout the day</p>	Process	LQ- Caregiver rarely provides language stimulation, communication may be limited to providing required directions or discipline	MLQ- Caregiver uses language to provide directions or behavioral support/guidance as needed, several additional instances of language support noted across the observation period	MHQ- Caregiver provides frequent language stimulation across a variety of activities/contexts, some instances of low verbal engagement/withdrawal were noted	HQ- Caregiver provides frequent language stimulation throughout the day, very few instances of low verbal engagement were noted		
	<p>Uses specific labels and descriptors throughout the day (“This is your bottle “versus “give it to me.”)</p> <p>Key behaviors: Uses rich language when responding/interacting with children; talks to infants throughout care routines using specific language; narrating or thinking aloud about actions</p>	Process	LQ- Caregiver rarely uses specific labels and descriptors	MLQ- Caregiver sometimes uses specific labels and descriptors but variety/breadth is limited, use of specific labels may be confined to a limited period(s) during the observation	MHQ- Caregiver uses a variety of labels and descriptors, use of specific labels and descriptors is not limited to one or two activities/contexts during the observation period	HQ- Caregiver uses a wide variety of labels and descriptors throughout the observation period		
	<p>Provides children with frequent opportunities to talk with caregivers throughout the day (small group, whole group, outdoor play, mealtimes.)</p> <p>Key behaviors: Teacher/caregiver actively encourages children to communicate (i.e., teacher should not be doing all of the talking/vocalizing); uses a variety of questions (open/closed) to encourage critical or</p>	Process	LQ- Rarely encourages children to communicate with the caregiver	MLQ- Some attempts at eliciting language were observed but attempts were confined to a limited period during the observation, caregiver may only encourage brief or limited language use	MHQ- Caregiver encourages language across a variety of settings/activities, some instances of encouraging children to use expanded language were observed	HQ- Caregiver encourages children to use language through the observation period, many instances of encouraging children to use expanded language were observed		

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	creative thought							
	Allows children time to respond to questions before providing the answer or asking another question. Key behaviors: Gives children time to think and respond before moving on; speaks and interacts at a pace comfortable for individual children	Process	LQ- Rarely provides children adequate time to respond to questions before providing the answer or asking another question	MLQ- Rushed/too brief wait time was sometimes observed, some instances of providing children time to respond to questions before providing the answer or asking another question were observed	MHQ- Typically provides children time to respond to questions before providing the answer or asking another question, very few instances of rushed/too brief wait time observed	HQ- Almost always provides children time to respond to questions before providing the answer or asking another question		
	Engages children in conversations (3-5 turns) about a variety of topics (their likes, dislikes, family, books, lessons.); or provides commentary and encourages back and forth vocalization/gestures with infants and toddlers Key behaviors: Initiates conversations about a child's own interests and uses open-ended questions (if age-appropriate) to elicit more elaborate responses; encourages infants to coo or babble back and forth with teacher	Process	LQ- Caregiver rarely or never engages individual children in conversation	MLQ- Only a few instances of the caregiver engaging in conversation with individual children were noted	MHQ- Several instances of conversation between the caregiver and an individual child were noted	HQ- Caregiver frequently engages in conversations with individual children		
	Expands on children's understanding or initiation by elaborating on what children say or draw attention to Key behaviors: Teacher's language is contingently responsive. child says; "I went to the zoo." Depending on level of child, teacher adds, "Did you see an elephant or a lion?" or "Can you	Process	LQ- Rarely or never follows up children's initiations with more specific information or background knowledge	MLQ- A few instances of following up children's initiations with more specific information or background knowledge were noted; some missed opportunities were observed	MHQ- Several instances of following up children's initiations with more specific information or background knowledge were noted; a few missed opportunities may have been observed	HQ- Caregiver typically follows up children's initiations with more specific information or background knowledge		

Age Group	Measure	Process/Structural	Score of 0 Little to no evidence	Score of 1	Score of 2	Score of 3 A great deal of evidence	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	tell me about some of the animals you saw?"; provides infant or toddler with a label or description of something they have pointed to or attempted to talk about							
	<p>Extends children's language and/or models for children how to express complete ideas or sentences (child gestures and says "ball" and adult says "you see the red ball.")</p> <p>Key behaviors: Recasting or restating what a child has said/indicating in a less fragmented/incomplete manner than the child expressed</p>	Process	LQ- Rarely or never extends children's language or models communicating complete ideas/sentences	MLQ- A few instances of extending children's language or modeling communicating complete ideas/sentences were noted	MHQ- Several instances of extending children's language or modeling communicating complete ideas/sentences were noted	HQ- Caregiver frequently extends children's language or models communicating complete ideas/sentences		

Subcommittee 2: Child-Caregiver Interactions

Play-based Interactions and Guidance

Age Group	Measure	Process/Structural	Score of 0 Little to no evidence	Score of 1	Score of 2	Score of 3 A great deal of evidence	Score of N/A (null valude)	Applicable to Licensed & Registered Homes
All ages	<p>Supports a playful attitude on an ongoing basis by creating opportunities for children to make-believe, make choices, and adjust activities to their own interests</p> <p>Key behaviors: Engages children in playful activities throughout the day; Intentionally engages children in songs, books, games, etc.</p>	Process	LQ- Caregiver rarely engages children in activities involving songs, books, pretend play, or games; 1 or more instances of caregiver feedback that demeans children’s attempts at these types of play	MLQ- Caregiver sometimes engages children in songs, books, pretend play, or games; these opportunities can be characterized as directive or highly constrained	MHQ- Caregiver sometimes engages children in songs, books, pretend play, or games; these opportunities typically allow children opportunities to be playful and make choices about how to engage	HQ- Caregiver frequently engages children in songs, books, pretend play, or games; these opportunities typically allow children opportunities to be playful and make choices about how to engage		
	<p>Participates and expands on play initiated by children to reinforce language, ideas, and social development</p> <p>Key behaviors: Takes time to follow the agenda of individual children (e.g., joining child in the block center and building/talking about building; following an infant’s gaze toward a toy and demonstrating how the toy works/talking about the toy while infant manipulates the object</p>	Process	LQ- Caregiver rarely builds on play initiated by the child(ren); caregiver frequently redirects child(ren) rather than building on their agenda/interest	MLQ- Caregiver sometimes participates in play initiated by children though language support or expansion is minimal; caregiver may occasionally redirect child(ren) rather than building on their interest	MHQ- Caregiver sometimes participates in play initiated by children; some instances of good language support and expansion were noted; caregiver rarely redirects child(ren) rather than building on their interest	HQ- Caregiver frequently participates in play initiated by children; these interactions can be characterized as consisting of good language support and expansion; caregiver rarely redirects child(ren) rather than building on their interest		
	<p>Provides guidance when children are working to complete a task/play rather than using overly directive strategies</p> <p>Key behaviors: Accepts a child’s way of doing things versus requiring a</p>	Process	LQ- Caregiver is typically overly directive when children are working to complete a task; caregiver does not model, demonstrate, or discuss	MLQ- Caregiver is typically overly directive but a few instances of guidance that helps children complete a task in a manner that	MHQ- Caregiver typically provides guidance while children are working to complete a task/play; a few instances of overly directive behavior while	HQ- Caregiver typically provides guidance while children are working to complete a task/play rather than using overly directive		

