

Texas Rising Star

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Brief Background Information

- ▶ Statewide certification program for child care programs (homes and centers)
 - ▶ Developed in the late 80's and implemented in the early 90's.
 - ▶ Minor changes in TRS Rules and Guidelines since 2000.
 - ▶ Basis for a QRIS (Quality Rating and Improvement System) for Texas.
- ▶ 2013: HB 376- TRS Workgroup created to review current and recommend new TRS criteria. TWC was to develop Rules and Guidelines based on the workgroup recommendations.
- ▶ 2014: Final TRS Recommendations made; TWC proposed TRS Rules and Guidelines (Oct/Nov 2014)
- ▶ January 2015: The final draft was approved.
- ▶ April- August 2015: Roll Out and Assessments for current TRS providers.
- ▶ September 2015: Tiered, Enhanced Reimbursement rates based on star level.

The Importance of Texas Rising Star

- ▶ Voluntary program that exceeds Child Care Licensing Minimum Standards
 - ▶ Quality program: 3 levels of certification (2-star, 3-star, 4-star)
 - ▶ Direct benefits to children
- ▶ Quality Rating and Improvement System
 - ▶ Measures the quality of child care programs and provides professional development to help these programs improve quality care
 - ▶ Systematic Approach to assess, improve, and communicate
 - ▶ 39 states implement some type of QRIS
 - ▶ TRS as a basis for QRIS in Texas
 - ▶ With the recent changes, what we are doing now will help build the data for our QRIS.
- ▶ Early Education Matters
 - ▶ Research proven
 - ▶ More prepared for school entry
 - ▶ Children less likely to repeat grades, need special education, or get into future trouble with the law

Capital Area Benefits

- ▶ Various Quality Initiative Projects
 - ▶ Jeannette Watson Wage Supplements
 - ▶ Professional Development Opportunities
 - ▶ Early Learning Resources
 - ▶ Scholarships
 - ▶ Direct Assistance Funds for materials
 - ▶ Enhanced Reimbursement Rates
 - ▶ Additional Projects with based on TRS participation (Engage2, grant projects, etc.)

Texas Rising Star by the numbers

- ▶ Previous TRS
 - ▶ Total: 118
 - ▶ 4 star: 107** (38 accredited)
 - ▶ 3 star: 2
 - ▶ Fully Certified Homes: 9**
(1 accredited)
- ▶ Current TRS
 - ▶ Total: 88
 - ▶ 2 star: 43
 - ▶ 3 star: 15
 - ▶ 4 star: 30** (26 are accredited)
 - ▶ 7 Homes (1- 4 star**, 1- 3 star, 4- 2 star)
 - ▶ 18 programs voluntarily withdrew
 - ▶ 19 programs grandfathered








Major Differences

- ▶ Licensing- Pre-screening Form
- ▶ Qualifications and Training
 - ▶ Mix of Structural and Points Based Measures. Training is structural while qualifications are points based. Training hour requirements are still the same.
- ▶ Ratios/Group Size
 - ▶ Group Size is Structural; Ratios are Points Based.
- ▶ Focus of the measures is more objective.
- ▶ Curriculum/Lesson Planning
 - ▶ Huge struggle for providers; intentional and resourced teaching plans; time consuming
 - ▶ Numerous measures with focus on domains of development: Cognitive, Physical, Social Studies, Emotional, Sensory, Science, Language-Reading, Language- Writing
- ▶ Paperwork Requirements

Qualifications and Training

DIRECTOR AND STAFF QUALIFICATIONS AND TRAINING

Instructions: Use the worksheet below (Part 1) to gather information for scoring Parts 2-7. Parts 2 - 5 apply to all ages except school-age only programs. Parts 6 and 7 apply to school-age only programs. See definitions on page 10.21.







Part 1: Director Qualifications and Training FORMAL EDUCATION WORKSHEET (ALL AGES)	
Highest Education Level Achieved  <ul style="list-style-type: none"> <input type="checkbox"/> High School/GED <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Doctorate 	Age <input type="checkbox"/> Under 21 <input type="checkbox"/> Over 21
Early Childhood Credentials  <ul style="list-style-type: none"> <input type="checkbox"/> Valid Child Development Associate (CDA) Credential <input type="checkbox"/> Valid Child Care Professional (CCP) Credential <input type="checkbox"/> Valid Child Care Administrator's Credential 	Years of experience in ECE programs _____  Years of experience in school-age programs _____  Years of experience as a director in TRS or for a TRS-recognized nationally accredited provider _____ 
College Coursework  <ul style="list-style-type: none"> _____ Number of credit hours in early childhood education _____ Number of credit hours in early childhood education _____ Number of credit hours in business management 	
Clock hours  <ul style="list-style-type: none"> _____ Number of clock hours in business management _____ Number of clock hours Infant, Toddler, and Three Year Old Early Learning Guidelines _____ Number of clock hours in Texas Pre-Kindergarten Guidelines 	

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

Qualifications and Training

CAREGIVER QUALIFICATIONS, ORIENTATION, AND TRAINING (point-based)

Complete one worksheet for each caregiver. For additional worksheets, make copies or download at www.TexasRisingStar.org.

