



Facility Self-Assessment Tool

(all facilities)

Instructions: Please fill in the form at the bottom of this page. Complete the self-assessment on the following pages if you are the director or owner of a center- or home-based provider. Items on a gray background indicate measures that are required (must be “met”) to be certified Texas Rising Star at the 2-star level. Each item indicates if it is relevant for all facilities, center-based care, Licensed Child Care Homes (LCCH), Registered Child Care Homes (RCCH), or school-age only programs (skip items not relevant your provider type). Rate honestly; the results of the self-assessment do not affect the outcome of the TRS certification process.



This icon indicates when documentation must be **available for review** during an on-site assessment. Use the Document Checklist provided to collect all necessary documents. Unless otherwise indicated, these documents do **not** need to be submitted with the self-assessment.




The Facility Self-Assessment and all Classroom Self-Assessments must be submitted with the TRS application.

Provider: _____

Date: _____

DFPS Licensing #: _____








DIRECTOR QUALIFICATIONS AND TRAINING (required)

AGE	MEASURE	MET/NOT MET
All facility types	<p>S-DQT-01</p> <p>DIRECTOR EDUCATION: CAREER LATTICE LEVEL</p> <p>The director assesses their education, experience and ongoing education to determine their career lattice level. Provider determines their current career lattice level, identifies how they want to progress to a higher career lattice level.</p> <p>Please review the career lattice level to answer the following questions. The career lattice can be found at TexasRisingStar.org/CareerLattice.</p> <p>a. My career lattice level is:</p> <p>b. I would like to progress to the following career lattice level:</p> <p>c. Please describe how you will reach this career lattice level:</p> <p> Career Lattice Level (submit with Self-Assessment)</p>	
All facility types except school-age only programs	<p>S-DQT-02</p> <p>DIRECTOR TRAINING</p> <p>* TRS Director Certification Course Similar to model of Taking Charge of Change - TCC Leadership Academy can count towards annual CCL training hour requirements *Based on availability</p> <p>Note: The TRS Director Certification Course is currently in development. Please mark N/A for this item until the course becomes available.</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A
School-age programs only	<p>S-DQT-03</p> <p>DIRECTOR TRAINING</p> <p>Certificates contain 24 clock hours of training on an annual basis (of the 24 hours, a minimum of 6 hours need to be in program administration, management and supervision) in the director’s staff file.</p> <p> Director Training Plan with Certificates</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A
All facility types except school-age only programs	<p>S-DQT-04</p> <p>DIRECTOR RESPONSIBILITIES</p> <p>Ensure all caregiver staff have a formal training plan.</p> <p> Annual Caregiver Training Plans with Certificates</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A

Category 1: Director and Staff 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 	<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	Years of experience in ECE programs _____ 	
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 in school-age programs _____ 	
Clock hours 	_____ 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	Years of experience as a director in TRS or for a TRS-recognized nationally accredited provider _____ 	

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

Part 2: CENTER-BASED PROVIDERS FORMAL EDUCATION SCORING (points-based) All Ages Except School-Age Only Programs

	SCORE OF 0	SCORE OF 1	SCORE OF 2	SCORE OF 3
P-DEQT-01	<input type="checkbox"/> None	<input type="checkbox"/> Valid child care administrator's credential; or <input type="checkbox"/> 5 to 9 years as a director in a TRS or currently recognized nationally accredited provider	<input type="checkbox"/> Valid Child Development Credential(CDA), or Child Care Professional (CCP) Credential with 6 college credit hours in business management; or <input type="checkbox"/> 9 college credit hours in ECE and 9 credit hours in business management; or <input type="checkbox"/> 60 college credit hours with 9 college credit hours in child development and 6 college credit hours in business management; or <input type="checkbox"/> A 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, or <input type="checkbox"/> 10 to 14 years as a director in a TRS or TRS-recognized nationally accredited provider	<input type="checkbox"/> AA/AAS in ECE or closely related field with 12 college credits in ECE and 6 credit hours in business management; or <input type="checkbox"/> At least a BA/BS with 12 hours college credit hours in ECE and 6 credit hours in business management; or <input type="checkbox"/> 15 or more years as a director in a TRS or currently recognized nationally accredited provider

Category 1: Director and Staff Qualifications and Training

DIRECTOR AND STAFF QUALIFICATIONS AND TRAINING

Part 3: LCCH AND RCCH PROVIDERS FORMAL EDUCATION SCORING (points-based)

