

Local Workforce Development Board Qualifications for TRS Assessors

Board	Minimum Qualifications
Lower Rio Grande	<ul style="list-style-type: none"> ▪ Bachelor degree from an accredited university or college in a relevant field of study and five (5) years of work experience; three (3) years must be in a supervisory or management capacity, in public or private sector, preferably in a field of workforce development, OR ▪ Associate Degree from accredited college with seven (7) years of experience working with a public or private sector, preferably in workforce programs; three (3) years of progressive management experience at the state, board or contractor level required OR ▪ High School Diploma or equivalent from an accredited educational institution with nine (9) years of experience working with a public or private sector, preferably in workforce programs; three (3) years of progressive management experience at the state, board or contractor level required.
North Central	<ul style="list-style-type: none"> ▪ Bachelor's degree in a related field from an accredited college or university with one year of relative experience. ▪ Related field may include Early Childhood Education, Child Development or Education. Relevant experience is defined as experience in Early Childhood Education, Child Development or Education.
North Texas	<ul style="list-style-type: none"> ▪ Graduation from an accredited four year college or university with major work in child development, early childhood education, child psychology, educational psychology, elementary education, or home economics with emphasis in child development with at least 12 semester hours in child development, ▪ Two years of full-time experience directly delivering or supervising the direct delivery of child care services of providing professional child care support in child development programs for children 0-13 years of age.
Permian Basin	<ul style="list-style-type: none"> ▪ Graduated from an accredited four year college or university with major work in child development, early childhood education, child psychology, educational psychology, elementary education, or human sciences with emphasis in child development with at least 6 semester hours in child development, plus one year of full-time experience directly delivering or supervising the direct delivery of child care services or providing professional support in child development programs, Head Start, child care, nursery school, kindergarten, child care licensing, social service work with young children, or other closely related work with children 0 through 13 years of age. 96 documented contact hours of training in child development may be substituted for 6 of the specified college semester hours. Possession of a Child Development Associate Credential may be substituted for one year of required experience. OR

Local Workforce Development Board Qualifications for TRS Assessors

Board	Minimum Qualifications
	<ul style="list-style-type: none"> ▪ Possession of Child Development Associate degree and four years of experience in child development programs, Head Start, child care, nursery school, kindergarten, child care licensing, social service work with young children, or other closely related work with children 0 through 13 years of age. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ▪ A minimum of 40 college hours in child development and/or education or a combination of both. ▪ A minimum of 2 years experience working in a child care setting in the classroom is required. A minimum of one year experience working directly with children with disabilities including any training hours associated with children with disabilities. One year experience working in an administrative roll with child care centers.
Rural Capital	<ul style="list-style-type: none"> ▪ Associate's degree or equivalent from two-year college or technical school or equivalent combination of education and experience.
Southeast Texas	<ul style="list-style-type: none"> ▪ Bachelor degree in Early Childhood Education, Special Education, Child Development, or closely related field preferred. Minimum Associate degree ▪ Minimum of 2 years experience in child development, including at least 1 year of full-time experience in direct delivery of services to children with Bachelor degree ▪ Minimum 5 years experience in child development, including 1 year full-time experience in direct delivery of services to children with disabilities with Associates degree
South Plains	<ul style="list-style-type: none"> ▪ Graduation from an accredited four year college or university with major work in child development, early childhood education, child psychology, educational psychology, elementary education or home economics with emphasis in child development with at least 6 semester hours in child development. 96 documented contact hours of training in child development may be substituted for the 6 college semester hours. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ▪ Graduation from an accredited four year college or university with at least 6 semester hours in child development, plus one year of full-time experience directly delivering or supervising the direct delivery of child care services or providing professional child care support in child development programs, Head Start, day care, nursery school, kindergarten, child care licensing, special education, social service work with young children 0 to 13 years of age. 96 documented contact hours of training in child development may be substituted for the 6 college semester hours. ▪ One year of specified experience may be substituted for one year (30 semester hours) of college other than the 6 hours in child development with a maximum substitution of two years.

**Local Workforce Development Board
Qualifications for TRS Assessors**

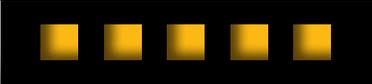
Board	Minimum Qualifications
Tarrant County	<ul style="list-style-type: none"> ▪ Bachelor’s degree from an accredited college or university with major work in Child Development, Early Childhood Education, Special Education, Home Economics, or a related field. (Must have at least six semester hours in child development.) ▪ At least one year of fulltime experience in a child development program, Head Start, child care, nursery school, kindergarten, child care licensing, special education, social service work with young children, or closely related work involving children ages 0 – 12 years.

State or Other Local Examples of Minimum Qualifications for Assessors

Program	Minimum Qualifications
<p>Arizona: Quality First! Assessor</p> <p>http://phoenix.jobing.com/Job_Details2.asp?JobID=4081090</p>	<ul style="list-style-type: none"> • Minimum of a Bachelor's degree in education, child or family development, social services or related field. • Minimum of two years' experience working as a teacher, trainer, or primary care provider in an early care and education setting with infants, toddlers and/or preschoolers preferably in early care and education settings. • Demonstrate an understanding of early childhood evaluations, observations and assessments. • Demonstrate knowledge of ITERS, ECERS-R, FCERS, CLASS and other assessment tools. • Achieve and maintain assessor/validator status as required by assessment tool. • Knowledge of ADHS and DES certified child care licensure standards.
<p>California: Qualified, Independent Assessor First 5 Alameda County</p> <p>http://www.ackids.org/files/employment/ORIS_Assessor_RFO_final.pdf</p>	<ul style="list-style-type: none"> • Demonstrate experience implementing valid and reliable assessments in center based and family child care settings • Have participated in Early Care Environmental Rating Scale training at least 3 days in duration within the past 5 years, and have achieved acceptable reliability to standards set by the authors of the tool and/or the Alameda County QRIS • Have experience administering environmental rating scales • Successfully achieve inter-rater reliability with other external assessors in the pool in accordance with set standards • Qualified CLASSTM assessors must hold current certification from Teachstone as a reliable CLASSTM assessor for the toddler and/or preschool CLASSTM • Demonstrate ability to work in culturally and linguistically diverse early care and education settings
<p>California: Environment Rating Scale and Classroom Assessment Scoring System (CLASS) Assessors First 5 Santa Barbara County</p> <p>http://first5santabarbaracounty.org/</p>	<ul style="list-style-type: none"> • Maintain on-going reliability in respective observational tool over the course of the contractual agreement. • Have a BA degree in early childhood education, child development or human development. • Have 3 years' experience in the field of Child Development as a teacher, director, or trainer. • Have experience in child care setting receiving state and federal funding and serving English language learners. Or, bilingual/ bi-literate – English/Spanish. <p>Preferred Environment Rating Scale Assessor (ERS) Candidates will:</p> <ul style="list-style-type: none"> • Have completed at least 6 hours of introductory training. • Conducted at least 3 independent ERS assessments within the past 3 years. It is preferred, but not required, that candidates: • Participated in an Environment Rating Scale training at least 3 days in duration within the past 5 years OR be available to complete training prior to conducting ERS classroom observations. • Trained to inter- rater reliability. • Have experience using the Branaugh ERS Data System. <p>Preferred CLASS Assessor Candidates will:</p> <ul style="list-style-type: none"> • Have completed the on-line Introduction to CLASS assessment training. • Completed the 2 day CLASS observation Training. • Conducted at least 3 independent CLASS assessments within the past 3 years. • Be certified in CLASS.