Age Group	Measure	Process/Structural	Score of 0 Little to no evidence	Score of 1	Score of 2	Score of 3 A great deal of evidence	Score of N/A (null valude)	Applicable to Licensed & Registered Homes
	child to do things the caregiver's way; Models problem-solving skills during play; Uses guidance strategies that help children solve their own problems rather than relying on overly directive approaches (offers choices, encourages communication and problem-solving skills, models appropriate actions.)		possible solutions/approaches	encourages problem solving/flexibility were noted	a child(ren) were working to complete a task/play may be noted	strategies		
	<p>Verbalizes appropriate expectations and limits for children, and models appropriate behavior for children.</p> <p>Key behaviors: Uses positive language to help children understand rules for interacting or behaving, consistently reinforces</p>	Process Repeats across other items below	LQ-	MLQ-	MHQ-	HQ-		

Subcommittee 2: Child-Caregiver Interactions

Support for Children’s Regulation

Age Group	Measure	Process/Structural	Score of 0 Little to no evidence	Score of 1	Score of 2	Score of 3 A great deal of evidence	Score of N/A (null value)	Applicable to Licensed & Registered Homes
Toddler, Preschool	<p>Models and encourages emotional expression (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions, makes connections between actions and emotional reactions.)</p> <p>Key behaviors: Uses specific and intentional strategies and activities to model and support emotional development (reads and discusses books about feelings, uses puppets and role play to increase understanding.)</p>	Process	LQ- Rarely models emotional expression; 0 instances of engaging children in intentional activities aimed at increasing emotional awareness or understanding	MLQ- A few instances of modeling emotional expression were noted; 0 instances of engaging children in an intentional activity aimed at increasing emotional awareness or understanding	MHQ- A few instances of modeling emotional expression were noted ; engaged children in at least 1 intentional activity aimed at increasing emotional awareness or understanding	HQ- Several instances of modeling emotional expression were noted; engaged children in at least 1 intentional activity aimed at increasing emotional awareness or understanding		
	<p>Providing children with short explanations that help them understand why they are feeling a certain way</p> <p>Key behaviors: Teacher says, “ are you angry because he took your toy away?”; I know you are excited about this toy, but you need to let Mary have a turn too.”</p>	Process	LQ- Caregiver never provided children short explanations to help them understand why they were feeling a certain way; 1 or more instances of caregiver providing negative reinforcement or feedback when children were attempting to express emotions	MLQ- 1-2 instances of caregiver providing explanations to help child(ren) understand why they are feeling a certain way, explanations can be characterized as too lengthy, overly complex, or difficult for children to understand	MHQ- 1-2 instances of caregiver providing short explanations that are simple and clear enough for children to understand; may also have 1-2 instances of weaker explanations	HQ- Caregiver provides 3 or more short explanations that are simple and clear enough to help children understand how a child(ren) are feeling		

Age Group	Measure	Process/Structural	Score of 0 Little to no evidence	Score of 1	Score of 2	Score of 3 A great deal of evidence	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	<p>Explains logical consequences for behaviors rather than providing arbitrary consequences</p> <p>Key behaviors: Verbalizes for children logical consequences for behaviors</p>	Process	LQ- Rarely verbalizes consequences; these consequences are typically illogical; Verbalizes 1 or more punitive or harsh consequences for behavior	MLQ- Sometimes explains consequences though consequences are typically illogical; rare instances of explaining logical consequences may have been noted	MHQ- Sometimes explains logical consequences for behavior; rare instances of explaining illogical consequences may have been noted	HQ- Frequently verbalizes logical consequences for behavior		
	<p>Encourages self-regulation by consistently implementing program rules and routines (signals transitions, referring to the sequence and structure of the day, balancing structured and unstructured playing and learning opportunities.)</p> <p>Key behaviors:</p>	Process	LQ- Rarely refers to or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior; 2 or more instances of referencing/implementing harsh or developmentally inappropriate rules and routines	MLQ- Sometimes refers to or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior; 0-1 instances of implementing/referencing developmentally inappropriate rules or routines; no implementation/references to harsh rules or routines	MHQ- Sometimes refers to or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior; no instances of implementing or referencing developmentally inappropriate or harsh rules or routines	HQ- Frequently references or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior; no instances of implementing or referencing developmentally inappropriate or harsh rules or routines		
	<p>Demonstrates flexibility and tolerance for minor mishaps and misbehaviors</p> <p>Key behaviors: Wipes up messes without making a child feel bad; calmly ask a child to pick up a toy the child has thrown rather than criticizing; with very young children teacher use distraction to help child avoid a meltdown when frustrated or</p>		LQ- 3 or more instances of intolerant response to minor mishaps/misbehaviors; 1 or more harsh negative responses to such behaviors	MLQ- 2 or more instances of intolerant response to minor mishaps/misbehaviors; no harsh negative responses to such behaviors	MHQ- 1 instance of intolerant response to minor mishaps/misbehaviors; no harsh negative responses to such behaviors	HQ- 0 instances of intolerant or harsh response to minor mishaps/misbehaviors		

Age Group	Measure	Process/Structural	Score of 0 Little to no evidence	Score of 1	Score of 2	Score of 3 A great deal of evidence	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	cannot get their way							
	<p>Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur</p> <p>Key behaviors: Helps children communicate about the issue calmly, encourages perspective taking</p>	Process	LQ- Typically fails to recognize rising tension and is unable to help children understand logical consequences of their actions before problem behaviors occur	MLQ- Sometimes recognizes rising tensions in time to act but is typically unable to help children understand logical consequences of their actions before problem behaviors occur	MHQ- Sometimes recognizes rising tensions in time to act and is typically able to help children understand logical consequences of their actions before problem behaviors occur	HQ- Frequently recognizes rising tensions in time to act and is typically able to help children understand logical consequences of their actions before problem behaviors occur		
	<p>Assists children when needed in their communications and interactions with peers</p> <p>Key behaviors: guides children as they resolve conflicts, models and encourage children to speak respectfully to each other, models and encourages children to initiate and expand on each other's play ideas.</p>	Process	LQ- Rarely assists children in their communications and interactions with peers; 1 or more instances of assistance in peer interactions that encourages negative or hurtful behavior among peers	MLQ- Sometimes assists children in their communications and interactions with peers; assistance is typically poor; no instances of assistance that encourages negative or hurtful behavior among peers	MHQ- Sometimes assists children in their communications and interactions with peers; assistance is typically good; no instances of assistance that encourages negative or hurtful behavior among peers	HQ- Frequently assists children in their communications and interactions with peers; assistance is typically good; no instances of assistance that encourages negative or hurtful behavior among peers		