All Ages Except School-Age Only Programs

	SCORE OF 0	SCORE OF 1	SCORE OF 2	SCORE OF 3
P-DEQT-02	<input type="checkbox"/> None	<input type="checkbox"/> Valid child care administrator's credential; or <input type="checkbox"/> 5 to 9 years as a director in a TRS or currently recognized nationally accredited provider	<input type="checkbox"/> Valid Child Development Credential(CDA), or Child Care Professional (CCP) Credential with 3 college credit hours in business management; or <input type="checkbox"/> 9 college credit hours in ECE and 9 credit hours in business management; or <input type="checkbox"/> 60 college credit hours with 6 college credit hours in child development and 3 college credit hours in business management; or <input type="checkbox"/> A 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, or <input type="checkbox"/> 72 clock hours of training in child development and 30 clock hours in business management <input type="checkbox"/> 10 to 14 years as a director in a TRS or TRS-recognized nationally accredited provider	<input type="checkbox"/> AA/AAS in ECE or closely related field with 6 college credits in ECE and 3 credit hours in business management; or <input type="checkbox"/> At least a BA/BS with 12 hours college credit hours in ECE and 3 credit hours in business management; or <input type="checkbox"/> 15 or more years as a director in a TRS or currently recognized nationally accredited provider

Part 4: DIRECTOR EXPERIENCE (All Facilities Except School-Age Only Programs)

	SCORE OF 0	SCORE OF 1	SCORE OF 2	SCORE OF 3
P-DEQT-04a-b	<input type="checkbox"/> None	<input type="checkbox"/> Be at least 21 years old and 2 years of experience in early childhood	<input type="checkbox"/> Be at least 21 years old and 3 years of experience in early childhood	<input type="checkbox"/> Be at least 21 years old and 4 or more years of experience in early childhood

Part 5: DIRECTOR TRAINING CERTIFICATES (All Facilities Except School-Age Only Programs)

	SCORE OF 0	SCORE OF 1	SCORE OF 2	SCORE OF 3
P-DEQT-06	<input type="checkbox"/> None	<input type="checkbox"/> Of the 36 hours, a minimum of 6 hours is in program administration, management and supervision	<input type="checkbox"/> Of the 36 hours, a minimum of 6 hours is in program administration and 3 hours is in Infant/Toddler or Pre-K guidelines	<input type="checkbox"/> Of the 36 hours, a minimum of 6 hours is in program administration and 6 hours is in Infant/Toddler or Pre-K guidelines

Part 6: SCHOOL-AGE ONLY PROGRAMS FORMAL EDUCATION SCORING

SCORE OF 0

SCORE OF 1

SCORE OF 2

SCORE OF 3

P-DEQT-03

None

Valid Child Care Administrator's Credential

Valid Child Care Administrator's Credential certificate from a community college with at least 15 college credit hours in ECE or related field and three college credit hours in management; or

AA/AAS in ECE or closely related field with 6 credit hours in business management; or

Valid CDA or CCP credential with six college credit hours in management; or

At least a BA/BS in a closely related field and 6 credit hours in business management

Nine college credit hours in child development and nine college credit hours in management; or

Sixty college credit hours with nine college credit hours in ECE or a related field and 6 hours in management

Part 7: SCHOOL-AGE ONLY PROGRAMS DIRECTOR EXPERIENCE

SCORE OF 0

SCORE OF 1

SCORE OF 2

SCORE OF 3

P-DEQT-05a-b

None

Be at least 21 years old and have 1 year of experience in afterschool child care

Be at least 21 years old and have 2 years of experience in afterschool child care

Be at least 21 years old and have 3 or more years of experience in afterschool child care

DEFINITIONS:

1. Director Experience:

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

- (1) Experience as a director, assistant director, or as a caregiver working directly with children, obtained in any DFPS licensed child-care center, whether paid or unpaid;
- (2) Experience as a director, assistant director, or caregiver working directly with children, whether paid or unpaid, in a licensed child-care facility, registered child-care home, kindergarten or nursery school, schools: grades kindergarten and above, drop-in care center, or in a DFPS alternatively accredited program; and
- (3) Experience as a director, assistant director, or caregiver 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 caregiver or assistant caregiver working directly with children, whether paid or unpaid, in a DFPS licensed or registered child-care home;
- (2) Experience as a director, assistant director, or caregiver working directly with children, whether paid or unpaid in a DFPS licensed group day-care home; or

- (3) Experience as a primary caregiver of a DFPS registered family home.