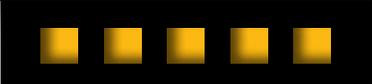
State or Other Local Examples of Minimum Qualifications for Assessors

Program	Minimum Qualifications
<p>Illinois: state- certified Assessors McCormick Center for Early Childhood Leadership</p>	<ul style="list-style-type: none"> • Bachelor's degree required, master's degree desired, in early childhood education or related field. • Knowledge of best practices in early childhood education. Experience working in an early childhood program. • Ability to relate to individuals from culturally diverse backgrounds. • Must be detail-oriented and have strong oral and written communication skills. • Must have a working knowledge of Microsoft Word, Excel, Internet access, and be comfortable using e-mail and entering data on a PC tablet. • Ability to speak Spanish a plus.
<p>Rhode Island: BrightStars Program Assessment Specialist Rhode Island: Association for the education of Young Children</p> <p>http://www.brightstars.org/</p>	<ul style="list-style-type: none"> • Bachelor's degree required. • Experience in data collection, program assessment, and/or evaluation. • Academic and/ or professional experience in the education field. • Must be highly-organized, detail-oriented, and able to multi-task. • Ability to interact professionally and respectfully in handling complex and sensitive customer relations. • Professional skill set for collaborating with members of a team. • Degree in early childhood or related field. • Bilingual English and Spanish speaker. • Education experience in quality child care program(s). • Knowledge of family child care or youth/school age education programs.
<p>CDA Professional Development Specialist Eligibility Requirements</p>	<p>EDUCATION</p> <ul style="list-style-type: none"> • MUST hold a minimum of a Baccalaureate or Associate degree from an accredited college or university in one of the following disciplines: <ul style="list-style-type: none"> - Early Childhood Education/Child Development - Elementary Education/Early Childhood Education - Home Economics/Child Development • The degree must include, at minimum, 18 semester or 24 quarter hours of coursework in Early Childhood Education/Child Development, studying children birth through 5 years. <p>EXPERIENCE</p> <ul style="list-style-type: none"> • Option 1: For those with a Baccalaureate degree, two years in a child care setting serving children from birth to 5 years of age to include: <ul style="list-style-type: none"> - One year working directly with children as a caregiver, teacher, child life worker, social worker, or similar role and one year facilitating the professional growth of at least one other adult. • Option 2: For those with an Associate degree, four years in a child care setting serving children from birth to 5 years of age, to include: <ul style="list-style-type: none"> - Two years working directly with children as a caregiver, teacher, child, life worker, social worker, or similar role and two years facilitating the professional growth of at least one other adult.



Below is a summary of requirements in four states that demonstrates the range of qualifications. Note that some states, such as Georgia, have different levels for specialists with associated requirements.

Minimum Qualifications: Sample Requirements	
Program	Minimum Qualifications
School's Out Washington, Pathway to Excellence, School Age Coach Position http://www.schoolsoutwashington.org/193/PathwaytoExcellenceProject.htm	<ul style="list-style-type: none">  Bachelor's degree in elementary education, secondary education, social work, counseling, recreation, or other related field  At least 3 years of experience in an education or youth-related field  Demonstrated experience in adult learning theory  Demonstrated experience and ability to work with multi-lingual/multicultural populations
California Early Childhood Mentor Program, Mentor Teachers http://www.ecementor.org/mentorQuickFactSheet.html	<ul style="list-style-type: none">  Completion of a college early care and education program <ul style="list-style-type: none"> • Degree or certificate • Student teaching component or CDA included  Two years of teaching experience  Eligibility for the master teacher level, or above, Child Development Permit <ul style="list-style-type: none"> • 24 early care and education units, including core courses • 16 general education units • 6 specialization units • 2 adult supervision units
Idaho STARS Mentor/Coaching Services, Mentor/Coaches http://idahostars.org/ForChildCareProviders/MentorCoachingServices.aspx	<ul style="list-style-type: none">  PhD, MA, BA (preferably in early care and education), AA, or CDA  Five years of experience  Two letters of reference  Background check  Orientation and courses
Georgia Early Care and Education Professional Development System for Bright Start, ECE Technical Assistance Providers, Specialist Level* *Georgia has three levels: Candidate, Associate, and Specialist. https://www.training.decal.ga.gov/bfts/technicalAssistanceProviders.do	<ul style="list-style-type: none">  Two or more years of experience providing technical assistance  Three or more years of work experience in early childhood education  Bachelor's degree in early childhood education, child development, or related field  Successfully completed the Art of Technical Assistance, including all course assignments and qualifying exam  Successfully completed a Technical Assistance Portfolio





QUALISTAR RATING™ CRITERIA CHART

1. Learning Environment	2. Family Partnerships	3. Training and Education	4. Adult-to-Child Ratios & Group Size	5. Program Accreditation
<p>Points are awarded based on average classroom scores on the ITERS-R© / ECERS-R© or FCCERS-R© Environment Rating Scale.</p> <p>Score for component: 0-10 points</p>	<p>Points are awarded based on how well programs communicate with, collaborate with, and involve families. Information is collected through family questionnaires and program documentation.</p> <p>Score for component: 0-10 points</p>	<p>Points are awarded to teachers, family child care providers, and center administrators based on their professional development level AND amount of experience, with criteria separated by position.</p> <p>Score for component: 0-10 points</p>	<p>Points are awarded based on the average adult-to-child ratio and group size in each classroom or family child care program.</p> <p>Score for component: 0-10 points</p>	<p>Points are awarded for receiving and maintaining national program accreditation through an approved organization.</p> <p>Score for component: 0 <u>OR</u> 2 points</p>

TOTAL QUALITY POINTS REQUIRED FOR EACH STAR LEVEL:

Please note: Program must earn at least 2 points on The Learning Environment component to receive a star level above Provisional.

Early Learning Programs and Family Child Care Programs

Provisional = 0 - 9 points OR Learning Environment score of 0

Star 1 = 10 - 17 points

Star 2 = 18 - 25 points

Star 3 = 26 - 33 points

Star 4 = 34 - 42 points

INDIVIDUAL COMPONENT SCORE REQUIREMENTS

Learning Environment (ITERS-R© / ECERS-R© / FCCERS-R©) Scores from all classrooms are averaged.

Average of Classroom Scores	Points
1.00 – 3.49	0
3.50 – 3.99	2
4.00 – 4.69	4
4.70 – 5.49	6
5.50 – 5.99	8
6.00 – 7.00	10

Early Childhood Environment Rating Scale—Revised Edition, by Thelma Harms, Richard M. Clifford, and Debby Cryer. (Teachers College Press, Copyright © 2005 by Thelma Harms, Richard M. Clifford, and Debby Cryer.) Used with permission of the publisher and the authors.

Infant/Toddler Environment Rating Scale—Revised Edition, by Thelma Harms, Debby Cryer, and Richard M. Clifford. (Teachers College Press, Copyright © 2006 by Thelma Harms, Richard M. Clifford, and Debby Cryer.) Used with permission of the publisher and the authors.

Family Child Care Environment Rating Scale—Revised Edition, by Thelma Harms, Ellen Vineberg Jacobs, and Donna Romano White. (Teachers College Press, Copyright © 2007 by Thelma Harms, Ellen Vineberg Jacobs, and Donna Romano White.) Used with permission of the publisher and the authors.

Family Partnerships

- a. To receive points on Family Partnerships:
 - i. For Family Child Care Programs: 75% of enrolled families must submit a completed questionnaire.
 - ii. For Early Learning Programs: 60% of enrolled families must submit a completed questionnaire.
- b. Family Questionnaire responses are tallied for each question.
 - i. 80% of families must answer that the program offers an activity to receive credit.
- c. To receive credit for family responses on the questionnaire, the program also needs to provide documentation that the activities on criteria 1 and 7 take place.
- d. A total of 48 raw points are possible to earn for the Family Partnerships component for early learning programs.
A total of 46 raw points are possible to earn for the Family Partnerships component for family child care programs.
 - i. 18 points can be earned from the Program Documentation Checklist.
 - ii. For early learning programs: 30 points can be earned from the Family Questionnaire.
 - iii. For family child care programs: 28 points can be earned from the Family Questionnaire.
- e. The Family Questionnaire points and the Program Documentation points are added together to achieve raw points which are scaled against the table below.