Subcommittee 3B: Curriculum, Physical, Social Activities – HEALTH AND NUTRITION

3 CURRICULUM, PHYSICAL, SOCIAL ACTIVITIES
3B - HEALTH AND NUTRITION

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
0-12 Months	Infants are held (if developmentally appropriate) and talked to in reassuring tones while bottle fed.	Process	Infants are observed while bottle fed. No infants were held or talked to during bottle feeding		All infants needing to be held by caregivers were during bottle feeding. However, there was limited or no observable speech or reassuring tones	All infants observed being bottle fed were held and talked to in reassuring tones.	n/a	Applicable to homes
0-17 Months	Policies specify that, if a provider prepares formula, it is provided to the facility in factory-sealed containers prepared according to manufacturing instructions. If formula is prepared by the parent, the bottle must be properly labeled. All milk and formula served is discarded after 1 hr. if not consumed.	Structural	Met/Not Met	n/a	n/a	n/a	n/a	Applicable to homes
	Infant feeding instructions include feeding method (breast milk or formula), backup supply of breast milk or formula, feeding pattern, and introduction of solid foods and beverages besides breast milk or formula (if appropriate).	Structural	Met/Not Met	n/a	n/a	n/a	n/a	Applicable to homes

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	Policies specify that, upon request, a compilation of breastfeeding education and support resources in the community is provided to parents.	Structural	Met/Not Met	n/a	n/a	n/a	n/a	Applicable to homes
18 months - 2 years	Meals are served to children seated in small groupings with their assigned caregivers when not helping with the meal service routine or providing necessary assistance to children.	Process	Caregivers are not seated with children and meals are not served to children in small groupings.	Meals are served to children in small groupings, but caregivers are not seated with the children	Meals are served to children in small groups; caregivers join the children, but do not interact with the children or encourage the children to engage in conversation.	Caregivers are seated with children, they engage and encourage them. Meals are served to children in small groups.	n/a	Applicable to homes
	Provide sample menus of healthful lunches for parents whose children bring food from home. Parents are encouraged to provide meals with adequate nutritional value.	Structural	Met/Not Met	n/a	n/a	n/a	n/a	Applicable to homes
3 to 5 years	Meals are served family style, children are encouraged to serve themselves as their abilities permit (ex. set tables, put out napkins, scoop food using study serving spoons, pour milk from child sized pitchers). Items to observe: -Meals are served family style -Children are encouraged to set tables, put out napkins, etc. -Children are encouraged to serve themselves as their abilities permit (ex. scoop	Process	No evidence	Minimal evidence	Moderate evidence	High/consistent evidence	n/a	Applicable to homes

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	food using study serving spoons, pour milk from child sized pitchers) -An orderly process is in place for taking turns and varying tasks -Children are encouraged to sample a variety of food.							
	Providers document that yogurt served is fat-free or low-fat, and plain or low in added sugar.	Structural	Met/Not Met	n/a	n/a	n/a	n/a	Applicable to homes
School Aged	Policies indicate that snacks are available as students arrive.	Structural	Met/Not Met	n/a	n/a	n/a	n/a	Applicable to homes
	Providers document that yogurt served is fat-free or low-fat, and plain or low in added sugar.	Structural	Met/Not met	n/a	n/a	n/a	n/a	Applicable to homes
All Ages	Items to Observe: -Initial servings are small -Drinks are offered with food -Seconds are available -Children are not hurried to finish eating -Children are not viewing television during mealtime -Children are encouraged to engage in conversation during meal time -Children have the opportunity to feed themselves consistent with their	Process	No evidence	Minimal evidence	Moderate evidence	High/consistent evidence		Applicable to homes

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	developmental levels							
	Providers' menus feature food that represents a variety of ethnic backgrounds.	Structural	Met/Not Met	n/a	n/a	n/a		Applicable to homes
	Caregivers model friendly social behavior, and appropriate dining etiquette.	Process	Caregivers only supervise and do not participate or interact at mealtime.	Caregivers offer instruction or correct behavior at mealtime.	Caregivers interact positively with children and model proper table etiquette.	Caregivers model friendly interactions and encourage children to replicate friendly exchanges with each other. The caregiver also demonstrates proper table etiquette and helps the children to practice these manners.		Applicable to homes
	Include in written policies procedures to ensure the safety of food brought from home, including refrigeration or other means to maintain appropriate temperatures.	Structural	Met/Not Met	n/a	n/a	n/a		Applicable to homes
	Program policies include liquids and food hotter than 110 degrees F are kept out of reach.	Structural	Met/Not Met	n/a	n/a	n/a		Applicable to homes
	Programs have policies in place outlining strategies to educate children and their parents on nutrition.	Structural	Met/Not Met	n/a	n/a	n/a		Applicable to Homes

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	Staff are educated on food allergies and they take precautions to ensure children are protected.	Structural	Met/Not Met	n/a	n/a	n/a		Applicable to homes
	Programs provide parents with information about foods that may cause allergic reactions.	Structural	Met/Not Met	n/a	n/a	n/a		Applicable to homes
	Meals should be high in nutrients, and low in fat, sugar and salt. "Meat/Meat alternates <ul style="list-style-type: none"> • Fish is served once a week (ex: canned tuna or salmon) • No fried, including pre-fried, meats/meat alternatives are served. This includes chicken nuggets/fingers, chicken patties, fish sticks/nuggets, pork patties such as breaded tenderloin, corn dogs, cheese sticks • Highly processed, salted, and breaded meat, poultry, cheese, or fish are limited to once per week. This includes pork fritters, hot dogs, bologna, pepperoni, salami, bacon, sausages, canned meats (not tuna or salmon), liverwurst, luncheon loafs fashioned loaf, honey loaf, spiced, loaf, peppered loaf), processed cheese food or 	Process	No evidence	Minimal evidence	Moderate evidence	High/consistent evidence		Applicable to homes