Part 1: CAREGIVER QUALIFICATIONS AND TRAINING WORKSHEET	
Caregiver Name: _____	
Highest Education Level Achieved  <input type="checkbox"/> High School/GED <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Doctorate	Age <input type="checkbox"/> Under 21 <input type="checkbox"/> Over 21
Early Childhood Credentials  <input type="checkbox"/> Valid Child Development Associate (CDA) Credential <input type="checkbox"/> Valid Child Care Professional (CCP) Credential <input type="checkbox"/> Valid Child Care Administrator's Credential	Completion of orientation <input type="checkbox"/> 
College Coursework  _____ Number of credit hours in early childhood education _____ Number of credit hours in early childhood education _____ Number of credit hours in business management	Years of experience _____ 
Clock hours  _____ Number of clock hours in business management _____ Number of clock hours in child care related training _____ Number of clock hours Infant, Toddler, and Three Year Old Early Learning Guidelines _____ Number of clock hours in Texas Pre-Kindergarten Guidelines	Note: When assessing clock hours, use the hire date, and calculate total for the calendar year prior to the current calendar year.

Ratios/ Group Size

Category 2: Caregiver-Child Interactions

GROUP SIZE: AGE RELATED GROUPS (non-mixed ages)

AGE GROUP	MAXIMUM GROUP SIZE	GROUP SIZE	MET / NOT MET
3 years	18		
4 years	21		
5 years	25		

Note: The above group sizes apply to center and school-based care only. Licensed and Registered Childcare Homes must meet minimum licensing standards for group size.

GROUP SIZE: MIXED-AGE GROUPS

AGE GROUP	MAXIMUM GROUP SIZE	GROUP SIZE	MET / NOT MET
3-4 years	18		
3-5 years	18		
4-5 years	21		

Note: The above group sizes apply to center and school-based care only. Licensed and Registered Childcare Homes must meet minimum licensing standards for group size.

STAFF RATIOS

AGE GROUP	NUMBER OF CAREGIVERS	NUMBER OF CHILDREN	SCORE
3 years			
4 years			
5 years			

SCORING GUIDELINES

AGE GROUP	SCORE: 0	SCORE: 1	SCORE: 2	SCORE: 3
3 years	1:15	1:12	1:11	1:9
4 years	1:18	1:14	1:12	1:10
5 years	1:22	1:16	1:13	1:10

Note: The above staff ratio measures do not apply to Licensed and Registered Homes.