CENTERS

FAMILY CHILD CARE

Raw Points	Quality Points		Raw Points	Quality Points
0 - 33	0		0 - 31	0
34 - 38	4		32 - 36	4
39 - 43	8		37 - 41	8
44 - 48	10		42 - 46	10

INDIVIDUAL COMPONENT SCORE REQUIREMENTS

Family Partnerships, continued

f. The following are the requirements to earn points.

Criterion			
1. New families receive written information on: a. program philosophy b. policies c. procedures	5. The program provides opportunities for staff and families to get to know one another.	9. The program asks families about their child's activities, interests, and behavior at home. (asked on Family Questionnaire only)	13. Families feel that their concerns are taken seriously and that their questions are answered. (asked on Family Questionnaire only)
2. The program offers information on parenting practices and child development.	6. The program shares information with families regularly about their child's activities, interests, and behavior in the program. (asked on Family Questionnaire only)	10. Families have a variety of opportunities available to take part in their child's program. (asked on Family Questionnaire only)	14. Families are kept informed of changes in the program. (asked on Family Questionnaire only)
3. The program provides information and activities to families to extend children's learning experience at home.	7. Families receive information on their child's progress on a regular basis, using a formal mechanism such as a report or parent conference.	11. The program takes the time to get to know what a family's goals are for their children. (asked on Family Questionnaire only)	15. All staff members within the program communicate well with each other about needs of individual children. (asked on Family Questionnaire for early learning programs only)
4. The program provides information to families on community resources/activities	8. Families are included in planning and decision-making for the program.	12. Families understand how the program works to support their children's development and learning. (asked on Family Questionnaire only)	16. Families are asked to evaluate the program at least annually (in addition to the Qualistar Family Questionnaire). (asked on Program Documentation Checklist only)
			17. The program has a written plan for supporting program family partnerships that has stated goals / outcomes, a description of activities, and a time line. (asked on Program Documentation Checklist only)

INDIVIDUAL COMPONENT SCORE REQUIREMENTS

Training and Education

Please note:

All child care programs must turn in transcripts – diplomas, licenses and / or credentials must be submitted.

Administrators are considered those who provide supervision of staff and / or provide curriculum implementation support whether they are on or off site employees of the organization.

- a) Individuals are assigned points based on their professional development level if they have at least one year of full-time experience working in a child care setting or the equivalent of one year of full-time experience working in a child care setting.
- b) The total number of hours all teachers/providers in the program work are calculated, the total number of hours all administrators work are calculated or the total number of hours all home providers work are calculated.
- c) Each individual's hours worked are divided by the total number of hours worked by all persons in that position, to get a proportion of the time each person contributes to the program.
- d) Each individual's points are multiplied by the proportion of time they work in the program.
- e) All individual weighted points are added together to obtain overall child care programs points, overall administration points or home provider points.
- f) In Early Learning Programs, Teacher and Administrator points are added together to get overall Training and Education points

CENTERS: TEACHERS

Training and Education	Experience	Points
Less than 45 training hours over past 3 years	One year or more	0
45 training hrs. over past 3 years/ Non-credit CDA/ 3 ECE credits	One year or more	1
6 ECE credits/Montessori Certificate	One year or more	2
15 ECE credits	One year or more	3
30 ECE credits	One year or more	4
Associate's degree in ECE or Associate's degree in non-ECE field with 30 ECE credits	One year or more	5
Bachelor's/Master's/Ph.D. degree in non-ECE field	One year or more	6
Bachelor's/Master's/Ph.D. degree in ECE OR Bachelor's/Master's/Ph.D. in non-ECE field with 30 ECE credits	One year or more	7

CENTERS: ADMINISTRATORS

Training and Education	Experience	Points
Less than an associate's degree	One year or more	0
Associate's degree in ECE or any A.A. degree with at least 30 ECE credits	One year or more	1
Bachelor's degree in ECE or any B.A. degree with at least 30 ECE credits	One year or more	2
Master's degree/Ph.D. in ECE or M.A./M.S./Ph.D. with at least 30 ECE credits	One year or more	3

INDIVIDUAL COMPONENT SCORE REQUIREMENTS

Training and Education, continued

FAMILY HOMES:

Training and Education	Experience	Points
Less than 45 training hours over past 3 years	One year or more	0
45 training hours over past 3 years / Non-credit CDA / 3 ECE credits	One year or more	1
6 ECE credits / Montessori Certificate	One year or more	2.5
15 ECE credits	One year or more	4
24 ECE credits	One year or more	5.5
Associate's degree in ECE or Associate's degree in non-ECE field with 24 ECE credits	One year or more	7
Bachelor's / Master's / Ph.D. degree in non-ECE field	One year or more	8.5
Bachelor's / Master's / Ph.D. degree in ECE OR Bachelor's / Master's / Ph.D. in non-ECE field with 24 ECE credits	One year or more	10

Adult: Child Ratios / Group Size:

- a. Counts:
 - i. Full Day Centers / Family Homes: 8 Ratio / Group Size counts are taken
 - ii. Part Day Centers / Family Homes: 4 Ratio / Group Size counts are taken
- b. Each count is awarded points based on the adult: child ratio and group size for the specific age group (where 50% of the children fall) from the chart below.
- c. Ratio points and group size points are added respectively and divided by the number of counts taken to determine the average for the classroom.
- d. If a classroom receives 0 points on 1 count, the overall score will drop 2 points. If a classroom receives 0 points on MORE than 1 count, the overall score for that classroom will be 0.
- e. The average group size and ratio points for each classroom are added together respectively and divided by the total number of classrooms to achieve a program's average group size points and ratio points.
- f. The program's average ratio points and average group size points are added to achieve the Ratio/Group Size component points.

Exceptions (CENTERS Only):

- If 20% or more of children are 23 months or younger, the ratio required for the youngest age group within that 20% will be applied.
- If 50% or more of the children in a room are 72 months or older, the ratio required for the youngest child in the group will be applied, regardless of the percentage of the total they represent.

INDIVIDUAL COMPONENT SCORE REQUIREMENTS

Ratios/Group Size, continued

CENTERS:

Points Assigned	0-17 Months	18-23 Months	24-35 Months	36-47 Months	48-71 Months
Adult : Child Ratio					
0 points	1:6+	1:6+	1:8+	1:11+	1:13+
4 points	1:5	1:5	1:7	1:10	1:12
6 points	1:4	1:4	1:6	1:9	1:10
8 points	1:3	1:3	1:5	1:8	1:8
Group Size					
0 points	7+	7+	11+	17+	17+
1 point	6	6	10	16	16
2 points	1-5	1-5	1-9	1-15	1-15

FAMILY HOMES:

Points	Ratios:
8	1:6 children 2 to 13 years (no children under 2 years).
8	1:5 children 0 to 13 years, no more than 2 children under 2 years.
7	1:8 children 2 to 13 years, at least 2 school age children (no children under 2 years).
7	1:7 children 0 to 13 years, at least 2 school age children, no more than 2 children under 2 years.
6	1:6 children 0 to 6 years, no more than 2 children under 2 years (no school age).
6	1:4 children 0 to 13 years, 3 or 4 children under 2 years.
5	1:8 children 0 to 13 years, at least 2 school age children, no more than 2 children under 2 years.
5	1:6 children 0 to 13 years, no more than 3 children under 2 years.
	Group Size
2	10 children, at least 2 school age children, none under 2 years.
2	6 children, any under 2 years.
1	12 children, at least 2 school age children, none under 2 years.
1	8 children, any under 2 years.

Program Accreditation: If accrediting organization is recognized and certificate is active, 2 points are awarded.

ARKANSAS BETTER BEGINNINGS – CENTER-BASED REQUIREMENTS

All facilities must be in good standing with the Department of Human Services.

