

Subcommittee 1: Director and Staff Qualifications and Training

Components	Child Care Licensing (CCL), Department of Family and Protective Services (DFPS) Criteria	Texas Rising Star Provider Certification Guidelines (TRS) Criteria	National Association for the Education of Young Children (NAEYC) Criteria
Director Qualifications	<p>Must be at least 21 yrs. old and:</p> <ul style="list-style-type: none"> • BA with 12 college credits hrs. in ECE and 6 college credit hours in business, and 1 yr. exp.; • An AA in ECE or closely related field with 6 college credit hours in ECE and business management, and 2 yrs. exp.; • 60 college credit hours with 9 hrs. in ECE and 6 hours in business management, and 2 yrs. exp.; • A child-care administrator's certificate from a community college with at least 15 hrs. in ECE and 3 hours. in business, and 2 yrs. exp.; • A CDA or CCP credential with 6 hrs. in business , and 2 yrs. exp.; • A day-care administrator's credential issued by a professional organization or educational institution approved by Licensing, and 2 yrs. exp.; or • Nine college credit hours in ECE and 9 hours in business, and 3 yrs. of experience. 	<p>Director must meet CCL qualifications for on-site director without licensing waivers.</p>	<p>Have at least a baccalaureate degree AND at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, or management AND at least 24 credit-bearing hours of specialized college-level course work in early childhood education (ECE), child development, elementary education or early childhood special education that addresses child development and learning from birth through kindergarten.</p> <p>Documents meeting an appropriate combination of formal education, work experience, and relevant training and credentials as outlined in "alternative</p>
Staff Qualifications	<ul style="list-style-type: none"> • Have DFPS background check • Be free of active tuberculosis • Have notarized Licensing Affidavit for Applicants for Employment form • Complete orientation to the child care center • Be 18 years old or older • Have high school diploma or equivalent • Maintain 24 hours of training annually • New staff without experience must complete 24 hours of pre-service training on such topics as developmental stages of children, age-appropriate activities, fostering self-esteem, health and safety practices • CPR and first aid with rescue breathing and choking 	<p>30% of the total FT caregiver staff, but not less than one FT caregiver, must have one of the following: *CDA, CCP, AA or higher in ECE or related field; or have 12 completed semester hours in ECE AND 1 yr. FT paid exp.; or 2 yrs. FT paid exp. while working toward CDA or CCP; or 2 yrs. paid exp. while under supervision of a staff person with credentials mentioned above.</p> <p>The provider must sign assurance that the provider will work to have 75% of FT caregivers meet staff qualification criteria.</p>	<ul style="list-style-type: none"> • <u>Teacher</u> must have a minimum of AA or equivalent • If 2 teachers, 1 teacher must have BA or equiv. • If 4 or more teachers, all must have a CDA by the Council for Prof. Rec.; at least 50% have an AA or equiv.; 25% have BA or equiv.; all must be enrolled in AA or BA program. • Assistant teachers–teacher aides have a high school diploma or GED and <ol style="list-style-type: none"> a. 50% of assistant teachers–teacher aides have at least a CDA or equivalent b. 100% of assistant teachers–teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equiv., are actively participating in the program, and are demonstrating progress toward the CDA or equiv. If there is only one assistant teacher–teacher aide, then either of the requirements can be met.