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	<p>processed cheese products”</p> <p>"Fruit & Vegetables</p> <ul style="list-style-type: none"> • One fresh fruit or vegetable is served daily • All snacks include a fruit or vegetable • Canned vegetables and beans are labeled “no salt” or “low salt” • No breaded or fried, including pre-fried, vegetables • Canned fruit is only packed in water or natural juice (no heavy or light syrup)" <p>"Grains/Breads</p> <ul style="list-style-type: none"> • Dry ready-to-eat cereal is no more than 6 grams of sugar per serving <p>Desserts</p> <ul style="list-style-type: none"> • Desserts, other than fruit, are limited to once a week 							
	<p>Program policies require that 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.</p>	Structural	Met/Not Met	n/a	n/a	n/a		Applicable to homes

Subcommittee 3C: Curriculum, Physical, Social Activities – CURRICULUM AND ACTIVITIES

3. CURRICULUM, PHYSICAL, SOCIAL ACTIVITIES
3C-CURRICULUM AND ACTIVITIES

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
CURRICULUM AND ACTIVITIES								
All Age Groups	A written curriculum plan is maintained and includes all skill domains for the age group served as aligned with the State Early Learning Guidelines. *	Process	No evidence of written curriculum that includes any skill domains for the age group served	Written curriculum that includes at least 25% of the skill domains for the age group served	Written curriculum that includes at least 50% of the skill domains for the age group served	Written curriculum that includes all of the skill domains for the age group served.		
	The curriculum/lesson plan has daily planned activities to support physical health and motor development including health and well-being, gross and fine motor skills.	Process	No evidence of curriculum /lesson plan with daily planned activities to support physical health and motor development	At least 25% of curriculum/lesson plan with daily planned activities support physical health and motor development	At least 50% of curriculum/lesson plan with daily planned activities support physical health and motor development	100% of curriculum/lesson plan with daily planned activities support physical health and motor development		
	Planned daily activities are implemented to support physical health and motor development including health and well-being, gross and fine motor skills.	Process	No opportunities for children to engage in activities to support physical health, gross or fine motor development	At least 25% of the lesson plans are implemented with activities aligned in with the curriculum plan	At 50% of the lesson plans are implemented with activities aligned in with the curriculum plan	100% of the lesson plans are implemented with activities aligned in with the curriculum plan		

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
CURRICULUM AND ACTIVITIES								
	The curriculum /lesson plan has daily planned activities to support social and emotional development including trust and emotional security, self-awareness, self-regulation, and relationships with others.	Structural	No evidence of curriculum /lesson plan with daily planned activities to support social and emotional development	At least 25% of curriculum/lesson plan with daily planned activities support social and emotional development	At least 50% of curriculum/lesson plan with daily planned activities support social and emotional development	100% of curriculum /lesson plan with daily planned activities support social and emotional development		
	Planned daily activities are implemented to support social and emotional development including trust and emotional security, self-awareness, self-regulation, and relationships with others.	Process	No opportunities for children to engage in activities to support social and emotional development	At least 25% of planned daily activities support social and emotional development	At least 50% of planned daily activities support social and emotional development	100% of planned daily activities support social and emotional development		
	The curriculum /lesson plan has daily planned activities to support language and communication development including listening and understanding, communication and speaking, emergent literacy.	Structural	No evidence of curriculum/lesson plan with daily planned activities to support language and communication development	At least 25% of daily planned activities support language and communication development	At least 50% of daily planned activities support language and communication development	100% of daily planned activities support language and communication development		
	Planned daily activities are implemented to support language and communication development including listening and understanding,	Process	No opportunities for children to engage in activities to support language and communication	At least 25% of daily activities support language and communication development	At least 50% of daily activities support language and communication development	100% of daily activities support language and communication development		

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
CURRICULUM AND ACTIVITIES								
	communication and speaking, emergent literacy.		development					
	The curriculum /lesson plan has daily planned activities to support cognitive development including exploration and discovery, problem solving, memory, imitation and make believe.	Process	No evidence of curriculum /lesson plan with daily planned activities to support cognitive development	At least 25% of planned activities support cognitive development	At least 50% of planned activities support cognitive development	100% of planned activities support cognitive development		
	Planned daily activities are implemented to support cognitive development including exploration and discovery, problem solving, memory, imitation and make believe.	Process	No opportunities for children to engage in activities to support cognitive development	At least 25% of activities support cognitive development	At least 50% of activities support cognitive development	100% of activities support cognitive development		
	The curriculum /lesson plan has daily planned activities to support Science, Technology, Engineering, Math (STEM)-ages 3-5.	Structural	No evidence of curriculum/lesson plan with daily planned activities to support Science, Technology, Engineering, Math (STEM)-ages 3-5.	At least 25% of daily activities support Science, Technology, Engineering, Math (STEM)-ages 3-5	At least 50% support Science, Technology, Engineering, Math (STEM)-ages 3-5	100% support Science, Technology, Engineering, Math (STEM)-ages 3-5		
	Planned daily activities are implemented to support Science, Technology, Engineering, Math (STEM)-ages 3-5.	Process	No opportunities for children to engage in activities to support Science, Technology,	At least 25% daily activities are implemented to support Science, Technology,	At least 50% daily activities are implemented to support Science, Technology,	100% daily activities are implemented to support Science, Technology, Engineering, Math		

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
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CURRICULUM AND ACTIVITIES

			Engineering, Math (STEM)-ages 3-5.	Engineering, Math (STEM)-ages 3-5	Engineering, Math (STEM)-ages 3-5	(STEM)-ages 3-5		
	The curriculum is implemented with posted lesson plan and daily planned activities for all skill domains which are observed in the classroom activities .	Process	No evidence of Caregiver implementing lesson plan and activities in any skill domains	Caregiver implementing lesson plan and activities in at least 25% of the skill domain for the age group served	Caregiver implementing lesson plan and activities in at least 50% of the skill domain for the age group served	Caregiver implementing lesson plan and activities in all of the skill domains for the age group served		

Compliance Notes: Curriculum Plan referenced in #1 can be thought of as a written document that outlines the goals and the intentional activities, experiences, and interactions that are planned to achieve child benchmarks as described in the Texas Infant, Toddler, 3 year-old, and Pre-K Guidelines and School age [We need subject matter expert on SA care]?????. The curriculum has to show evidence of a scope and sequence of experiences that move the child’s learning forward to meet specified developmental benchmarks. This is in contrast to groups of isolated activities*In addition to the written document, the materials necessary to implement the activities need to be present.

Curriculum utilized by providers can be characterized as follows:

1. Being associated with a TWC-based curriculum adopted list that is based on a rigorous selection process (higher rated providers would utilize curricula from this list); or
 2. Curriculum that meets certain basic guidelines based on a TWC-approved curriculum self-assessment alignment tool (geared towards developing and lower star rated providers).
- Curriculums with no real connection to developmental benchmarks across developmental skill domains.