Reference: DFPS Child Care Licensing Minimum Standard §746.1021

2. Related Fields:

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, elementary education related to pre-kindergarten through third grade





Reference: TDFPS Child Licensing Minimum Standard §746.1027

3. 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: TDFPS Child Licensing Minimum Standard §746.1029

CAREGIVER QUALIFICATIONS, ORIENTATION, AND TRAINING (required)







AGE	MEASURE	MET/NOT MET
All facility types except RCCH	<p>S-COTQ-01</p> <p>CAREGIVER ORIENTATION, 1 Before beginning child care duties all caregiver staff receives documented, in-person, interactive orientation with the director/administrator to improve knowledge of the child care operation, specific job responsibilities and needs of children.</p> <p>Orientation documentation is dated on/prior to the date the caregiver starts working in the classroom and is observed in the caregiver’s staff file by the TRS assessor and includes the following topics:</p> <ul style="list-style-type: none"> A. Texas Rising Star (TRS) program and criteria B. Policies of the facility C. An overview of the developmental needs/expectations of children in the assigned age group D. The planned daily activities of the facility, which reflects the ethnic background, gender, abilities and makeup of families of the children, as well as the diversity of cultures represented in the community. <p> Caregiver Orientation</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A
All facilities	<p>S-COTQ-02</p> <p>CAREGIVER ORIENTATION, 2 Before beginning child care duties, all volunteers and substitute caregivers are provided orientation that defines the task to which they are assigned. Orientation documentation is observed in the caregiver’s staff file by the TRS assessor. It is dated on/prior to the date the caregiver starts working in the classroom.</p> <p> Volunteer and Substitute Caregiver Orientation</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A
Center-based programs serving 0-5 years	<p>S-COTQ-03</p> <p>CAREGIVER STAFF TRAINING The plan provides for a minimum of 30 clock hours of child care related training specific to the age of children in their care.</p> <p> Annual Caregiver Training Plans with Certificates</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A
School-age Only Programs	<p>S-COTQ-04</p> <p>FULL -TIME CAREGIVER STAFF TRAINING An individualized written training plan that contains 20 clock hours of training on an annual basis (of the 20 hours, a minimum of 12 hours need to be in school-age development and curriculum) was in the caregiver’s staff file.</p> <p> Annual Caregiver Training Plans with Certificates</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A







CAREGIVER QUALIFICATIONS, ORIENTATION, AND TRAINING (required)

AGE	MEASURE	MET/NOT MET
School-age Only Programs	<p data-bbox="217 338 245 474">S-COTQ-05</p> <p data-bbox="272 338 1235 447">PART-TIME CAREGIVER STAFF TRAINING An individualized written training plan that contains 15 clock hours of training on an annual basis (of the 15 hours, a minimum of 10 hours need to be in school-age development and curriculum) was in the caregiver’s staff file.</p> <p data-bbox="272 527 997 579"> Annual Caregiver Training Plans with Certificates</p>	<p data-bbox="1328 338 1414 369"><input type="checkbox"/> MET</p> <p data-bbox="1328 390 1468 422"><input type="checkbox"/> NOT MET</p> <p data-bbox="1328 443 1414 474"><input type="checkbox"/> N/A</p>
All facilities	<p data-bbox="217 667 245 804">S-COTQ-06</p> <p data-bbox="272 667 1062 751">CAREGIVER STAFF TRAINING All child care staff participates in training according to the approved plan. The training certificates do align to the individualized written training plan.</p> <p data-bbox="272 789 997 842"> Annual Caregiver Training Plans with Certificates</p>	<p data-bbox="1328 667 1414 699"><input type="checkbox"/> MET</p> <p data-bbox="1328 720 1468 751"><input type="checkbox"/> NOT MET</p>
RCCH and LCCH Facilities Only	<p data-bbox="217 947 245 1083">S-COTQ-07</p> <p data-bbox="272 947 1252 1031">CAREGIVER STAFF TRAINING Primary Caregiver has 36 hours of documented training, with a minimum of 12 clock hours of instructor -led training.</p> <p data-bbox="272 1052 997 1104"> Annual Caregiver Training Plans with Certificates</p>	<p data-bbox="1328 947 1414 978"><input type="checkbox"/> MET</p> <p data-bbox="1328 999 1468 1031"><input type="checkbox"/> NOT MET</p> <p data-bbox="1328 1052 1414 1083"><input type="checkbox"/> N/A</p>
LCCH Facilities Only	<p data-bbox="217 1234 245 1371">S-COTQ-08</p> <p data-bbox="272 1234 1240 1318">CAREGIVER STAFF TRAINING If applicable, caregivers have 30 hours of documented training, with a minimum of 12 clock hours of instructor -led training (not including director-led training).</p> <p data-bbox="272 1346 363 1377">NOTES</p>	<p data-bbox="1328 1234 1414 1266"><input type="checkbox"/> MET</p> <p data-bbox="1328 1287 1468 1318"><input type="checkbox"/> NOT MET</p> <p data-bbox="1328 1339 1414 1371"><input type="checkbox"/> N/A</p>