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Staff Orientation	<p>Orientation should include:</p> <ul style="list-style-type: none"> • An overview of CCL standards. • The center’s operational policies, including discipline, guidance, and the release of children. • An overview of symptoms of child abuse, neglect, and sexual abuse and reporting. • The procedures to follow in handling emergencies (fire, explosion, tornado, toxic fumes, volatile persons, and severe injury or illness of a child or adult). • The use and location of fire extinguishers and first-aid equipment. 	<ul style="list-style-type: none"> • All orientation items specified in CCL standards met. • Personnel policies and specific job functions met. • TWC child care certification criteria for TRS providers met. • An overview of the developmental needs of assigned children met. • The planned daily activities of the facility were met. • All volunteers and substitute caregivers are provided orientation that defines the task to which they are assigned. 	<p>Before working alone with children, new teaching staff are given an initial orientation that introduces them to: program philosophy, values and goals expectations for ethical conduct; health, safety, and emergency procedures; individual needs of children; accepted guidance and classroom management techniques; daily activities and routines of the program; program curriculum; child abuse and neglect reporting procedures; program policies and procedures; NAEYC program standards; regulatory requirements.</p> <p>Substitutes, volunteers, and other adults are given a preliminary orientation before they begin working.</p>
Staff Training	<p>Directors:</p> <ul style="list-style-type: none"> • 30 clock hours of annual training <p>Caregivers:</p> <ul style="list-style-type: none"> • Orientation for all employees • 24 clock hours of pre-service training (as of Sept. 1, 2011) • 24 hrs. of annual training for caregivers • CPR and first aid training 	<ul style="list-style-type: none"> • Provider has written training plan. • The plan was approved by contractor staff. • The plan is based on CDA competencies or CCP ability areas. • The plan provides for a minimum of 30 hrs. of child care related training for all staff. • The plan provides for a minimum of 36 hrs. of training for directors, including 6 hrs. in program admin., management, and supervision. • The plan provides for training on acceptance and diversity. • All child care staff participated in training according to plan. • The provider arranges or provides the designated training activities. 	<p>No requirements.</p>

Subcommittee 2: Caregiver-Child Interactions

Components	Child Care Licensing (CCL), Department of Family and Protective Services (DFPS) Criteria		Texas Rising Star Provider Certification Guidelines (TRS) Criteria		National Association for the Education of Young Children (NAEYC) Criteria	
	Ratio	Max Group Size		Max Group Size	Ratio	Max Group Size
<p>Max Group Size</p> <p>TRS does not address staff to child ratio. TRS relies on DFPS ratio standards.</p>	1:4 (8-11 mo.)	10	1:4 (8 - 12 mo.)	10	1:4	8
	1:5 (12 - 17 mo.)	13	1:5 (13 - 17 mo.)	12	1:4	8
	1:9 (18 - 23 mo.)	18	1:7 (18 - 23 mo.)	14		10
	1:11 (2 yrs.)	22	1:7 (24 - 35 mo.)	14	1:6	12
	1:15 (3 yrs.)	30	1:9 (3 yrs.)	18	1:9	18
	1:18 (4 yrs.)	35	1:10 (4 yrs.)	21	1:10	20
	1:22 (5 yrs.)	35	1:12 (5 yrs.)	25		20
	1:26 (6 - 8 yrs.)	35	1:12 (6 - 8yrs)	25		24 (kinder only 22)
	1:26 (9 - 13yrs)	35	1:15 (9 - 12yrs)	30		30
Caregiver-Child Interaction	<ul style="list-style-type: none"> Infants and toddlers: individual attention given to each child by playing, talking and cuddling; holding and comforting a child who is upset; talking to children as they are fed, changed, and held (infants only) Pre-K children: individual attention and encourage children to communicate and express feelings in appropriate ways School-age children: individual attention from and conversation with adults Use individualized positive guidance and encourage developmentally appropriate (DAP) social behavior 		<ul style="list-style-type: none"> Caregivers interact frequently during the day. All staff responds to each child in a positive manner appropriate to the child's age and developmental level. Caregivers use positive guidance. Caregivers encourage developmentally appropriate social behavior. Caregivers recognize and accept each child's feelings and help the child deal with those feelings. All children are treated equally, with respect and consideration, by all caregivers. 		<p>The Relationships Standard has the following components:</p> <ul style="list-style-type: none"> Building Positive Relationships between Teachers and Children (15 measures) Promoting Self-Regulation (2 measures) Addressing Challenging Behaviors (4 measures) 	