COMPONENTS	LEVEL 1	LEVEL 2 Must meet all requirements for Level 1	LEVEL 3 Must meet all requirements for Level 1 and Level 2
Administration	<p>1.A.1 Administrator attends “PAS Basics” training.</p>	<p>2.A.1 A program review is completed by a certified PAS assessor.</p> <p>2.A.2 Administrator reviews the Strengthening Families website, webinar or receives training in the Strengthening Families Initiative.</p>	<p>3.A.1 The facility scores an average of 4.00 or higher on PAS items 1-21 (items 5 and 6 scored, but not included in average).</p> <p>3.A.2 Administrator completes Strengthening Families online self-assessment for 3 or more Strategies.</p> <p>3.A.3 Facility develops a Strengthening Families action plan and implements at least 1 action step.</p>
Administrator/ Staff Qualifications/ Professional Development	<p>Qualifications</p> <p>1.B.1 Administrator and teaching staff are members of the TAPP Registry and/or the ADE Registry.</p> <p>1.B.2 Administrator meets requirements for TAPP Foundation 3 or higher, including 21 clock hours of training in program planning/management and/or leadership.</p> <p>1.B.3 Within the first year of employment all staff meet requirements for TAPP Foundation 1 or higher.</p> <p>Professional Development</p> <p>1.B.4 Administrator completes an ERS training.</p> <p>1.B.5 Administrator completes training on developmentally appropriate physical activities for children.</p>	<p>Qualifications</p> <p>2.B.1 Administrator and teaching staff maintain membership in the TAPP Registry and/or ADE Registry.</p> <p>2.B.2 Administrator meets requirements for TAPP Intermediate 1 or higher, including 30 clock hours of training in program planning/management and/or leadership.</p> <p>2.B.3 Within the first year of employment all staff meet requirements for TAPP Foundation 1 or higher and at least 50% of teaching staff meet requirements for TAPP Foundation 2 or higher.</p> <p>Professional Development</p> <p>2.B.4 All administrators and teaching staff participate annually in 20 clock hours of approved professional development; for administrators, at least 3 clock hours must be in program planning/management and/or leadership.</p>	<p>Qualifications</p> <p>3.B.1 Administrator meets requirements for TAPP Intermediate 1 or higher, including 45 clock hours of training in program planning/management and/or leadership.</p> <p>3.B.2 Within the first year of employment all staff meet requirements for TAPP Foundation 1 or higher and at least 50% of teaching staff meet requirements for TAPP Foundation 3 or higher.</p> <p>Professional Development</p> <p>3.B.3 All administrators and teaching staff participate annually in 25 clock hours of approved professional development; for administrators, at least 4 clock hours must be in program planning/management and/or leadership.</p>

<u>COMPONENTS</u>	LEVEL 1	LEVEL 2 Must meet all requirements for Level 1	LEVEL 3 Must meet all requirements for Level 1 and Level 2
		<p>2.B.5 At least 50% of teaching staff complete “Framework Basics” training; school age staff should complete “Developmental Assets Training.”</p> <p>2.B.6 All administrative staff and 50% of teaching staff complete an ERS training; if facility is using YPQA school age staff should complete YPQA training.</p> <p>2.B.7 Administrator and kitchen manager (if applicable) participate annually in at least 2 clock hours of training on nutrition for children.</p>	
Learning Environment	<p>1.C.1 A developmentally appropriate daily program schedule is posted in each classroom/program area.</p> <p>1.C.2 Staff develop and implement written daily plans for each group.</p>	<p>2.C.1 All classrooms/program spaces have a minimum of two (2) clearly defined interest centers.</p> <p>2.C.2 Written daily plans for each group include all areas of development as defined in the Arkansas Early Childhood Education Framework or the Arkansas Framework for Infant and Toddler Care.</p> <p>2.C.3 Staff plan and implement daily developmentally appropriate physical activities for all children.</p>	<p>3.C.1 All classrooms/program spaces have a minimum of three (3) clearly defined interest centers.</p> <p>3.C.2 Staff maintain a portfolio for each child.</p> <p>3.C.3 Facility develops a current written curriculum plan and daily plans that include learning goals for children</p>
Environmental Assessment	<p>1.D.1 Facility completes a self-evaluation using applicable approved environment rating tools (ERS or YPQA).</p>	<p>2.D.1 Facility scores an average of 3.00 or higher on the ERS for each classroom reviewed; classrooms reviewed with YPQA must score an average of 3.00 or higher.</p>	<p>3.D.1 Facility scores an average of 4.00 or higher on the ERS for each classroom reviewed; classrooms reviewed with YPQA must score an average of 3.75 or higher.</p>
Child Health & Development	<p>1.E.1 Facility documents distribution of ARKids First information to families of uninsured children.</p> <p>1.E.2 Facility shares with families information on child development and on children’s health.</p> <p>1.E.3 Any medical and educational care plans involving a child are written and on file, and implementation is documented while maintaining confidentiality.</p>	<p>2.E.1 Facility shares with families information regarding medical homes for children.</p> <p>2.E.2 Facility shares with families information regarding stages of development for children.</p>	<p>3.E.1 Facility shares with families information on nutrition and physical activity for children.</p>

ARKANSAS BETTER BEGINNINGS – FAMILY CHILD CARE REQUIREMENTS

All facilities must be in good standing with the Department of Human Services.

COMPONENTS	LEVEL 1	LEVEL 2 Must meet all requirements for Level 1 <i>Registered facilities must meet licensing ratios</i>	LEVEL 3 Must meet all requirements for Level 1 Level 2 <i>Facility must be licensed</i>
Administration	<p>1.A.1 Primary caregiver attends “BAS Basics” training.</p>	<p>2.A.1 A program review is completed by a certified BAS assessor.</p> <p>2.A.2 Primary caregiver reviews Strengthening Families website, webinar, or receives training in the strengthening families initiative.</p>	<p>3.A.1 Facility scores an average of 4.00 or higher on BAS items 2-10 (item 2 is scored, but not included in average).</p> <p>3.A.2 Primary caregiver completes Strengthening Families online self-assessment for 3 or more strategies.</p> <p>3.A.3 Primary caregiver develops a Strengthening Families action plan and implements at least 1 action step.</p>
Provider/ Staff Qualifications/ Professional Development	<p><u>Qualifications</u></p> <p>1.B.1 Primary and secondary caregivers are members of the TAPP Registry and/or ADE Registry.</p> <p>1.B.2 Primary caregiver meets requirements for TAPP Foundation 2 or higher.</p> <p><u>Professional Development</u></p> <p>1.B.3 Primary caregiver completes an ERS training.</p> <p>1.B.4 Primary caregiver completes training on developmentally appropriate physical activities for children.</p>	<p><u>Qualifications</u></p> <p>2.B.1 All caregivers maintain membership in the TAPP Registry and/or ADE Registry.</p> <p>2.B.2 Primary caregiver meets requirements for TAPP Foundation 3 or higher.</p> <p>2.B.3 Within the first year of employment at least 50% of secondary caregivers meet requirements for TAPP Foundation 1 or higher.</p> <p><u>Professional Development</u></p> <p>2.B.4 Primary caregiver participates annually in 20 clock hours of approved professional development.</p> <p>2.B.5 Primary caregiver completes “Framework Basics” training.</p> <p>2.B.6 Primary caregiver participates annually in at least 2 clock hours of training on nutrition for children.</p>	<p><u>Qualifications</u></p> <p>3.B.1 Primary caregiver meets requirements for TAPP Foundation 3 or higher and has an additional 15 clock hours.</p> <p>3.B.2 Within the first year of employment all secondary caregivers meet requirements for TAPP Foundation 1 or higher and at least 50% of secondary caregivers are at TAPP Foundation 2 or higher.</p> <p><u>Professional Development</u></p> <p>3.B.3 Primary caregiver participates annually in 25 clock hours of approved professional development.</p>

