Texas Rising Star

Facility Assessment Record Form (Homes)

This icon indicates that documentation must be available for review during an on-site assessment.
Use the document checklists provided to collect all necessary documents.

Facility: _____   Child Care Licensing #: _____

Texas Rising Star Assessor: _____   Date: _____

Document Version 09.01.21

CATEGORY 1

Director and Staff Qualifications and Training

Director Qualifications and Training

Staff Qualifications and Training

DIRECTOR QUALIFICATIONS AND TRAINING

DIRECTOR QUALIFICATIONS AND TRAINING

Instructions: Use the staff education worksheet on page 18 to gather information for scoring the following measures, as applicable to facility type. See definitions on page 19.

FORMAL EDUCATION SCORING (points-based)
Licensed Child Care Home (LCCH)– and Registered Child Care Home (RCCH)–Only Programs

	Score of 0	Score of 1	Score of 2	Score of 3
P-DEQT-02	☐ None	☐ Valid child care administrator's credential; or ☐ More than 2 years and up to 4 years as a director in a TRS-certified program or TWC-recognized nationally accredited program	☐ Valid Child Development Associate credential (CDA), or Child Care Professional (CCP) credential with 3 college credit hours in business management; ☐ 9 college credit hours in ECE and 9 credit hours in business management; ☐ 60 college credit hours with 6 college credit hours in child development and 3 college credit hours in business management; ☐ Child care administrator's certificate from a community college with at least 15 college credit hours in child development and 3 college credit hours in business management; ☐ 72 clock hours of training in child development and 30 clock hours in business management; ☐ More than 4 years and up to 8 years as a director in a TRS-certified program or TWC-recognized nationally accredited program; or ☐ Non-expiring director's certificate from CCR	☐ AA/AAS in ECE or closely related field with 6 college credits in ECE and 3 credit hours in business management; ☐ At least a BA/BS with 12 hours college credit hours in ECE and 3 credit hours in business management; or ☐ More than 8 years as a director in a TRS-certified program or TWC-recognized nationally accredited program

DIRECTOR EXPERIENCE (All facilities except school-age only programs)

	Score of 0	Score of 1	Score of 2	Score of 3
P-DEQT-04	☐ Less than 2 years of experience in early childhood	☐ 2–3 years of experience in early childhood	☐ 4–5 years of experience in early childhood	☐ 6 or more years of experience in early childhood

STAFF QUALIFICATIONS AND TRAINING

Staff Qualifications and Training

Type	Standard	Measure	Scoring
All Facility Types	**S-COTQ-01**	*STAFF ORIENTATION* *Before beginning child care duties, **all teaching staff members** (to include volunteers or substitutes, if applicable) receive documented in-person interactive orientation with the director/administrator to improve knowledge of the child care operation, specific job responsibilities, and children's needs.* *Orientation documentation is dated on/prior to the date the teacher starts working in the classroom, is observed in the teacher's staff file, and includes the following topics:* *A. Texas Rising Star program and criteria* *B. Policies of the facility* *C. An overview of the developmental needs and expectations of children in the assigned age group* *D. The planned daily activities of the facility* **Teacher Orientation and Facility Staff List** **NOTES**	☐ MET ☐ NOT MET ☐ N/A

STAFF QUALIFICATIONS AND TRAINING

Type	Standard	Measure	Scoring
RCCH and LCCH Facilities Only	**S-COTQ-07**	*STAFF TRAINING* *Primary staff has 36 hours of documented training, with a minimum of 12 clock hours of instructor-led training.* **Annual Staff Training Plans with Certificates** *N/A allowed if program is an initial applicant.* **NOTES**	☐ MET ☐ NOT MET ☐ N/A
RCCH and LCCH Facilities Only	**S-COTQ-08**	*STAFF TRAINING* *If applicable, all staff members have 30 hours of documented training, with a minimum of 12 clock hours of instructor-led training (not including director-led training).* **Annual Staff Training Plans with Certificates** *N/A allowed if program is an initial applicant and/or does not have additional caregiving staff.* **NOTES**	☐ MET ☐ NOT MET ☐ N/A