Subcommittee 3: Curriculum / Physical and Social Activities

Components	Child Care Licensing (CCL), Department of Family and Protective Services (DFPS) Criteria	Texas Rising Star Provider Certification Guidelines (TRS) Criteria	National Association for the Education of Young Children (NAEYC) Criteria
Curriculum/Activities	<ul style="list-style-type: none"> • The director or each caregiver must develop a written activity plan which includes: the daily routines and specified activities for each age group • The plan must be inclusive for all children in the group • Director or caregiver posts the activity plan for each group of children in a prominent place for parents to see • Activities must be developmentally appropriate 	<ul style="list-style-type: none"> • A written curriculum plan is maintained. • The curriculum plan includes goals and objectives related to creative expression, positive self-expression, social skills, cognitive skills, communication skills, health/safety habits, physical development, and acceptance on diversity. • Staff plans are based on curriculum goals for ages of children involved. • Planned daily activities are developmentally appropriate. • Planned daily activities allow direct involvement of children. • They address creative expression. • Materials are developmentally appropriate, supportive of at least 6 of the 8 planned activities, encourage hands-on manipulation. • The daily schedule reflects a balance among indoor/ outdoor, quiet/ active, individual/ small group/ large group, large muscle/ small muscle, child initiated/ caregiver initiated. • Routine and transition times are planned for learning and to avoid disruption. 	<p>The Curriculum Standard includes:</p> <ul style="list-style-type: none"> • Curriculum: Essential Characteristics (12 measures) • Areas of Development: Social-Emotional Development (7 measures) • Physical Development (4 measures) • Language Development (7 measures) • Curriculum Content Area for Cognitive Development: Early Literacy (11 measures) • Early Mathematics (13 measures) • Science (8 measures) • Technology (3 measures) • Arts (7 measures) • Health and Safety (5 measures) • Social Studies (11 measures) <p>The Teaching Standard includes:</p> <ul style="list-style-type: none"> • Creating Caring Communities for Learning (13 measures) • Supervising Children (5 measures) • Using Time, Grouping, and Routines to Achieve Learning Goals (12 measures) • Responding to Children's Interests and Needs (9 measures) • Making Learning Meaningful for All Children (7 measures) • Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge (14 measures)

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Physical Environment	<p>30 sq ft/ child indoor and 80 sq ft/ child outdoor space</p> <p>Infants:</p> <ul style="list-style-type: none"> Room arrangement: make it possible for caregivers to see all children; include safe, open floor space for floor time play; have cribs far enough apart so that one infant may not reach another crib; provide enough space for caregivers to walk and work between cribs, cots and mats Have an adult-sized rocker or chair; individual cribs for each non-walking infant; individual crib, cot, bed or mat that washable for each walking infant Have a sufficient number of toys to keep children engaged <p>Toddlers:</p> <ul style="list-style-type: none"> Room arrangement: have spaces in the room that allow both individual and group time; and a play environment that allows the caregiver to supervise all children Have age-appropriate seating, tables, and nap or rest equipment; enough popular items available so that toddlers are not forced to compete for them; and containers or low shelving for items children can safely access without direct supervision <p>Pre-Kindergarten Age Children:</p> <ul style="list-style-type: none"> Room arrangement: space for furnishings and activities without limiting children’s movement; and space in which children are allowed to find or create individual activities, but which still permits the caregiver to easily supervise Have interest centers, such as dramatic play, block building, stories and books, science and nature activities, art and music activities, sensory, and problem-solving activities that are clearly defined, organized for independent use, and arrange so the caregiver can supervise Have age-appropriate seating, tables, and nap or rest equipment; enough popular items available so that children are not forced to compete for them; and containers or low shelving for items children can safely access without direct supervision <p>School-age Children:</p> <ul style="list-style-type: none"> Pre-K requirements plus language and reading and math Space for quiet time to do homework 	<p>Indoor (B - 17 months.):</p> <ul style="list-style-type: none"> Indoor and outdoor equipment must be: complete, clean, in good repair, appropriately sized for infants, and sufficient to sustain play in each group. Equipment and materials provide for: accessibility, uncluttered atmosphere, visual and/or auditory supervision in all areas, separation of active and quiet play, traffic patterns that avoid disruption of activities. Equipment and materials are rotated regularly. Equipment for sleeping, diapering and feeding are: sufficient, accessible. Diapering area includes items that enhance cognitive and communication. Equipment and materials for play and learning activities are developmentally appropriate. Equipment and materials encourage: experiencing environment through all five senses, interaction with real objects, social interaction, music/movement. Developmentally appropriate materials and equipment: portray people in a manner that is non-stereotypical, culturally sensitive. There are at least 100 sq. ft. of open space free of furniture. Indoor (18 mo. - 5 yrs.): In addition to measures above, Indoor and outdoor equipment must be: complete, clean, in good repair, appropriately sized for age of children in group, developmentally appropriate for the age of children in group, available to support curriculum, encourage hands-on manipulation of real objects. Indoor equipment and materials are arranged in interest areas. Equipment and materials are sufficient in quantity to accommodate sustained play in each of these interest areas: blocks/ construction play, dramatic play, manipulatives, stories/ language, music, arts, discovery/space. A minimum of 30 sq. ft. of classroom space is provided for each child. <p>Indoor (6 - 12 yrs.):</p> <ul style="list-style-type: none"> Indoor program space is available so the environment can be prepared before children’s arrival. A minimum of four of the following interest areas are 	<p>Indoors:</p> <p>The Physical Environment Standard has the following components:</p> <ul style="list-style-type: none"> Indoor Equipment Materials and Furnishings (15 measures) Building and Physical Design (14 measures) Environmental Health (9 measures) <p>Outdoors:</p> <p>The Physical Environment Standard has the following components:</p> <ul style="list-style-type: none"> Outdoor Equipment, Materials and Furnishings (4 measures) Outdoor Environmental Design (7 measures) Building and Physical Design (7 measures) Environmental Health (6 measures)