<u>COMPONENTS</u>	LEVEL 1	LEVEL 2 Must meet all requirements for Level 1 <i>Registered facilities must meet licensing ratios</i>	LEVEL 3 Must meet all requirements for Level 1 Level 2 <i>Facility must be licensed</i>
Learning Environment	<p>1.C.1 A developmentally appropriate daily program schedule is posted in each program area.</p> <p>1.C.2 Caregivers develop and implement written daily plans for each group.</p>	<p>2.C.1 Program spaces have a minimum of two (2) clearly defined interest centers.</p> <p>2.C.2 Written daily plans for each group include all areas of development as defined in the Arkansas Early Childhood Education Framework or the Arkansas Framework for Infant and Toddler Care.</p> <p>2.C.3 Caregivers plan and implement daily developmentally appropriate physical activities for all children.</p>	<p>3.C.1 Program spaces have a minimum of three (3) clearly defined interest centers.</p> <p>3.C.2 Caregivers maintain a portfolio for each child.</p> <p>3.C.3 Facility develops a current written curriculum plan and daily plans that include learning goals for children.</p>
Environmental Assessment	<p>1.D.1 Facility completes a self-evaluation using the FCCERS.</p>	<p>2.D.1 Facility scores an average of 3.00 or higher on the FCCERS.</p>	<p>3.D.1 Facility scores an average of 4.00 or higher on the FCCERS.</p>
Child Health & Development	<p>1.E.1 Facility documents distribution of ARKids First information to families of uninsured children.</p> <p>1.E.2 Facility shares with families information on child development and on children’s health.</p> <p>1.E.3 Any medical and educational care plans involving a child are written and on file, and implementation is documented while maintaining confidentiality.</p>	<p>2.E.1 Facility shares with families information regarding medical homes for children.</p> <p>2.E.2 Facility shares with families information regarding stages of development for children.</p>	<p>3.E.1 Facility shares with families information on nutrition and physical activity for children.</p>

ARKANSAS BETTER BEGINNINGS – SCHOOL-AGE REQUIREMENTS

All facilities must be in good standing with the Department of Human Services.

COMPONENTS	LEVEL 1	LEVEL 2 Must meet all requirements for Level 1	LEVEL 3 Must meet all requirements for Level 1 and Level 2
Administration	<p>1.A.1 Administrator attends “PAS Basics” training.</p>	<p>2.A.1 A program review is completed by a certified PAS assessor.</p> <p>2.A.2 Administrator reviews Strengthening Families website, webinar, or receives training in the strengthening families initiative.</p>	<p>3.A.1 Facility scores an average of 4.00 or higher on PAS items 1-21 (items 5 and 6 scored, but not included in average; items 10 and 11 not scored).</p> <p>3.A.2 Administrator completes Strengthening Families online self-assessment for 3 or more Strategies.</p> <p>3.A.3 Facility develops a Strengthening Families action plan and implements at least 1 action step.</p>
Administrator/ Staff Qualifications/ Professional Development	<p><u>Qualifications</u></p> <p>1.B.1 Administrator and teaching staff are Members of the TAPP Registry and/or ADE Registry.</p> <p>1.B.2 Administrator meets requirements for TAPP Foundation 3 or higher, including 21 clock hours of training in program planning/management and/or leadership.</p> <p>1.B.3 Within the first year of employment all staff meet requirements for TAPP Foundation 1 or higher.</p> <p><u>Professional Development</u></p> <p>1.B.4 Administrator completes an ERS or YPQA Training.</p> <p>1.B.5 Administrator completes training on developmentally appropriate physical activities for children/youth.</p>	<p><u>Qualifications</u></p> <p>2.B.1 Administrator and teaching staff maintain membership in the TAPP Registry and/or ADE Registry.</p> <p>2.B.2 Administrator meets requirements for TAPP Intermediate 1 or higher, including 30 clock hours of training in program planning/management and/or leadership.</p> <p>2.B.3 Within the first year of employment all staff meet requirements for TAPP Foundation 1 or higher and at least 50% of teaching staff meet requirements for TAPP Foundation 2 or higher.</p> <p><u>Professional Development</u></p> <p>2.B.4 All administrators and teaching staff participate annually in 20 clock hours of approved professional development; for administrators, at least 3 clock hours must be in program planning/management and/or leadership.</p> <p>2.B.5 At least 50% of teaching staff complete “Developmental Assets Basics” training.</p>	<p><u>Qualifications</u></p> <p>3.B.1 Administrator meets requirements for TAPP Intermediate 1 or higher, including 45 clock hours of training in program planning/management and/or leadership.</p> <p>3.B.2 Within the first year of employment all staff meet requirements for TAPP Foundation 1 or higher and at least 50% of teaching staff meet requirements for TAPP Foundation 3 or higher.</p> <p><u>Professional Development</u></p> <p>3.B.3 All administrators and teaching staff participate annually in 25 clock hours of approved professional development; for administrators, at least 4 clock hours must be in program planning/management and/or leadership.</p>

COMPONENTS	LEVEL 1	LEVEL 2 Must meet all requirements for Level 1	LEVEL 3 Must meet all requirements for Level 1 and Level 2
		<p>2.B.6 All administrative staff and 50% of teaching staff complete an ERS or YPQA training.</p> <p>2.B.7 Administrator and kitchen manager (if applicable) participate annually in at least 2 clock hours of training on nutrition for children/youth.</p>	
Learning Environment	<p>1.C.1 A developmentally appropriate daily program schedule is posted in each classroom/program area.</p> <p>1.C.2 Staff develop and implement written daily plans for each group.</p>	<p>2.C.1 All classrooms/program spaces have a minimum of two (2) clearly defined interest centers if not utilizing single-use spaces. <i>Single use spaces are exempt from this requirement as long as other program spaces are available to allow for other interest center activities</i></p> <p>2.C.2 Written daily plans for each group include the Developmental Assets concepts.</p> <p>2.C.3 Staff plan and implement daily developmentally appropriate physical activities for all children/youth.</p>	<p>3.C.1 All classrooms/program spaces have a minimum of three (3) clearly defined interest centers if not utilizing single-use spaces. <i>Single use spaces are exempt from this requirement as long as other program spaces are available to allow for other interest center activities</i></p> <p>3.C.2 Staff maintain a portfolio for each child/youth.</p> <p>3.C.3 Facility develops a current written curriculum plan and daily plans that include links to ADE K-12 frameworks.</p>
Environmental Assessment	<p>1.D.1 Facility completes a self-evaluation using an applicable approved environment rating tool (SACERS or YPQA).</p>	<p>2.D.1 Facility scores an average of 3.00 or higher on the SACERS or scores 3.00 or higher on the YPQA for each classroom/program space reviewed.</p>	<p>3.D.1 Facility scores an average of 4.00 or higher on the SACERS or scores 3.75 or higher on the YPQA for each classroom/program space reviewed.</p>
Child/Youth Health & Development	<p>1.E.1 Facility documents distribution of ARKids First information to families of uninsured children/youth.</p> <p>1.E.2 Facility shares with families information on child/youth development and on children's/youth health.</p> <p>1.E.3 Any medical and educational care plans involving a child/youth are written and on file, and implementation is documented while maintaining confidentiality.</p>	<p>2.E.1 Facility shares with families information regarding medical homes for children/youth.</p> <p>2.E.2 Facility shares with families information regarding child/youth development.</p>	<p>3.E.1 Facility shares with families information on nutrition and physical activity for children/youth.</p>

Louisiana Quality Start Child Care Rating System

**Combination Block (4 Components) & Points (2 Components Plus Quality Point) Model
5 Levels of Stars**

To be awarded One Star, the child care program shall have a license to operate and comply with standards as defined in LA Administrative Code, Title 67, Chapter 73, Sections 7301 - 7350. A selection of the licensing standards in the component areas is listed below.