Quality Implementation of Activity

	Center director/manager participates in planning with all staff on a regular basis to guide staff in their implementation of learning activities in their classrooms. In larger centers this could be	Process	No evidence	monthly	Every two weeks	weekly		
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Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
CURRICULUM AND ACTIVITIES								
	<p>the educational manager or coach.</p> <p>Key behaviors: discuss quality of implementation based on observations made in the classroom. For example, discussing staff language support for children, making materials available for hands on activities, reading book, etc.</p>							
	Director ensures staff trainings are based on curriculum goals and targeted developmental benchmarks for ages of children served.	Process	No evidence	Minimal evidence of training that links to curriculum goals and targeted developmental benchmarks (only once a year for some, not all skill domains)	Moderate evidence of training that links to curriculum goals and targeted developmental benchmarks (twice a year for most skill domains)	Strong evidence of training that links to curriculum goals and targeted developmental benchmarks (three or more a year for all skill domains)		
	Staff implements planned daily activities in ways that allow for active engagement of children through a variety of effective instructional strategies, activities, and materials	Process	Staff provides minimal learning activities, lack of rich language support and sensitivity to the child's interest, materials are			Staff provides ample learning activities with consistent rich language support that is sensitive to the child's interests, consistently providing a variety of engaging		

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
CURRICULUM AND ACTIVITIES								
	Key behaviors: teacher/ child interactions that are sensitive and include rich language support, opportunities and teacher support for peer interactions, hands-on activities, etc. using a range of materials (e.g., books, puzzles, blocks, etc.)		minimal limiting hands on experiences, children are seldom supported to interact with each other. Classroom may appear chaotic because of the lack of organization or in contrast when teacher is controlling and children have limited choices			materials, with encouragement for children to manipulate them and play and talk with peers. Activities are well planned, linked to State Early Learning Guidelines and a good balance of teacher – directed and child-directed learning.		
	Staff supports learning through explanations and rich-vocabulary Key behaviors: Uses specific labels and descriptors throughout the day (“This is your bottle “versus “give it to me.”); Uses rich language when responding/interacting with children; talks to infants and children throughout learning activities using specific language; narrating or thinking aloud about actions	Process	Caregiver rarely supports learning through explanations and rich-vocabulary when language is provided it does not include specific labels and descriptors	Caregiver sometimes uses specific labels and descriptors; however variety/breadth is limited, use of specific labels may be confined to a limited period(s) during the observation; explanations are only sometimes provided	Caregiver uses a variety of labels and descriptors, use of specific labels and descriptors is not limited to one or two activities/contexts during the observation period; explanations are often provided but not for all learning activities.	Caregiver uses a wide variety of labels and descriptors throughout the observation period; explanations are consistent and observed across all learning activities.		

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
CURRICULUM AND ACTIVITIES								
	<p>Staff supports learning through encouraging hands-on manipulation of real objects (e.g., books, puzzles, toys, etc.)</p> <p>Key behaviors: Provides guidance when children are working to complete a task/play rather than using overly directive strategies; Accepts a child’s way of doing things versus requiring a child to do things the caregiver’s way; Models problem-solving skills during learning activities ; Uses guidance strategies that help children solve their own problems rather than relying on overly directive approaches (offers choices, encourages communication and problem-solving skills, models appropriate actions.)</p>	Process	Staff is typically overly directive when children are working to complete a learning activity; staff does not model, demonstrate, or discuss possible solutions; in contrast staff may provide inadequate directions or support to promote child learning.	Staff is typically overly directive but a few instances of guidance that helps children complete a learning activity in a manner that encourages problem solving/flexibility were noted	Staff typically provides guidance while children are working to complete a learning activity; a few instances of overly directive behavior while a child(ren) were working to complete a learning activity may be noted	Staff typically provides guidance while children are working to complete a learning activity rather than using overly directive strategies; consistently supporting learning by encouraging children to explore materials and find solutions		
	The implementation of the daily schedule reflects a balance between indoor and outdoor activities	Process	Implementation of the daily schedule is consistently unbalanced with too much indoor or outdoor	There is some evidence of a balance between indoor and outdoor activities; however across a week a number of days may	There is moderate of a balance between indoor and outdoor activities; the majority of the week is balanced	Implementation of the daily schedule consistently reflects a balance of indoor and outdoor activities.		

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
CURRICULUM AND ACTIVITIES								
				be unbalanced				
	Intentional instructional activities that are both teacher and child initiated are balanced throughout the planned daily activities.	Process	Lack of balance with all instructional activities being directed by the teacher; in contrast there are no evidence of intentional instructional activities	There is some evidence of a balance of instructional activities being either directed by the teacher or child; however, there may be many times when teacher is directing or lack of learning activities being implemented	There is moderate evidence of a balance of instructional activities being either directed by the teacher or child; however, there may be sometimes when the balance is not apparent	Instructional activities are consistently balanced between teacher directed and child initiated		
	<p>Routine and transition times are used as opportunities for incidental learning.</p> <p>Key behavior: staff uses routines and transition time to reinforce concepts learned during curriculum activities. For example staff uses children lining up as a time to count, learn vocabulary such as “first” and “last”, and talk about behaviors that are appropriate and promotes self-regulation.</p>	Process	Routine and transition times are never used as time for incidental learning	There is some evidence of routine and transition times being used for incidental learning; however staff often misses the opportunity to make effective use of these times for learning	There is moderate evidence of routine and transition times being used for incidental learning; however staff may sometimes miss the opportunity to make effective use of these times for learning	Routine and transition times are consistently used as time for incidental learning		

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
CURRICULUM AND ACTIVITIES								
	<p>Transition times are planned to avoid frequent disruption of children's activities and long waits between activities.</p> <p>Key behaviors: staff is organized, prepared materials and flow of activities so that children can move effortlessly without frequent disruptions or long waits</p>	Process	Staffs lack of organization and preparation always results in disruptions and long waits between children's learning activities.	Staff shows some evidence of organization and preparation; however there are often disruptions and long waits between children's learning activities.	Staff shows moderate evidence of organization and preparation; however there are some disruptions and long waits between children's learning activities.	Staff is consistently well organized and prepared resulting in no disruptions and long waits between children's learning activities.		
	<p>Repeated exposure of a new concept (e.g. vocabulary word) in different learning contexts (e.g. lunch, circle time, outdoors) across the day.</p> <p>Key behaviors: Staff uses a range of learning strategies and opportunities across the day to reinforce learning of a new concept (e.g. counting at circle time, lunch, lining up, counting books, math in a learning center)</p>	Process	There is no evidence that the staff is using repeated exposure of a new concept in different learning contexts.	There is some evidence that the staff is using repeated exposure of a new concept in different learning contexts; however there are many times throughout the day when learning opportunities are missed.	There is moderate evidence that the staff is using repeated exposure of a new concept in different learning contexts; however there are some times throughout the day when learning opportunities are missed.	There is consistent evidence that the staff is using repeated exposure of a new concept in different learning contexts.		
	Implemented learning activities are organized to build skills and knowledge progressively by moving the child from current	Process	There is no evidence that the staff implement the activities in ways that build on the	There is some evidence that the staff implement the activities in ways that build on the child's	There is moderate evidence that the staff implement the activities in ways that build on the	There is strong evidence of the staff consistently implementing the activities in ways that		