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 Completion of orientation <input type="checkbox"/> 
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	Years of experience ____ 
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	Note: When assessing clock hours, use the hire date, and calculate total for the calendar year prior to the current calendar year.
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	





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 Completion of orientation <input type="checkbox"/> 
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	Years of experience ____ 
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	Note: When assessing clock hours, use the hire date, and calculate total for the calendar year prior to the current calendar year.
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	

CAREGIVER QUALIFICATIONS AND TRAINING (points-based)

AGE	MEASURE	SCORING
All facilities except school-age only programs	<p>P-CQT-01 CAREGIVER QUALIFICATIONS Not counting the center director, full-time caregiver staff must meet one of the following measures:* (For centers having only 3 or fewer staff and at least one full time staff caregiver)</p> <p>A. Have a Child Development Associate (CDA) credential, OR B. Have a Certified Child Care Professional (CCP) credential, OR C. Have successfully completed twelve college credit hours in child development, early childhood education or related field and two years of full time paid experience as a caregiver working with children in a licensed or registered facility; OR D. Have two years full-time paid experience working with children as a caregiver in a licensed or registered child care facility while presently working toward a CDA or a CCP credential; OR E. Have successfully completed 192 training clock hours within the last 5 years in child development, early childhood education or related field and two years of full time paid experience as a caregiver working with children in a licensed or registered facility; OR F. Have a Bachelor’s or Associate’s degree in early childhood development or related field.</p>	<p>Scoring: # of caregivers who meet one of the qualifications, divided by total number of caregivers, x 100 = % of staff.</p> <p><input type="checkbox"/> 0=Provider meets less than 30% of staff <input type="checkbox"/> 1= Provider meets 30% of staff <input type="checkbox"/> 2= Provider meets more than 50% but less than 75% of staff <input type="checkbox"/> 3= Provider meets 75% or better of staff</p>
	<p>P-CQT-03 CAREGIVER STAFF TRAINING Caregiver training topics are aligned with core competencies</p>	<p>Scoring: # of training topics aligned with core competencies, divided by total number of training topics, x 100 = % of training aligned.</p> <p><input type="checkbox"/> 0= Less than 50% of the training is aligned with core competencies <input type="checkbox"/> 1= 50% of the training topics aligned with core competencies <input type="checkbox"/> 2= 65% of the training topics aligned with core competencies <input type="checkbox"/> 3= 80% of the training topics aligned with core competencies</p>
School-age Only Programs	<p>P-CQT-02 CAREGIVER QUALIFICATIONS Not counting the center director, all caregiver staff must meet one of the following measures:</p> <p>A. Have a Child Development Associate (CDA) credential, or (CCP) credential, or working toward a CDA/CCP credential or AA in a related field; or B. Have successfully completed twelve college credit hours at an accredited university; or C. Have two years paid experience in a school-age program; or D. Have two years paid experience working with children in a licensed program; or E. Have successfully completed 192 training clock hours within the last 5 years in child development, early childhood education or related field and two years of full time paid experience as a caregiver working with children in a licensed or registered facility. Or F. Have a Bachelor’s or Associate’s degree in early childhood development or related field.</p>	<p>Scoring: # of caregivers who meet one of the qualifications, divided by total number of caregivers, x 100 = % of staff.</p> <p><input type="checkbox"/> 0=Provider meets <30% of staff <input type="checkbox"/> 1= Provider meets 30% of staff <input type="checkbox"/> 2= Provider meets more than 50% but less than 75% of staff <input type="checkbox"/> 3= Provider meets 75% or better of staff</p>