CATEGORY 3

Program Administration

Family Education

Family Involvement

Program Management

FAMILY EDUCATION

Family Education

Type	Standard	Measure	Scoring
All Facility Types	**S-FE-01**	*Parents are provided with **written policies and procedures** that include the following:* • Program philosophy and goal • Curriculum goals • Family participation • Drop-off and pickup procedures • Parent conferences • Fee structure • Late payments and refund information • Absences • Clothing guidelines • Inclement weather policy • Withdrawal from program procedures (in case of an event that causes the center to no longer be able to provide care for a child) • Physical activity • Screen time policies • Nutrition education and procedures • Breastfeeding policies and resources (programs that serve infants ages 0–17 months) • Procedure to allow parents to update contact information at all times without staff assistance *Policies are reviewed annually and updated if necessary.* **Parent Handbook** **NOTES**	☐ MET ☐ NOT MET

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FAMILY EDUCATION

Type	Standard	Measure	Scoring
All Facility Types	**P-FE-01**	*The program conducts an orientation with the family at enrollment. A signed and dated copy of the content of the orientation is kept in the child's file. The orientation includes the following:* ☐ A tour of the facility ☐ An introduction to the teaching staff ☐ A parent visit with the classroom teacher ☐ An overview of the parent handbook ☐ The policy for arrival and late arrival ☐ An opportunity for an extended visit in the classroom by both parent and child for a period of time to allow both to be comfortable ☐ An explanation of Texas Rising Star quality certification ☐ A statement encouraging parents to inform the facility of any elements related to their CCS enrollment that the program may be able to help with ☐ An overview of family support resources and activities in the community ☐ Information on child development and developmental milestones ☐ A statement informing parents of the significance of consistent arrival time, including the points that children should arrive before the educational portion of the program begins, to limit disruption, and that consistent routines prepare children for the transition to kindergarten ☐ A statement to parents regarding limiting technology use on-site (e.g., encouraging them to refrain from cell phone use). In order to facilitate better communication between the parents and the teacher and the parents and the child, it is best if parents are not distracted by use of electronic devices while at the center/home ☐ A statement to parents reflecting the role and influence of families **Parent Orientation** **NOTES**	_____out of 13 items present in orientation. **Score:_____** **0**=Fewer than 50% (0–6 met) of the elements are included in the orientation **1**= 50% (at least 7 met) of the elements are included in the orientation **2**= 65% (at least 9 met) of the elements are included in the orientation **3**= 85% (at least 11 met) of the elements are included in the orientation

FAMILY EDUCATION

All Facility Types	**P-FE-02**	*The program provides families with opportunities to better understand the child's growth and development.* **NOTES**	Score:_____ **0**= Not met **1**= Posting of parent resources within the community **2**= Score of 1, plus: Written communication such as articles, handouts, and newsletters are given out to parents a minimum of 4 times a year = quarterly. Parents are referred to other professionals and local community resources when needed. **3**= Score of 2, plus: A resource area with parent education materials is available. Parent education opportunities are documented and offered at least annually and could be offered during program events such as holiday programs and open houses.

Category 3: Program Administration
FAMILY INVOLVEMENT
Family Involvement

Type	Standard	Measure	Scoring
All Facility Types	**S-FI-02**	*Director/Parent/Teacher Collaboration Regarding Challenging Behavior* *Program has a written policy/process for addressing challenging behaviors of children. The policy/process includes teacher and/or director having ongoing conversations with parents to express concerns and discuss strategies in addressing challenging behaviors. Conversations are framed around the objective of the program. Parents are kept informed of their child's progress.* **Written Policy/Process for Addressing Challenging Behaviors** **NOTES**	☐ MET ☐ NOT MET
All Facility Types	**S-FI-03**	*The director and teachers should be able to provide evidence that they are working together with the parents about decisions regarding the child's experience, which may include written reports for children and a parent communication log.* **NOTES**	☐ MET ☐ NOT MET
All Facility Types	**S-FI-04**	*Information about community resources is available to the parent/family.* **Community Resources** **NOTES**	☐ MET ☐ NOT MET