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		<p>available daily and offer sufficient developmentally appropriate materials/ supplies in sufficient quantities: blocks/ construction toys/ woodworking, dramatic play/ theater, manipulatives/table games/puzzles, stories/ language/creative writing, music/listening, arts/crafts/ creative expression, discovery/science/computer centers.</p> <ul style="list-style-type: none"> • Sufficient space is provided on a daily basis for: active group games, interest centers for individual and small group projects/ activities, an area for quiet activities such as reading and homework, storage of children's personal items. <p>Outdoor equipment and materials are:</p> <ul style="list-style-type: none"> • complete • clean • developmentally appropriate for the ages and sizes of all children • available in sufficient quantities to support the curriculum. <p>Outdoor play areas include:</p> <ul style="list-style-type: none"> • a variety of surfaces, climbing and other active play items and structures, • adequate storage for equipment and materials • partial shade • quiet private spaces • open areas for riding equipment, push toys, running and games as developmentally appropriate. <p>Outdoor interest areas provide for a variety of activities.</p>	

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Health and Safety	<ul style="list-style-type: none"> • Maintain sign-in and sign-out logs for each child coming and going from center • Have current health statement and immunizations record for children in care • Have documentation to indicate that each child is free of active tuberculosis if required by the regional TDH or local health authority • Have vision and hearing screening documentation for children required to be screened or a signed statement from the child's parent that the child's screening records are current and on file at the pre-k program or school the child attends • Maintain a written record of accidents and incidents • Parents notified in cases of illness or injury • Do and maintain background checks for personnel • Annual sanitation, gas leaks and fire inspections • Clean, repair, and maintain building, grounds and equipment • Inspect the playground daily before use • Sewage system meets state standards • Use disposable gloves and/or wash hands as specified in licensing standards • Children checked upon arrival for signs of illness, injury, possible abuse/neglect • Areas accessible to children are free of hazards • Have first aid supplies • Ill child not admitted for care if symptoms exist • Reporting of suspected abuse, neglect, or exploitation • Fire extinguishing system and working smoke detectors on premises • Have a smoke-detection system • Have an emergency evacuation and relocation plan 	<ul style="list-style-type: none"> • Children are checked upon arrival for signs of illness, injury or evidence of possible abuse/neglect. • Caregivers stop children who are engaged in unsafe or unhealthy activities. • Caregivers suggest and demonstrate ways for children to help maintain a safe environment. • Areas for diapering and toileting are separate from food storage, preparation and service areas. • Daily health and safety hazard inspections of the indoor and outdoor environments are conducted before they are used by children. • Written procedures must be in place to check the status of a child when the child is expected to arrive for care after school but fails to show up. 	<ul style="list-style-type: none"> • The program maintains current health records for each child. Child health records include certain information, immunizations up to date. • The program has and implements a written agreement with a health consultant (HC) who is either a licensed pediatric health professional or a health professional with specific training in health consultation for early childhood programs • HC visits at least 2 times a year and as needed. If serving infants and toddlers, 4 times a year. • HC observes program practices and reviews and makes recommendations about the program's practices and written health policies. • Unless the program participates in CACFP, at least 2 times a year a registered dietician or pediatric public health nutritionist evaluates the menus for nutritional content, portion sizes, etc. • The program documents compliance and implements corrections. • At least one staff member has pediatric First Aid and CPR. • The program follows specific practices when a child is ill. • Communicate to families verbally and in writing about unusual level or type of communicable disease to which their child was exposed. • Children of all ages have daily opportunities for outdoor play. When outdoor is not possible, there are similar activities offered inside. Indoor and outdoor equipment for large-motor activities meets national safety standards. • Program ensures children are protected against cold, heat, sun injury and insect-borne disease. • Specific guidelines for type of sunblock and insect repellents are followed. • Diapering practices are followed. • Hand washing practices are followed for specific situations. • Precautions are taken to ensure communal water play does not spread infectious disease. • Safeguards are used with all medications for children. • Practices to reduce the risk of SIDS are followed. • After feedings, infant's teeth and gums are wiped