ONE STAR			
ADMINISTRATION PRACTICES	FAMILY & COMMUNITY INVOLVEMENT	PROGRAM	STAFF QUALIFICATIONS
<p>Written center policies and procedures including:</p> <ul style="list-style-type: none"> • center’s policies and practices • emergency and evacuation procedures • admission policy • daily schedule • complaint procedure • open door policy • non-discrimination policy • abuse/neglect policy • discipline policy • job descriptions • quarterly staff session/meeting 	<p>Parent consultation prior to enrollment.</p> <p>Director makes the center’s policies and procedures available to the parent.</p> <p>Parent permitted to visit the center anytime during regular hours as long as child is enrolled.</p>	<p>Ratios</p> <p>0-12 months, 1:5 1 year, 1:7 2 years, 1:11 3 years, 1:13 4 years, 1:15 5 years, 1:19</p> <p>Other requirements in regulations.</p>	<p>Director</p> <ol style="list-style-type: none"> 1. On-site full-time director who is at least 21 years old. 2. Meet director qualifications in LA Administrative Code, Title 67, Chapter 73, Section 7311 <p>Teacher</p> <ol style="list-style-type: none"> 1. 18 years or older 2. Within one week of employment staff receive orientation, with content as specified, followed by four days of supervised work with children. 3. Complete required annual clock hours of approved training. 4. Meet staff qualifications as identified in LA Administrative Code. Title 67, Chapter 73, Section 7311

TWO STARS

Meet all the standards for One Star, have been in operation for six (6) months, and meet the following:

ADMINISTRATION PRACTICES	FAMILY & COMMUNITY INVOLVEMENT	PROGRAM	STAFF QUALIFICATIONS ¹
<ol style="list-style-type: none"> 1. Written personnel policies including hours of operation, dress code, use of telephone, and schedule. 2. Job descriptions on file and provided to all staff that include a list of qualifications. 3. Provide one staff benefit from the list of options below for all full-time staff. <p>Staff benefit options:</p> <ul style="list-style-type: none"> • employee health insurance or comparable health benefits • paid annual leave • paid sick leave • paid holidays • child care benefit/discount • bonus based on merit/achievement or education • retirement compensation • annual pay increases based on merit • tuition reimbursement and/or other related educational expenses such as books, travel, fees, substitutes • differential shift pay • flextime • professional association membership fee paid 	<ol style="list-style-type: none"> 1. Parent provided a pre-enrollment visit and center tour. 2. Give every parent enrolling a child a list of community resources including, but not limited to: <ul style="list-style-type: none"> • LaCHIP • Medicaid • Child Care Assistance • housing assistance • SNAP assistance • Information on a child's medical home 	<ol style="list-style-type: none"> 1. Make four of the following activity areas available daily: <ul style="list-style-type: none"> • art and creative play • children's books • blocks and block building • manipulatives • family living and dramatic play 2. Complete a self assessment of the center's program and develop a Center Improvement Plan. 	<p><i>Directors and teachers must join and maintain a record with the Louisiana Pathways Child Care Career Development System. Director must attend three hours of Introduction to ERS training.</i></p> <p>Director (on site)</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administration ³ and 3. One year of experience in teaching young children in an early childhood program. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development.² <p>Teacher</p> <ol style="list-style-type: none"> 1. 75% of lead teachers must meet one of the following: <ul style="list-style-type: none"> • Complete a three semester hour credit course in the care of young children or child development² from a list of approved courses, or • Enroll in the course and complete within one year of employment

¹Staff Qualifications

Director – An administrator who meets the director qualifications as outlined in Louisiana Administrative Code, Title 67, Chapter 73, Section 7311 and is on site a minimum of 30 hours per week during operating hours when children are present at a specific center.

Assistant Directors - for centers with an enrollment of 101 or more, there must be a second director on site for a minimum of 20 hours per week.

Lead Teacher - a teacher who has primary responsibility for a designated classroom that can be assessed using the ITERS-R/ECERS-R, including planning and supervision, and spends at least 25 hours a week in that classroom. All classrooms must have a lead teacher.

Assistant Teachers – any staff who cares for children in a classroom setting that can be assessed using the ITERS-R/ECERS-R and works at least 16 hours per week in the center.

² The following may be substituted to meet this requirement of three semester hour credits in the care of young children or child development:

- a CDA, **or**
- have approved high school child development courses, **or**
- have five years of full-time experience in an early childhood program, **or**
- have completed a Child Care Assistant Teacher 1 LA Pathways Classroom Certificate

The following may be used to meet the requirement of up to six semester hour credits in the care of young children or child development:

- CDA, **or**
- have completed a Child Care Assistant Teacher 2 LA Pathways Classroom Certificate

An individual may use the above substitutions to meet the requirements for **a maximum of** six semester hour credits.

³ The following may be substituted to meet the requirement for three semester hour credits in administration:

- LA Pathways Administrator Certificate, **or**
- National Administrator Credential (NAC), **or**
- Three years experience in administration, **or**
- a combination of one year in administration experience and four years in teaching young children in an early childhood program

NOTE: For director's qualifications, experience in teaching young children and/or administration may only be substituted one time. At the next Quality Start review, the necessary educational requirement (credits in the care of young children or child development or credits in administration) must be met.

POINT STANDARDS FOR PROGRAMS SEEKING THREE, FOUR, AND FIVE STARS

After achieving Two Stars, a program may decide to meet the requirements for a higher star rating. To do this, a center must maintain all requirements of the Two Star rating and earn points in Program and Staff Qualifications by meeting the requirements listed below.

At least one point must be earned in both Program and Staff Qualifications. The Quality Point may also be earned (refer to page 9).

The total number of points will determine the star rating awarded to the center.

Total Number of Points	Star Rating
3 - 5 points	Three Stars
6 - 9 points	Four Stars
10 - 11 points	Five Stars