Age Group	Measure	Process / Structural	Score of 0 / Not Met	Score of 1 / Met: 2-Star	Score of 2 / Met: 3-Star	Score of 3 / Met: 4-Star	Score of N/A (null value)	Applicable to Licensed & Registered Homes
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CURRICULUM AND ACTIVITIES

	<p>developmental levels to the targeted developmental benchmarks</p> <p>Key behaviors: Staff demonstrates the ability to help a child progress by providing support in terms of demonstrations, questioning, explanations that are in line with each child’s current level of learning. For example when a learning task is too difficult for a child, staff adjusts the support provided so that the child can be successful in completing the task.</p>		<p>child’s current developmental level. There may be minimal staff support or support may be inappropriate for children to learn because it is not aligned with the child’s level of understanding.</p>	<p>current developmental level. There often may be times when staff support is minimal or inappropriate for children to learn because it is not aligned with the child’s level of understanding.</p>	<p>child’s current developmental level. There are few times when staff support is minimal or inappropriate for children to learn because it is not aligned with the child’s level of understanding.</p>	<p>build on the child’s current developmental level. Staff is observed to do this by asking children questions they can respond to, providing problems or task (e.g. building a block structure) that the child can successfully solve with support.</p>		
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COMPLIANCE NOTES:

Some consideration might need to be given to alignment age intervals with guidelines (e.g., 0-8 months, 8-18 months, 18-36. Etc **[Is this something we still need to consider?]**)

Subcommittee 1: Director and Staff Qualifications and Training

1 DIRECTOR AND STAFF QUALIFICATIONS AND TRAINING

1A DIRECTOR QUALIFICATIONS

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
For Programs serving 0-17 Months / 18 months-5 years / School-age programs (6-12 years)	<p>FORMAL EDUCATION The facility Director possesses the educational experience to provide developmentally appropriate program for the ages served, and the ability to support caregiver staff in implementing the program goals and activities.</p>	Structural	Day Care Administrator Credential issued by a professional organization or educational institution approved by Child Care Licensing (without CCL waivers)	Valid Child Development Associate (CDA) Credential or Child Care Professional (CCP) Credential with 6 college credit hours in business management	<p>Valid Child Care Administrator's or Child Development Certificate or CDA from an Institution of Higher Education (IHE) with at least 15 hours in ECE and 3 hours in business management</p> <p>OR</p> <p>9 college credit hours in ECE and 9 hours in business management</p>	<p>AA in ECE or closely related field with 12 college credits in ECE and 6 hours in business management</p> <p>OR</p> <p>At least a BA/BS with 12 hours college credit hours in ECE and 6 college credit hours in business management</p>		Day Care Administrator Credential issued by a professional organization or educational institution approved by Child Care Licensing (without CCL waivers) OR 72 clock hours in child development 30 clock hours in

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
								business management (Licensed or Registered Family Homes only) (The workforce board must provide training for rural areas.) [I am not sure I understand the reason this statement is here]
For Programs serving 0-17 Months / 18 months-5 years / School-	EXPERIENCE The facility Director possesses the experience to provide developmentally appropriate program for the ages served including home based, center based and school age care	Structural	Be at least 21 years old, 1 [Changed the years of experience based on discussion during 2/12 conf call] years of experience in early childhood	Be at least 21 years old & 2 years of experience in early childhood	Be at least 21 years old & 3 years of experience in early childhood	Be at least 21 years old & more than 3 years of experience in early childhood	Applicable to what they are licensed for	3 years of experience for Family Homes (Based on Minimum standards and Education

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
age programs (6-12 years)								[I thought this was a minimum of 1 year based on feedback from DFPS]
	[Placed with Director Training in the appropriate section]							
For Programs serving 0-17 Months / 18 months-5 years / School-age programs (6-12 years)	CAREER LATTICE LEVEL [Added note about ELC document in the notes section below as discussed during 2/12 conf call The director assesses their education, experience and ongoing education to determine their career lattice level.	Structural	Level 2	Level 3	Level 4	Level 6		

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
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Director Qualifications Notes:
Recommendations to Include-
TRS Providers will be grandfathered in if they do not meet the Director's Qualification; the timeframe is 4 to 6 years
TRS Provider who doesn't meet the Director Qualifications after the 4 to 6 year period will be placed at the new levels based on their qualifications.

Director Certification Course – Fall 2014= funding and course development, January – March 2015 = Pilot Spring 2015 = refine the course, Summer 2016 = Full Implementation

Grandfathered Timeline -September 2016 = Levels 2 – 3 must take the director certification Part 1, September 2017 = Levels 2 – 4 must take the directors certification part 2, September 2018 = all must take as scheduled levels 2 & 3
Incorporate the Director's Certification Course into college coursework for administrative course for early childhood Admin 1, Admin 2 or Admin 3
Career Lattice Levels based on Texas Early Childhood Career Lattice developed by the Texas Early Learning Council http://earlylearningtexas.org/media/19853/texas_early_childhood_career_lattice.pdf

- Timeline may need to be readjusted based on feedback provided at 1.28.14 TRS Workgroup meeting.

