

Overview of the Purpose of the TRS Workgroup

The Texas Rising Star (TRS) Workgroup was established by House Bill 376 (HB 376), enacted by the 83rd Texas Legislature. The purpose of the TRS Work Group is to recommend revisions to the TRS Program.

Membership appointed by TWC:

- The TRS Workgroup consists of the following entities:
- Texas Workforce Commission
- Texas Department of Family and Protective Services
- Texas Education Agency
- Texas Early Learning Council
- Local Workforce Development Board Member
- Texas Rising Star Providers (4)
- Texas School-Ready! Project Participant
- Local Workforce Development Board Staff

It is the intent of TWC to request participation from various stakeholders to assist the TRS Workgroup in making recommendations for revisions to TRS.

HB 376 Required Timeline:

- By November 1, 2013 the workgroup must hold its first meeting
- By May 1, 2014, the workgroup must submit recommendations proposing revisions to the TRS Program.
- By September 1, 2014, the Texas Workforce Commission shall propose rules that incorporate the proposed revisions suggested by the workgroup.

The Workgroup must take into consideration in making its recommendations:

- professional development standards for child-care directors and employees, including training and annual professional development requirements;
- education and experience requirements for mentors and evaluators;
- early learning and school readiness standards;
- guidelines for infants and toddlers in child care;
- training hours for providers;
- playground standards;
- best practices guidelines based on standards adopted by nationally recognized organizations, including Head Start Program Performance Standards, National Health and Safety Performance Standards, National Association of the Education of Young Children program standards and accreditation criteria, National Association for Family Child Care standards, United States Department of Defense standards, national accreditation standards, and School Ready certification standards;
- research on infant and toddler brain development; and
- strategies for the long-term financing of the TRS Program, including financing the payment of:
 - incentives to child-care providers participating in the program; and
 - grants and rewards to child-care providers that achieve and maintain high levels of service.

DRAFT - Texas Rising Star Workgroup and Subcommittees

TRS Workgroup (Full)	Current TRS Criteria / HB 376 Considerations
Eligibility	TRS Criteria: I Licensing Compliance (Min. Licensing Requirements) National Accreditation and Military Operations
Evaluator & Mentor Qualifications	TRS Criteria: Not Addressed HB 376 Considerations 2. Education & Experience for Mentors and Evaluators
Structure - Block, Points, Hybrid - Homes (Levels)	Current TRS - Points - Homes: Provisional and Full Certification
Long-Term Financing	TRS Not Addressed HB 376 Considerations 9. Long-Term Financing
Child Assessments	TRS Not Addressed
Other	

TRS Subcommittees	Current TRS Criteria / HB 376 Considerations
1. Director & Staff Qualifications and Training	TRS Criteria: II Director Qualifications III Caregiver Staff Qualifications IV Staff Orientation V Staff Training HB 376 Considerations 1. Professional Development and Training Standards 5. Training Hours for Providers
2. Caregiver-Child Interactions	TRS Criteria: VI Group Size VIII Caregiver-Child Interactions
3. Curriculum/Physical and Social Activities	TRS Criteria: VII Curriculum/Activities IX Indoor/Outdoor Environment X Health and Safety XI Nutrition and Meal Time HB 376 Considerations 3. Early Learning and School Readiness 6. Playground Standards
4. Parent Involvement	TRS Criteria: XII Parent Involvement

HB 376 Considerations for All Subcommittees:

- 4. Guidelines for Infants and Toddlers
 - 7. Best Practices/Performance Standards
 - a. Head Start (HS)
 - b. National Health and Safety (NHS)
 - c. National Association of the Education of Young Children (NAEYC)
 - d. National Association for Family Child Care (NAFCC)
 - e. U.S. Department of Defense (DoD)
 - f. School-Ready Certification Standards
 - 8. Research on Infant and Toddler Brain Development
- Texas Early Learning Council QRIS Recommendations

Three Approaches to Quality Rating Systems

The designs or rating structures used in QRS typically use one of three approaches: building blocks, points, or some combination of the two.

- **Building block approach.** In this approach, all the standards in each level must be met for programs to move to the next level.
- **Point system.** In this approach, every standard is assigned a number of points, with a combined score used to determine the quality rating.
- **Hybrid or combination approach.** In this approach, a combination of the building block approach and the point system determines program ratings. The first levels are building blocks; higher levels are earned through a point system.

Building block approach:

Advantages:

- the easiest structure for providers and families to understand and for QRIS managers to administer.
- clearly identifies those criteria that the QRIS designers believe to be essential for all programs to meet.

Disadvantages:

- Providers may see blocks as “making us all do the same things,”
- Specific criteria in a building block approach may be too restrictive and, for some programs, would be impossible to meet

Point systems:

Advantages:

- A point system works well as a program improvement strategy.
- Programs can easily see what is needed to improve in each category and have more options for moving to a higher level.
- Allows providers to be recognized for varied strengths and the different ways they operate.

Disadvantages:

- require clear and explicit marketing so that parents can better recognize the varied strengths that are represented among programs that may all have the same rating.

The hybrid or combination:

Advantages:

- seen as giving an assurance of basic quality requirements being met for all programs, while allowing flexibility for programs that want to achieve higher levels.

Disadvantages:

- presents challenges in selecting the appropriate standards that all quality providers must meet and those standards at the higher levels that providers can choose to emphasize
- may be more difficult to explain the parents are the public.