PROGRAM													
Points	Criteria												
1	An average of 3.75 on the designated social-emotional subscale of the Environment Rating Scales (ERS) ⁴ , with no one classroom score lower than 3.0 on the social-emotional subscale.												
2	An average of 4.0 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.0 on the social-emotional subscale.												
3	<p>1. An average of 4.25 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.25 on the social-emotional subscale.</p> <p>2. Staff : Child Ratio and Group Size</p> <table border="1"> <tr> <td>0 - 12 months</td> <td>1:4, 8</td> <td>25 – 36 months</td> <td>1:8, 16</td> <td>4 yrs</td> <td>1:12, 24</td> </tr> <tr> <td>13 – 24 months</td> <td>1:6, 12</td> <td>3 yrs</td> <td>1:10, 20</td> <td>5 yrs</td> <td>1:15, 30</td> </tr> </table> <p>3. Written transition procedures for children moving within a program or to other programs or beginning school.</p>	0 - 12 months	1:4, 8	25 – 36 months	1:8, 16	4 yrs	1:12, 24	13 – 24 months	1:6, 12	3 yrs	1:10, 20	5 yrs	1:15, 30
0 - 12 months	1:4, 8	25 – 36 months	1:8, 16	4 yrs	1:12, 24								
13 – 24 months	1:6, 12	3 yrs	1:10, 20	5 yrs	1:15, 30								
4	<p>1. An average of 4.5 on the designated social-emotional subscale of the ERS, with no one classroom score lower than 3.5 on the overall ERS.</p> <p>2. Complete screening for social-emotional development with instrument from recommended list for all children (0-5 yrs.) within 45 calendar days of enrollment and annually thereafter. Conference with parents to review results and provide a list of community resources.</p> <p>3. Staff : Child Ratio and Group Size</p> <table border="1"> <tr> <td>0 - 12 months</td> <td>1:4, 8</td> <td>25 – 36 months</td> <td>1:8, 16</td> <td>4 yrs</td> <td>1:12, 24</td> </tr> <tr> <td>13 – 24 months</td> <td>1:6, 12</td> <td>3 yrs</td> <td>1:10, 20</td> <td>5 yrs</td> <td>1:15, 30</td> </tr> </table> <p>4. Written transition procedures for children moving within a program or to other programs or beginning school.</p>	0 - 12 months	1:4, 8	25 – 36 months	1:8, 16	4 yrs	1:12, 24	13 – 24 months	1:6, 12	3 yrs	1:10, 20	5 yrs	1:15, 30
0 - 12 months	1:4, 8	25 – 36 months	1:8, 16	4 yrs	1:12, 24								
13 – 24 months	1:6, 12	3 yrs	1:10, 20	5 yrs	1:15, 30								
5	<p>1. An average of 5.0 on the overall ERS, with no one classroom score lower than 4.0 on the overall ERS.</p> <p>2. Complete screening for social-emotional development with instrument from recommended list for all children (0-5 yrs.) within 45 calendar days of enrollment and annually thereafter. Conference with parents to review results and provide a list of community resources.</p> <p>3. Provide a plan for continuity of care for all children 0-36 months of age.</p> <p>4. Implementation of Louisiana’s Early Learning Guidelines and Program Standards: Birth through Three (DSS October 2006), and Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, 2003).</p> <p>5. Staff : Child Ratio and Group Size</p> <table border="1"> <tr> <td>0 - 24 months</td> <td>1:4, 8</td> <td>3 yrs</td> <td>1:8, 16</td> <td>5 yrs</td> <td>1:10, 20</td> </tr> <tr> <td>2 yrs</td> <td>1:6, 12</td> <td>4 yrs</td> <td>1:10, 20</td> <td></td> <td></td> </tr> </table>	0 - 24 months	1:4, 8	3 yrs	1:8, 16	5 yrs	1:10, 20	2 yrs	1:6, 12	4 yrs	1:10, 20		
0 - 24 months	1:4, 8	3 yrs	1:8, 16	5 yrs	1:10, 20								
2 yrs	1:6, 12	4 yrs	1:10, 20										

⁴ For the purpose of this document, the designated social-emotional subscale of the ERS is defined as consisting of the following subscales:

- ITERS-R - Listening and Talking, Interaction and Program Structure;
- ECERS-R - Language-Reasoning, Interaction and Program Structure.

STAFF QUALIFICATIONS

Points	Criteria
1	<p><i>All lead teachers and directors complete training in Louisiana’s Early Learning Guidelines and Standards which encompasses information from Louisiana’s Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).</i></p> <p>Director (on site)</p> <ol style="list-style-type: none"> Six semester hour credits in the care of young children or child development ² and Three semester hour credits in administrative coursework ³ and One year of experience teaching young children in an early childhood program. <p>Assistant Director</p> <p>Three semester hour credits in the care of young children or child development. ²</p> <p>Lead Teacher</p> <p>All lead teachers must complete three semester hour credits in the care of young children or child development from a list of approved courses ² or enroll in the course and complete the course within one year of employment.</p> <p>Assistant Teacher</p> <p>Fifty percent of assistant teachers must have completed or be enrolled in three semester hour credits in the care of young children or child development ² and complete the course within one year of employment.</p>
2	<p><i>All teachers and directors complete training in Louisiana’s Early Learning Guidelines and Standards which encompasses information from Louisiana’s Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).</i></p> <p>Director</p> <ol style="list-style-type: none"> Nine semester hour credits in the care of young children or child development ² and Three semester hour credits in administrative coursework ³ and One year of teaching experience and one year teaching or administrative experience in an early childhood program. <p>Assistant Director</p> <ol style="list-style-type: none"> Three semester hour credits in the care of young children or child development ² and Three semester hour credits in administrative coursework ³ and One year of experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> Seventy-five percent of lead teachers must have completed six semester hour credits in the care of young children or child development ² from a list of approved courses or have completed three semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment, and One year of full-time experience in an early childhood setting. <p>Assistant Teacher</p> <p>Fifty percent of assistant teachers must have completed or be enrolled in three semester hour credits in the care of young children or child development ² and complete the course within one year of employment.</p>

	<p><i>Director and all teachers complete training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).</i></p> <p>Director</p> <ol style="list-style-type: none"> 1. Twelve semester hour credits in the care of young children or child development ² and 2. Six semester hour credits of administrative coursework ³ and 3. Three years of experience in an early childhood setting as follows: At least one year of teaching experience and at least one year of administrative experience and one year of either teaching or administrative experience. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 4. One year of experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> 1. Seventy-five percent of lead teachers must have completed nine semester hour credits in the care of young children or child development from a list of approved courses or have completed six semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment, and 2. One year of full-time experience in an early childhood setting. <p>Assistant Teacher</p> <p>Fifty percent of assistant teachers must have completed three semester hour credits in the care of young children or child development.²</p>
<p>3</p>	<p><i>Directors and all teachers complete training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).</i></p> <p>Director</p> <ol style="list-style-type: none"> 1. Fifteen semester hour credits in the care of young children or child development ² and 2. Six semester hour credits of administrative coursework ³ and 3. Four years of experience in an early childhood setting as follows: At least one year of teaching experience and at least one year of administrative experience and two years of either teaching or administrative experience. <p>Assistant Director</p> <ol style="list-style-type: none"> 1. Three semester hour credits in the care of young children or child development ² and 2. Three semester hour credits in administrative coursework ³ and 4. One year of experience in teaching young children in an early childhood program. <p>Lead Teacher</p> <ol style="list-style-type: none"> 1. Seventy-five percent of lead teachers must have completed 12 semester hour credits in the care of young children or child development from a list of approved courses or have completed nine semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment, and 2. Two years of full-time experience in an early childhood setting. <p>Assistant Teacher</p> <p>All assistant teachers must have completed three semester hour credits in the care of young children or child development.²</p>

Directors and all teachers complete training in Louisiana's Early Learning Guidelines and Standards which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: **Birth through Three (DCFS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-Old Children (DOE, June 2003).**

Director

1. Associate's degree in the care of young children, child development or related field, with specific coursework in infant-toddler care and the care of exceptional children or equivalent such as Director III LA Pathways, **and**
2. Six semester hour credits of administrative coursework ³ **and**
3. Five years of experience in an early childhood setting as follows: At least one year of teaching experience and at least one year of administrative experience, and three years of either teaching or administrative experience.

Assistant Director

- 5
1. Six semester hour credits in the care of young children or child development ² **and**
 2. Three semester hour credits in administration ³ **and**
 3. One year of experience in teaching young children in an early childhood program.

Lead Teacher

1. All lead teachers must have six semester hour credits in the care of young children or child development ² from a list of approved courses, **and**
2. Seventy-five percent of lead teachers must have completed 15 semester hour credits in the care of young children or child development ² from a list of approved courses or have completed 12 semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment, **and**
3. Two years of full-time experience in an early childhood setting for all teachers.

Assistant Teacher

All assistant teachers must have completed six semester hour credits in the care of young children or child development or have completed three semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework ² and complete the course within one year of employment.

² The following may be substituted to meet this requirement of three semester hour credits in the care of young children or child development:

- a current CDA, **or**
- have approved high school child development courses or have five years of full-time experience in an early childhood program, **or**
- have completed a Child Care Assistant Teacher 1 LA Pathways Classroom Certificate

The following may be used to meet the requirement of up to six semester hour credits in the care of young children or child development:

- current CDA, **or**
- have completed a Child Care Assistant Teacher 2 LA Pathways Classroom Certificate

An individual may use the above substitutions to meet the requirements for a maximum of six semester hour credits.