Category 4: Nutrition and Indoor/Outdoor Environment

NUTRITION (required measures)

AGE	MEASURE	MET/NOT MET
All ages, as appropriate	<p>S-N-01</p> <p>PROGRAM PRACTICES</p> <p>Written policies include the following:</p> <p>a) liquids and food hotter than 110 degrees F are kept out of reach.</p> <p>b) Staff are educated on food allergies and they take precautions to ensure children are protected.</p> <p>c) on days that providers serve meals, prepared food that is brought into the program to be shared among children is commercially prepared OR prepared in a kitchen that is inspected by local health officials.</p> <p>d) that healthy snacks (as listed by the Texas Department of Agriculture) are available for school aged children as students arrive.</p> <p>e) that staff do not reward good behavior or clean plate with foods of any kind</p> <p>f) that, on days that providers serve meals, milk, fresh fruit and vegetables are available for children who bring lunches from home.</p> <p> Program Nutrition Practices</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
	<p>S-N-02</p> <p>HOME LUNCH PRACTICES</p> <p>a) Include in written policies/procedures to ensure the safety of food brought from home, including refrigeration or other means to maintain appropriate temperatures.</p> <p>b) Programs have policies in place outlining strategies to educate children and their parents on nutrition.</p> <p>c) Programs provide parents with information about foods that may cause allergic reactions.</p> <p>d) Providers provide sample menus of healthful lunches for parents whose children bring food from home. Parents are encouraged to provide meals with adequate nutritional value.</p> <p> Home Lunch Practices</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
	<p>S-N-03</p> <p>MENU PLANNING</p> <p>The provider documents one of the following options:</p> <p>A. 12 months of menus that have been reviewed and approved by:</p> <p>A1. a dietitian licensed by the Texas State Board of Examiners of Dietitians (http://www.dshs.state.tx.us/dietitian/dt_roster.shtm)</p> <p>A2.a certified child care health consultant (healthy child care Texas); OR</p> <p>A3. an individual with a Bachelor's or graduate degree with major in human nutrition, food and nutrition, nutrition education, dietetics, or food systems OR</p> <p>B. Provider menu policies are structured to provide children with a variety of foods with different colors and textures to include whole grains, fresh fruits and vegetables; less processed items; and foods that meet the Dietary Guidelines for Americans guidelines established by the USDA. Sample menus must be provided. OR</p> <p>C. The Provider is participating in and in good standing with Child and Adult Care Food Program (CACFP).</p> <p> Menu Planning</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
	<p>S-N-04</p> <p>BREASTFEEDING EDUCATION</p> <p>Policies specify that, upon request, a compilation of breastfeeding education and support resources in the community is provided to parents.</p> <p> Breastfeeding Resources Available</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET


Category 5: Parent Education and Involvement

PARENT EDUCATION (required)

AGE	MEASURE	MET/NOT MET
All facility types	<p>S-PE-01</p> <p>Parents are provided with written policies and procedures which include:</p> <ul style="list-style-type: none"> - Program philosophy and goal - Curriculum goals - Admission procedures - Family participation - Drop off/pick up procedures - Parent conferences - Fee structure - Late payments and refund information - Absences - Clothing guidelines - Inclement weather policy - Separation procedures - Nutrition standards used for menu planning - Physical activity and screen time policies - Procedure in place to allow parents to update contact information at all times without staff assistance <p>Policies are reviewed annually and updated if necessary.</p> <p> Parent Orientation</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
	<p>S-PE-02</p> <p>The program has systems in place for communication between the facility and parents, which may include emailing or phone calls.</p> <p>Please describe these systems below:</p>	
	<p>S-PE-03</p> <p>A designated area is maintained where daily activity schedules, menus and other important notices are available to parents.</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET

Category 5: Parent Education and Involvement

PARENT EDUCATION (points-based)