1 DIRECTOR AND STAFF QUALIFICATIONS AND TRAINING

1B. CAREGIVER QUALIFICATIONS

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
For Programs serving 0-17 Months / 18 months-5 years / School-age programs (6-12 years)	<p>*Not counting the center director, at least 50 % of full-time caregiver staff, but no less than one caregiver in a child care facility, must meet one of the following measures:*</p> <p>(For centers having only 3 or fewer staff and at least one full time staff caregiver)</p> <p>A. Have a Child Development Associate (CDA) credential, a Certified Child Care Professional (CCP) credential, or other TWC-approved child development credential, or an associate or higher degree in child development or early childhood education or;</p> <p>B. Have successfully completed twelve semester hours in child development or early childhood education and two years of full time paid experience as a caregiver working with children in a licensed or registered facility</p> <p>C. Have two years full-time paid experience working with children as a caregiver in a licensed or registered child</p>	Structural	Provider does not meet the 50 % qualified staff requirement	Provider meets the 50 % qualified staff requirement	Provider meets more than 50% but less than 75%	Provider meets 75 % or better	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	<p>care facility while working toward a CDA or a CCP credential or;</p> <p>D. Have two years full-time paid experience working with children as a caregiver in a licensed or registered child care facility while under the supervision* of a staff person who has either: a CDA/CCP or other TWC approved credential; or an associate or higher degree in child development; or a degree in early childhood education or a related field.</p>							
<p>For Programs serving 0-17 Months / 18 months-5 years / School-age programs (6-12 years)</p>	<p>In addition to the 50% requirement, providers must sign an assurance that they recognize the value of well-trained staff and will work to achieve a goal of having 75% of all caregivers meeting the TRS Provider criteria for staff qualifications.</p>	<p>Structural</p>	<p>Documentation was provided that shows the facility is actively committed in achieving the goal of 50%</p>	<p>Documentation was provided[What is the difference between this score of 2 and a score of 3?] that shows the facility is actively committed in achieving the goal of at least 75%</p>	<p>Documentation was provided [What is the difference between this score of 3 and the score of 2 right before it?]that shows the facility is actively engaged and committed and working towards goal. Provider can show proof of meeting (more than 50% and less than 75%)</p>	<p>Documentation was provided that shows the facility meets 75% or better</p>	<p>Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool</p>	<p>No</p>

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
For RCCH facilities only	Each primary caregiver: A. Meets DFPS Minimum Child Care Licensing Standards B. Has 36 clock hours within the previous 12 months, with a maximum of 6 hours of self-study	Structural		[This one was eliminated]			---	Primary caregiver does meet the criteria - meets DFPS Minimum Child Care Licensing Standards and has 36 clock hours within the previous 12 months (and does not have more than 6 hours of self-study)
For LCCH facilities only	Each primary caregiver: A. Meets DFPS Minimum Child Care Licensing Standards B. Has a minimum of one year of experience as a caregiver working with children unrelated to the caregiver in a licensed or registered facility; and has 36 clock hours of child care related training acquired during the previous year of operation or employment. Applicable only to primary caregiver's first-	Structural					---	Primary caregiver does meet the criteria - meets DFPS Minimum Child Care Licensing Standards and has 36 clock hours within the

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	time assessment.							previous 12 months (and does not have more than 6 hours of self-study)

Caregiver Qualification Notes:
 *In reference to option D: "Under supervision of a staff person who has either;"
 Our recommendation is to be more specific to supervision. This staff person would have to provide mentoring and coaching to caregivers falling under this option. Staff person and caregivers would meet to discuss lesson plans, ideas, etc. A set number of hours would be required to fulfill this criteria. We would set the "X" amount of hours that must be completed monthly but executed weekly, This staff person would be responsible in keeping track of weekly meetings and notes of everything was discussed with caregivers. There needs to be accountability.

1 DIRECTOR AND STAFF QUALIFICATIONS AND TRAINING

1C. ORIENTATION QUALIFICATIONS

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
For all programs serving 0-17 Months / 18 months-5 years / 6-12 years	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.	Structural	<p>Orientation documentation is observed in the caregiver's staff file by the TRS assessor. (Minimum Standards)</p> <p>CURRENT Minimum Standards (LCC) §746.1303 Orientation for employees must include at least the following: An overview of the minimum standards found in this chapter; Your center's operational policies including discipline, guidance, and the release of children; An overview of your policy on preventing and responding to abuse and neglect of children;</p>	<p>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 TRS assessor and includes the following topics: A. Personnel polices and specific job functions B. Facility's operational policies[What is the difference between B and K? If none then may want to remove K for each level] C. Planned daily activities of the facility and assigned group D. Department of Family and Protective Services (DFPS) Child Care Licensing (CCL) minimum standards E. Discipline, guidance policies and</p>	<p>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 TRS assessor and includes the following topics: A. Personnel policies and specific job functions B. Facility's operational policies C. Planned daily activities of the facility and assigned group D. Department of Family and Protective Services (DFPS) Child Care Licensing (CCL) minimum standards E. Discipline,</p>	<p>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 TRS assessor and includes the following topics: A. Personnel policies and specific job functions B. Facility's operational policies C. Planned daily activities of the facility and assigned group D. Department of Family and Protective Services (DFPS) Child Care Licensing (CCL) minimum standards E. Discipline, guidance policies and philosophy F. Procedures for release of children</p>	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	Registered childcare home has no requirement Licensed child care home-any staff beyond the licensed holder All staff counted in the ratio

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
			<p>The procedures to follow in handling emergencies. Emergencies may include, but are not limited to, fire, explosion, tornado, toxic fumes, volatile persons, and severe injury or illness of a child or adult; and The use and location of fire extinguishers and first-aid equipment.</p> <p>CURRENT Minimum Standards (School age programs) §744.1303 Orientation for employees must include at least the following: An overview of the minimum standards found in this chapter; Your operation's policies including discipline, guidance,</p>	<p>philosophy F. Procedures for release of children G. Recognizing, responding to, and preventing abuse and neglect H. Emergency procedures I. Use and location of fire extinguishers and first aid materials J. Texas Rising Star (TRS) program and criteria K. Policies of the facility L. An overview of the developmental needs of assigned children M. 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. <i>*(Sub-sub group note- Unclear on what the rest means and is difficult for providers and assessors to</i></p>	<p>guidance policies and philosophy F. Procedures for release of children G. Recognizing, responding to, and preventing abuse and neglect H. Emergency procedures I. Use and location of fire extinguishers and first aid materials J. Texas Rising Star (TRS) program and criteria K. Policies of the facility L. An overview of the developmental needs of assigned children M. 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</p>	<p>G. Recognizing, responding to, and preventing abuse and neglect H. Emergency procedures I. Use and location of fire extinguishers and first aid materials J. Texas Rising Star (TRS) program and criteria K. Policies of the facility L. An overview of the developmental needs of assigned children M. 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.</p>		

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
			<p>and the release of children; An overview of symptoms of child abuse, neglect, and sexual abuse and the responsibility for reporting these; The procedures to follow in handling emergencies. Emergencies may include, but are not limited to, fire, explosion, tornado, toxic fumes, volatile persons, and severe injury or illness of a child or adult; and The use and location of fire extinguishers and first-aid equipment.</p> <p>Reference Standard #5</p>	<p>evaluate-need to either shorten or clarify.)</p>	<p>represented in the community.</p>			

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
	Before beginning child care duties, all volunteers and substitute caregivers are provided orientation that defines the task to which they are assigned.	Structural	Minimum Orientation documentation is observed in the caregiver's staff file by the TRS assessor.	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.	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.	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.	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	Requirement is the same for homes.