FAMILY INVOLVEMENT

Type	Standard	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Facility Types	**P-FI-01**	*Parents have structured opportunities to provide input that may influence the program.* **NOTES**	☐ No opportunities are provided.	☐ Director seeks out parent suggestions either verbally or in writing and can provide evidence.	☐ The center/home has an ongoing process to receive and review suggestions and recommendations from the parents.	☐ Parents are offered an annual written evaluation and/or survey. Suggestions and evaluation results are integrated into the program operation when applicable.
All Facility Types	**P-FI-02**	*Parent/teacher conferences are held. Conferences can be held in person or by phone.* **NOTES**	☐ No opportunities are provided.	☐ Parent/teacher conferences are available upon parent request.	☐ A scheduled conference is offered to parents to exchange information a minimum of **1** time per year. Children's progress and overall development are discussed. Documentation of the conference is made, dated, and signed by the parent and teacher, and a copy is kept in the child's file.	☐ A scheduled conference is offered to parents to exchange information a minimum of **2** times a year. A system is in place to share information with parents on an ongoing basis. Information from teacher observations and written assessment is shared.
All Facility Types	**P-FI-03**	*Families are invited to participate in program-related activities.* **NOTES**	☐ No opportunities are provided.	☐ Families are invited to and encouraged to attend 1 event.	☐ Families are invited to and encouraged to attend 2 events.	☐ Families are invited to and encouraged to attend 3 or more events.

PROGRAM MANAGEMENT

Program Management

Type	Standard	Measure	Scoring
All Facility Types	**S-PM-01**	*Program supports families and children who may need additional accommodations, to include home language, special needs/differing abilities, and/or cultural backgrounds.* **NOTES**	☐ MET ☐ NOT MET

Points-based measures

Type	Standard	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Facility Types	**P-PM-01**	*Program offers staff formal compensatory supports to encourage staff retention* **NOTES**	☐ No additional supports are offered.	☐ 1 additional support is offered.	☐ 2 additional supports are offered.	☐ 3 or more additional supports are offered.

PROGRAM MANAGEMENT

Type	Standard	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Facility Types	**P-PM-02**	*HEALTH AND NUTRITION PRACTICES* *Program demonstrates health and nutrition policies for children and parents that are structured to ensure the program supports whole child development* **NOTES**	☐ Program has no evidence to support planning for the nutritional and health needs of the children they serve.	☐ Program has minimal evidence (1–2 items) to support planning for the nutritional and health needs of the children they serve.	☐ Program has moderate evidence (3–4 items) to support planning for the nutritional and health needs of the children they serve.	☐ Program consults with a professional at least annually regarding providing children with nutritional and health activities that support whole child development or has consistent evidence (5 or more items) to support planning for the nutritional and health needs of the children they serve.
All Facility Types	**P-PM-03**	*Program uses a developmentally appropriate curriculum that aligns with early learning guidelines/standards* **NOTES**	☐ 0–25% of age groups use curriculum when planning.	☐ 26–50% of age groups use curriculum when planning.	☐ 51–75% of age groups use curriculum when planning.	☐ 76–100% of age groups use curriculum when planning.

Category 3: Program Administration

PROGRAM MANAGEMENT

Type	Standard	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Facility Types	**P-PM-04**	*Program provides support to teachers for curriculum planning* **NOTES**	☐ No evidence of additional supports, or administrative staff completes lesson plans for the teachers.	☐ 1 support is provided consistently.	☐ 2–3 supports are provided consistently.	☐ At least 4 supports are provided consistently.
All Facilities except School-Age-Only Programs	**P-PM-05**	*Program supports the use of assessments (formal and/or informal) that measure children's developmental progress.* **NOTES**	☐ No evidence of assessments (formal or informal) is noted.	☐ The program observes developmental progress and there is no formal documentation of this observation.	☐ The program uses an **informal** assessment for observing developmental progress.	☐ The program uses a **formal** assessment for observing developmental progress.

PROGRAM MANAGEMENT

Type	Standard	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Facilities except School-Age-Only Programs	**P-PM-06**	*Program encourages and supports teachers' use of assessments to guide their instructional planning for the children in their class.* **NOTES**	☐ Program does not use assessments.	☐ Program shows evidence of having a written process for using assessments, but it is not used to inform instruction.	☐ Program shows evidence of having a formal/written process for using **informal** assessments, and it is used to inform instruction.	☐ Program shows evidence of having a formal/written process for using **formal** assessments, and it is used to inform instruction.