AGE	MEASURE	SCORING
All facility types	<p>P-PE-01</p> <p>The provider conducts an orientation to 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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tour of the facility <input type="checkbox"/> Introduction to teaching staff <input type="checkbox"/> Parent visit with the classroom teacher <input type="checkbox"/> Overview of parent handbook <input type="checkbox"/> Policy for arrival & late arrival <input type="checkbox"/> Opportunity for an extended visit in the classroom by both parent and child for a period of time to allow both to be comfortable <input type="checkbox"/> An explanation of Texas Rising Star Quality Certification is provided. <input type="checkbox"/> Encourage parents to inform the center/provider of any elements related to their CCS enrollment that the provider may be of assistance. <input type="checkbox"/> An overview of family support resources and activities in the community* <input type="checkbox"/> Child development and developmental milestones provided. <p>Expectations of the family:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents are informed of the significance of consistent arrival time: <ul style="list-style-type: none"> -before educational portion of school readiness program begins -impact of disrupting learning of other children -importance of consistent routines in preparing children for the transition to kindergarten. <input type="checkbox"/> Statement about limiting technology use on site to improve communication between staff, children, and families (e.g., refrain from cell phone use). In order to facilitate better communication between the parent(s) and teacher and the parent and child it is best if parents are not distracted by use of electronic devices while at the center/home. <input type="checkbox"/> Statement reflecting the role and influence of families. <p> Parent Orientation</p>	<p>___ out of 13 items present in orientation.</p> <p>Score: _____</p> <p>0=Fewer than 50% (0-6 met) of the elements are included in the orientation.</p> <p>1= 50% (at least 7 met) of the elements are included in the orientation</p> <p>2= 65% (at least 9 met) of the elements are included in the orientation</p> <p>3= 85% (at least 11 met) of the elements are included in the orientation</p>
	<p>P-PE-02</p> <p>The provider provides families with opportunities to better understand the child's growth and development.</p> <p>Please describe these opportunities below:</p>	

Note: All information provided to parents must be research based.

*Resources: Early Childhood Intervention (ECI), local preschool programs for children with disabilities, pediatrician, and local agencies found through calling 211, therapy referral services.

Category 5: Parent Education and Involvement

PARENT INVOLVEMENT (required)

AGE	MEASURE	MET/NOT MET
All facility types	<p>S-PI-02 Director/Parent/Teacher Collaboration Regarding Challenging Behavior. Provider has a written policy/process for addressing challenging behaviors of children. The policy/process includes teacher and/or Director have ongoing conversations with parents to express concerns and discuss strategies in addressing challenging behaviors. Conversations are framed around school readiness, the objective of the program. Parents are kept informed as to their child's progress.</p> <p> Written Policy/Process for Addressing Challenging Behaviors</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
	<p>S-PI-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 successful experience, which may include written daily reports for children under 3 years and parent communication log.</p> <p>Please describe process for working with parents:</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
	<p>S-PI-04 Introduction to community resources available to the parent/family.</p> <p> Community Resources</p>	<input type="checkbox"/> MET <input type="checkbox"/> NOT MET

Category 5: Parent Education and Involvement

PARENT INVOLVEMENT (points-based)

AGE	MEASURE	SCORE 0	SCORE 1	SCORE 2	SCORE 3	
All facility types	P-PI-01	<p>Parents have structured opportunities to provide input that may influence the program.</p> <p>NOTES _____</p>	<input type="checkbox"/> Not met	<input type="checkbox"/> Director seeks out parent suggestions either verbally or written and can provide evidence.	<input type="checkbox"/> The center/home has an on-going process to receive and review suggestions and recommendations from the parents (e.g. suggestions box, parent meetings).	<input type="checkbox"/> Parents are offered an annual written evaluation and/or survey. Suggestions and evaluation results are integrated into the program operation when applicable.
	P-PI-02	<p>Parent/teacher conferences are held. Conferences can be held in person or by phone.</p> <p>NOTES _____</p>	<input type="checkbox"/> Not met	<input type="checkbox"/> Parent Teacher conferences are available upon parent request.	<input type="checkbox"/> A scheduled conference is offered to parents to exchange information a minimum of one 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.	<input type="checkbox"/> A scheduled conference is offered to parents to exchange information a minimum of 2 times a year, no less than 5 months apart. System in place to share information with parents on an ongoing basis: written daily reports for children under 3 years, communication log, written weekly reports, journal, etc. Information from teacher observations and written assessment is shared.
	P-PI-03	<p>Parents are invited to participate in program related activities.</p> <p>NOTES _____</p>	<input type="checkbox"/> Not met	<input type="checkbox"/> Parents are invited and encouraged to attend one event annually which may include birthdays, holidays, or other special occasion.	<input type="checkbox"/> Parents are invited and encouraged to attend two events, special occasions or other program related activities annually.	<input type="checkbox"/> Parents are invited and encouraged to attend 3 or more events, special occasions, parent meetings, support group or other program-related activities.