Measures- more objective Focus

Example: Interactions

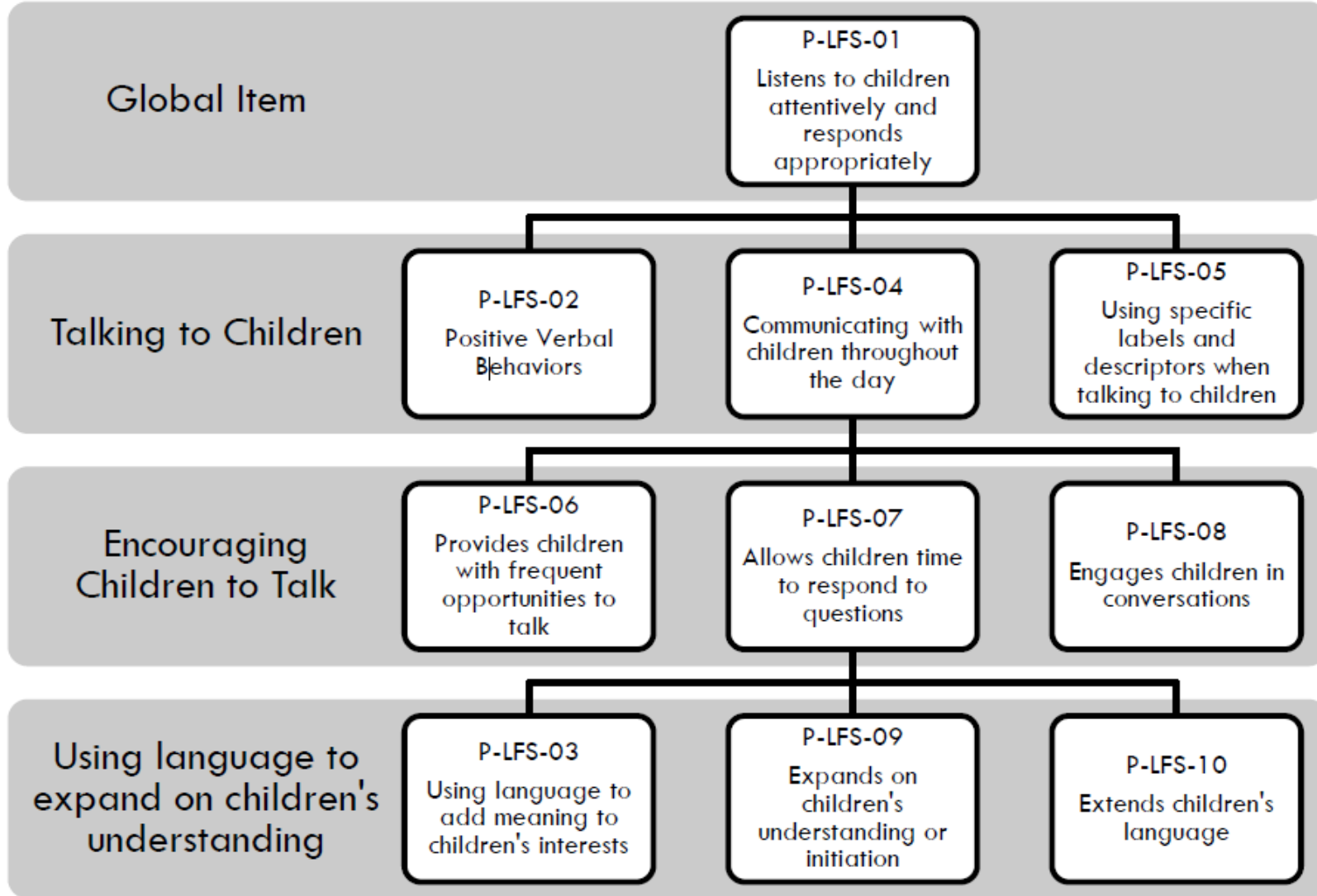
Previous Tool

- ▶ 6 measures
- ▶ Caregivers interact frequently during the day with each child.
- ▶ Scoring: Met or Not Met.

Current Tool

- ▶ 1 category with 4 subsections
- ▶ 27 measures
- ▶ Scored on a continuum based on lead teacher's interactions
- ▶ Example: Engages children in conversations (3-5 turns) about a variety of topics (their likes, dislikes, family, book, lessons.); provides commentary and encourages back and forth vocalizations/gestures with infants and toddlers.
- ▶ Scoring: Based on the number of conversations: 3 points for 7+ to 0 points for rarely or none.

Language Facilitation and Support



Curriculum/Lesson Planning

- ▶ Focuses on content of the lesson plans
- ▶ Includes Planning for Special Needs and Respecting Diversity
- ▶ Includes Instructional Formats and Approaches to Learning
- ▶ Curriculum is described as, “a written document that outlines the goals and the intentional activities, experiences, and interactions that are planned to achieve child benchmarks as described in the Texas Infant, Toddler, 3 year-old Early Learning Guidelines, and Pre-K Guidelines and School age. The curriculum has to show evidence of a scope and sequence of experiences that move the child’s learning forward to meet specified developmental benchmarks. This is in contrast to groups of isolated activities.”
- ▶ One month or 4 weeks of lesson plans are reviewed. In order to give credit, page references or other notation connecting activities to curriculum or supplemental resources must be referenced.

Lesson Plan Scoring Example

Example

P-LPC-05

Social and Emotional

Planned daily activities are implemented to support social and emotional development including trust and emotional security, self-awareness, self-regulation, and relationships with others, engaging children's interests and active involvement.

<
2 per
month

<
2 per
month

1
per
week

2
per
week

NOTES

Week 1

Week 2

Week 3

Week 4

Paperwork Requirements

- ▶ Assurances Checklist
- ▶ More in-depth Parent Involvement;

Old vs New- Texas Rising Star Guidelines

- ▶ Subjective
 - ▶ Met or Not Met
 - ▶ Grey Areas
 - ▶ Assessment areas: Administrative (including Qualifications and Parental Involvement), Health/Safety, Interactions, Indoor and Outdoor Environments, Nutrition/Meal Time, Curriculum/Activities, Literacy/Language Addendum
- ▶ More Objective
 - ▶ Combination of Structural Measures and Points Based Measures
 - ▶ 5 Categories: Qualifications and Training, Interactions, Curriculum, Nutrition and Indoor/Outdoor Activities, Parental Involvement and Education

Resources

- ▶ www.texasrisingstar.org
- ▶ <http://www.twc.state.tx.us/partners/texas-rising-star-workgroup> / Texas Rising Star Workgroup
- ▶ www.nea.org / Early Childhood Education

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