³ The following may be substituted to meet the requirement for three semester hour credits in administration:

- LA Pathways Administrator Certificate, **or**
- National Administrator Credential (NAC), **or**
- three years of experience in administration, **or**
- a combination of one year in administration experience and four years in teaching young children in an early childhood program

NOTE: For director qualification: Experience in teaching young children or administration may only be substituted one time. At the next Quality Start review, the necessary educational requirement (credits in the care of young children or child development or credits in administration) must be met.

Quality Point

An additional Quality Point can be earned by meeting additional requirements in both the Administration Practices and the Family and Community Involvement areas.

QUALITY POINT	
Points	Criteria
1	<p>Administration Practices - meet three requirements below:</p> <ol style="list-style-type: none"> 1. Provide four of the benefits from the list of options below for all full time staff 2. Include grievance procedure and a professional conduct code for staff in written personnel policies 3. Pay scale based on education, experience, responsibilities and merit 4. Provide training to staff on cultural sensitivity 5. Written parent and staff confidentiality policy and provide training to staff <p>AND</p> <p>Family and Community Involvement - meet four requirements below:</p> <ol style="list-style-type: none"> 1. Director or assistant director participates annually in a least two director’s meetings provided by the resource and referral agency 1. Provide a complaint process for parents 2. Offer opportunity for a formal parent/teacher conference meeting annually 3. Provide an expanded list of local community resources to parents annually including, but not limited to, LaCHIP, Medicaid, Child Care Assistance, housing assistance, SNAP assistance and information on a child’s medical home 4. Parent Advisory Council meets annually to review policies, procedures, and parent handbook 5. One group meeting per year offered to all families 6. One parent education workshop offered per year by center or other agency

Staff benefits options:

- employee health insurance or comparable health benefits
- paid annual leave
- paid sick leave
- paid holidays
- child care benefit/discount
- bonus based on merit/achievement or education
- retirement compensation
- annual increments based on merit
- tuition reimbursement and/or other related educational expenses such as books, travel, fees, substitutes
- differential shift pay
- flextime
- professional association fee paid

LEVELS OF TEXAS RISING STAR PROVIDER CERTIFICATION
for Licensed Centers
(Examples of Progressive Requirements for Higher Levels of Certification)

	Two-Star Certification	Three-Star Certification	Four-Star Certification
Criteria That Must Be Fully Met >	<input type="checkbox"/> Licensing Compliance <input type="checkbox"/> Director Qualifications <input type="checkbox"/> Caregiver Staff Qualifications <input type="checkbox"/> Health and Safety	<input type="checkbox"/> Licensing Compliance <input type="checkbox"/> Director Qualifications <input type="checkbox"/> Caregiver Staff Qualifications <input type="checkbox"/> Health and Safety <input type="checkbox"/> Group Size	<input type="checkbox"/> Licensing Compliance <input type="checkbox"/> Director Qualifications <input type="checkbox"/> Caregiver Staff Qualifications <input type="checkbox"/> Health and Safety <input type="checkbox"/> Group Size <input type="checkbox"/> Staff Orientation
Number of Measures the Facility Must Meet for Each of the Criteria Listed >	<input type="checkbox"/> Staff Orientation 5 minimum <input type="checkbox"/> Staff Training 4 minimum <input type="checkbox"/> Curriculum 4 minimum <input type="checkbox"/> Parental Involvement 11-12	<input type="checkbox"/> Staff Orientation 5 minimum <input type="checkbox"/> Staff Training 5-6 <input type="checkbox"/> Curriculum 5-6 <input type="checkbox"/> Parental Involvement 13-16	<input type="checkbox"/> Staff Orientation (<i>must be fully met</i>) <input type="checkbox"/> Staff Training 7-8 <input type="checkbox"/> Curriculum 7-9 <input type="checkbox"/> Parental Involvement 17-21
Number of Measures Each Individual Care Group Must Meet for Each of the Criteria Listed >	<input type="checkbox"/> Group Size (<i>waiver possible</i>) <input type="checkbox"/> Activities 11-12/group <input type="checkbox"/> Child/Staff Interaction 3/group <input type="checkbox"/> Physical Environment 12-14/play area <input type="checkbox"/> Nutrition/Meal Time 8-9/group	<input type="checkbox"/> Group Size (<i>must be fully met</i>) <input type="checkbox"/> Activities 13-16/group <input type="checkbox"/> Child/Staff Interaction 4/group <input type="checkbox"/> Physical Environment 15-18/play area <input type="checkbox"/> Nutrition/Meal Time 10-11/group	<input type="checkbox"/> Group Size (<i>must be fully met</i>) <input type="checkbox"/> Activities 17-21/group <input type="checkbox"/> Child/Staff Interaction 5-6/group <input type="checkbox"/> Physical Environment 19-23/play area <input type="checkbox"/> Nutrition/Meal Time 12-13/group

Texas Rising Star Workgroup and Subcommittees

TRS Subcommittees	TRS Criteria	Chair/Lead	Members
1. Director & Staff Qualifications and Training	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		Dr. John W. Gasko Don Titcombe
2. Caregiver-Child Interactions	VI- Group Size VIII- Caregiver-Child Interactions		April Crawford Don Titcombe
3. Curriculum/Physical and Social Activities	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	Dr. John W. Gasko	Don Titcombe
4. Parent Involvement	XII - Parent Involvement		Don Titcombe

TRS WORK GROUP

Stakeholders

State Agencies/Programs

Early Childhood Intervention Services – Kim Wedel
Texas Dept. of Agriculture – Child and Adult Care Food Program – Angela Olige
Texas Dept. of Family and Protective Services – Child Protective Services – Audrey Deckinga
Texas Dept. of State Health Services – Nutrition, Physical Activity and Obesity Prevention – Christina Thi
Texas Health and Human Services Commission – Healthy Child Care Texas – John Chacón
Texas Health and Human Services Commission – Home Visiting Program – Mary Riggs
Texas Health and Human Services Commission – Raising Texas – Kathy Kramer
Texas Head Start Collaboration Office – LaShonda Brown
Texas Early Childhood Professional Development System (TECPDS) – Katie Chennisi
Office of the Attorney General – Child Support Division – Mitch Fontenot

Statewide Stakeholders

Texans Care for Children. – Andrea Brauer
Texas Association for Infant Mental Health (TAIMH) – Sarah Crockett
Texas Association for the Education of Young Children (TAEYC) – Aaron Carrara
Texas Association of Child Care Resource and Referral Agencies – Sandra Lamm
Texas Partnership for Out of School Time (TXPOST) – Molly Wofford
Texas Licensed Child Care Association – Tere Holmes
Texas Professional Home Child Care Association – Cornetta Roberts
United Way of Texas – Karen Johnson
Executive Director’s Council (Workforce Development Boards) – Martin Aguirre
Workforce Development Board Child Care Network – Janet Bono

National Resources

Office of Child Care's Child Care Technical Assistance Network (CCTAN) – Eva Carter

State Tribes

Alabama-Coushatta Tribe of Texas – Tina Battise
Kickapoo Traditional Tribe of Texas – Veronica Trevino
Ysleta Del Sur Pueblo – Rosario Olivera

TRS WORK GROUP Stakeholders

Workgroup Member Recommendations

Child Care Group – Melanie Rubin

National Accreditation Commission (NAC) validator (Austin) – Susan Klein

Children’s Learning Institute – Don Titcombe

Children’s Learning Institute – April Crawford

Day Nurseries of Abilene – Cynthia Pearson

Kriti-lin's Academy (Laredo) – Kristy Gonzalez

Early Childhood Advocate (Laredo) – Graciela Gonzalez

Hancock Professional Development Resources & Consulting (San Antonio) – Sue Hancock

Voices for Children San Antonio – Kathy Fletcher

St. Phillip’s College, Early Childhood Education (San Antonio) – Jessica Shaw Cooper

San Marcos School Age Pregnant and Parenting Program–Jennifer Vogel

DRAFT