CHECKLIST: DOCUMENTS FOR REQUIRED MEASURES

Please make documentation available for review on-site for each of the following items:

CATEGORY 1—DIRECTOR AND STAFF QUALIFICATIONS AND TRAINING

All Facilities

☐ Staff Orientation (S-COTQ-01)

☐ Annual Staff Training Plans with Certificates (S-DQT-03-04; S-COTQ-03-08)

CATEGORY 3—PROGRAM ADMINISTRATION

All Facilities

☐ Written Policies and Procedures for Family Education (S-FE-01)

☐ Written Policy/Process for Addressing Challenging Behaviors (S-FI-02)

☐ Community Resources (S-FI-04)

☐ Written Policy/Process for Accommodating Families and Children (S-PM-01)

CHECKLIST: DOCUMENTS FOR POINTS-BASED MEASURES

Please make documentation available for review on-site for each of the following items you would like to have contribute to the scoring of points-based measures:

CATEGORY 1—DIRECTOR AND STAFF QUALIFICATIONS

All Facilities: Director Formal Education and Training Worksheet

☐ Diploma for Highest Education Attained

☐ Early Childhood Credentials

☐ College Coursework Transcripts

☐ Certificates for Clock Hours

☐ Work Experience—Resume

All Facilities: Staff Education and Training Worksheet

☐ Diploma for Highest Education Attained

☐ Early Childhood Credentials

☐ College Coursework Transcripts

☐ Certificates for Clock Hours

☐ Work Experience—Resume

☐ Evidence of Working toward a CDA or an Associate's or Bachelor's Degree

CATEGORY 3—PROGRAM ADMINISTRATION

All Facilities

☐ Parent Orientation (P-FE-01)

☐ Employee Handbook (P-PM-01 through P-PM-06)

☐ Compensatory Supports (P-PM-01)

☐ Health and Nutrition Practices (P-PM-02)

☐ Curriculum Practices and Supports (P-PM-03 and P-PM-04)

☐ Child Assessment Forms and Practices (P-PM-05 and P-PM-06)

Texas Rising Star Program Staff Education Worksheet

Staff Name	Hire Date	Title/Age group	Highest Level of Education/ Credential	# of College Hours in ECE/CD	# of College Hours in Bus. Admin.	Denote If Currently Working Toward Higher Education	# of Years of Experience	Date of CC Orientation	Current Training Plan Signed/ in File	# of Training Hours Last Year
Director										
Staff										

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Texas Rising Star Program Staff Education Worksheet

KEY EXAMPLES/DEFINITIONS FOR COLUMNS ON STAFF EDUCATION SHEET

Highest Level of Education

- ☐ High school diploma/GED
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree

Early Childhood Credentials

- ☐ Valid Child Development Associate (CDA) credential
- ☐ Valid Child Care Professional (CCP) credential
- ☐ Valid child care administrator's credential

College Coursework

- ☐ Number of hours in early childhood education
- ☐ Number of hours in business management

Working toward Higher Education

- ☐ Currently enrolled in CDA program
- ☐ Currently enrolled in associate's degree plan
- ☐ Currently enrolled in bachelor's or master's degree plan

Number of training hours last year

When assessing clock hours, use the hire date and calculate the total for the calendar year prior to the current calendar year.

Director Experience:

The following types of experience may be counted as experience in a licensed child care center:

(1) Experience as a director or assistant director or as a teacher working directly with children, obtained in any CCL licensed child care center, whether paid or unpaid

(2) Experience as a director, assistant director, or teacher working directly with children, whether paid or unpaid, in a licensed child care facility, registered child care home, kindergarten, or nursery school, in schools for grades kindergarten and above, in a drop-in care center, or in a CCL alternatively accredited program

(3) Experience as a director, assistant director, or teacher working directly with children in a licensed or certified child care center in another state or country

The following types of experience may be counted as experience in a licensed or registered child care home:

(1) Experience as a primary teacher or assistant teacher working directly with children, whether paid or unpaid, in a CCL licensed or registered child care home;

(2) Experience as a director, assistant director, or teacher working directly with children, whether paid or unpaid, in a CCL licensed group day care home; or

(3) Experience as a primary teacher of a CCL registered family home.

Reference: HHSC Child Care Licensing Minimum Standard §746.1021

Related Fields of Coursework:

Related field coursework areas include early childhood education, child growth and development, psychology, sociology, classroom management, child psychology, health and safety of children, and elementary education related to pre-kindergarten through third grade. *Reference: HHSC Child Care Licensing Minimum Standard §746.1027*

Management Coursework:

Management coursework areas include administration of a child care facility, recreational leadership, accounting, goal and objective setting, performance planning and evaluation, management techniques, risk management, and other administrative, management, or supervisory-related courses. Courses in office machines or computer training are not recognized as management. *Reference: Child Care Licensing Minimum Standard §746.1029*