1 DIRECTOR AND STAFF QUALIFICATIONS AND TRAINING

1D. CAREGIVER QUALIFICATIONS STAFF TRAINING

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
For Programs serving 0-5 years or [What about programs serving 0-12 years? Included for different measure?] 6-12 years (School-age Programs)	The provider has a specific, individualized written training plan for each caregiver. The caregivers and director should develop the plan together.	Structural	Not required	Required An individualized written training plan is observed in the caregiver's staff file.	Required An individualized written training plan is observed in the caregiver's staff file.	Required An individualized written training plan is observed in the caregiver's staff file.	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	Required
For Programs serving 0-5 years or 6-12 years (School-age Programs)	The individualized writing training plan was approved by TRS assessor	Structural	Not required	Required An individualized written training plan is observed in the caregiver's staff file and is reviewed and approved by TRS assessor	Required	Required	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	Required

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
For Programs serving 0-5 years or 6-12 years (School-age Programs)	The plan is based on the Child Development Associate (CDA) competencies or the Certified Childcare Professional (CCP) Ability areas, Texas Early Childhood Core Competencies for Practitioners and Administrators	Structural	Not required	Required An individualized written training plan based on CDA competencies, CCP Abilities Areas, or Texas Early Childhood Core Competencies for Practitioners and Administrators is observed in the caregiver's staff file.	Required	Required	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	Required
For Programs serving 0-5 years or 6-12 years (School-age Programs)	DIRECTOR TRAINING The director participates in ongoing professional development to stay abreast of new research, best practices and trends in early childhood. The individualize written training plan provides for a minimum of 36 clock hours of training, with a minimum of 6 clock hours in program administration, management and supervision.	Structural	Not required	Not required	Required An individualized written training plan that contains 36 clock hours of training on an annual basis. (of the 36 hours, a minimum of 6 hours need to be in program administration, management and supervision) is observed in the	Required	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	See separate measures below

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
					director's staff file			
For Programs serving 0-5 years or 6-12 years (School-age Programs)	TRS Orientation *Trigger to inform TWC interested in TRS	Structural	Required	Required (if not previously taken)	Required (if not previously taken)	Required (if not previously taken)		
For Programs serving 0-5 years or 6-12 years (School-age Programs)	TRS Director Certification Course	Structural	Not Required	TRS Director Certification Course Part 1 Similar to model of Taking Charge of Change - TCC Leadership Academy can count towards annual CCL training hour requirements	TRS Director Certification Course Part 2 Similar to model of Taking Charge of Change - TCC Leadership Academy can count towards annual CCL training hour requirements	Voluntarily participate in a Professional Learning Community that provides: Peer to Peer Support, Coaching and Mentoring for new TRS Directors		

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
For Programs serving 0-5 years	<p>CAREGIVER [Delete since no difference in # hours required for full or part time staff in programs serving children 0 to 5 yrs or 0-12 yrs.]STAFF TRAINING The plan provides for a minimum of 30 clock hours of child care related training specific to the age of children in their care.</p>	Structural	Not required CURRENT	Not required	Required	Required	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	<p>LCCH: Required RCCH: required</p> <p>Minimum Standard: The plan provides for a minimum of 24 clock hours of child care related training specific to the age of children in their care for all child care staff.</p>
6 – 12 years old (School-age Programs)	<p>FULL -TIME CAREGIVER STAFF TRAINING The plan provides for a minimum of 20 clock hours training, with a total of 12 clock hours related to school-age development and curriculum.</p>		Not required CURRENT Minimum Standard: The plan provides for a minimum of 15 clock hours of child care related training specific to the age of children in their care for all child care	Not required	Not required	Required An individualized written training plan that contains 20 clock hours of training on an annual basis (of the 20 hours, a minimum of 12 hours need to be in school-age development and	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	NA

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
			staff.			curriculum) was in the caregiver's staff file.		
6 – 12 years old (School-age Programs)	PART-TIME CAREGIVER STAFF TRAINING The plan provides for a minimum of 15 clock hours training, with a total of 10 clock hours related to school-age development and curriculum.		Not Required CURRENT Minimum Standard: The plan provides for a minimum of 15 clock hours of child care related training specific to the age of children in their care for all child care staff.	Not required	Required	Required An individualized written training plan that contains 15 clock hours of training on an annual basis. (of the 15 hours, a minimum of 10 hours need to be in school-age development and curriculum) was in the caregiver's staff file.	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	NA

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
For Programs serving 0-5 years or 6-12 years (School-age Programs)	The individualized written training plan includes training on acceptance of diversity. The training would include topics such as: 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.	Structural	Not required	Not required	Not required	Required An individualized written training plan that contains training on acceptance of diversity is observed in the caregiver's staff file.	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	LCCH: Required RCCH: required
For Programs serving 0-5 years or 6-12 years (School-age Programs)	All child care staff participates in training according to the approved plan.	Structural	Not required	Required	Required The training certificates do align to the individualized written training plan.	Required	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	Not applicable
For Programs serving 0-5 years or 6-12 years (School-age Programs)	The director ensures that all caregivers meeting minimum training requirements by either arranging or providing for designated training activities.	Structural	Required	Required	Required Provider assists caregiver staff in meeting training criteria by arranging or providing training opportunities.	Required	Only applicable to those groups that the provider serves, otherwise N/A is indicated on the tool	Not applicable

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
[Made a note earlier up that would address 6-12 years school age programs]								NA
								NA
								NA
								NA

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
								NA
		Structural						

Age Group	Measure	Process/Structural	Score of 0	Score of 1	Score of 2	Score of 3	Score of N/A (null value)	Applicable to Licensed & Registered Homes
RCCH and LCCH	Primary Caregiver has 36 hours of documented training, with a minimum of 12 clock hours of instructor -led training.	Structural	Not Required CURRENT Minimum Standard: The plan provides for a minimum of 30 clock hours of training.	Required	Required	Required		
LCCH only	If applicable, caregivers have 30 hours of documented training, with a minimum of 12 clock hours of instructor -led training.	Structural	Not Required CURRENT Minimum Standard: The plan provides for a minimum of 24 clock hours of child care related training specific to the age of children in their care for all child care staff.	Required	Required	Required		

Comments:

- Included DFPS minimum standards to show that there are some basic requirements even if TRS measure is not required for score of 0 or 1. Did this for all measures that have a related minimum standard.
- Combined licensed centers serving 0-5 years and 0-12 years.