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			<p>with disposable tissue.</p> <ul style="list-style-type: none"> • Infants unable to sit are held for bottle-feeding. Other bottle feeding practices are followed. • Children older than 1 yr. receive 2 or more meals. • Cleaning and sanitizing practices and frequency prescribed are followed. • Procedures for standard precautions are used (also deals with surfaces that come into contact with body fluids or openings in skin). • Washing and drying toys that child places in mouth before other child uses toy. • Staff maintain areas used by staff or children who have allergies or any other special environmental health needs according to the recommendations of health professionals. • Classroom pets or visiting animals appear to be in good health and have documentation from a vet or an animal shelter to show that the animals are fully immunized. • Before walking on surfaces that infants use specifically for play, adults and children remove, replace or cover with clean foot coverings any shoes worn outside
Nutrition/Meal Time	<ul style="list-style-type: none"> • Must offer each child in care for less than four hours at least one snack • Must offer each child in care for four to seven hours one meal, or one meal and one snack, equal to 1/3 of their daily food needs • Must offer each child in care for more than seven hours two meals and one snack, or two snacks and one meal, equal to ½ of their daily food needs • If your center is participating in the Child and Adult Care Food Program administered by TDHS, you may elect to meet those requirements • A child must not go more than three hours without a meal or snack being offered, unless child is sleeping • Must not use food as a reward or punishment • Must ensure a supply of drinking water • Meals and snacks served must be nutritious and meet licensing requirements • Eating problems discussed with parent • Written approval from a doctor or dietician for special diets • Encourage but do not force children to eat 	<p>B - 17 mo.:</p> <ul style="list-style-type: none"> • Infants are held and talked to while bottle fed. <p>18 mo. - 12 yrs.:</p> <ul style="list-style-type: none"> • Meals are served to children seated in small groupings with their assigned caregivers. • School-age children have scheduled snacks seated at a table with an adult at least twice a week. • Initial servings are small; drinks are offered with food; seconds are available; children are not hurried to finish eating; children are encouraged to engage in conversation during meal time; children are given the opportunity to feed themselves consistent with their developmental levels; children are offered food that represents a variety of ethnic backgrounds. • Caregivers model: friendly social behavior, appropriate dining etiquette. • Snack times take into account school-ager's different eating schedule outside the program. • School-age children are encouraged to help prepare and 	<ul style="list-style-type: none"> • Food is prepared, served, and stored in accordance to USDA Child and Adult Care Food Program (CACFP) guidelines. • Ensure the safety of food brought from home. • Ensure food safety in its provision of meals and snacks. • For infants and children with disabilities who have special feeding needs, staff keep a daily record. • For each child with special health care needs or food allergies, the child's health provider gives the program an individualized plan. • Clean sanitary drinking water is made available throughout the day. • Liquids and food hotter than 110 degrees F. are kept out of reach. • The program supports nursing by: accepting, storing and serving milk and providing a comfortable place to nurse for mothers. • Except for human milk, staff serve only formula and infant food that comes to the facility in factory-

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	<ul style="list-style-type: none"> • Post daily menus for all meals/snacks prepared and served • Children are not hurried • Infants birth through six months, or unable to sit unassisted, must be held while feeding 	<p>serve their own snacks.</p>	<p>sealed containers prepared according to manufacturing instructions. Discard after 1 hr. any milk that is served and not consumed.</p> <ul style="list-style-type: none"> • Teaching staff about feeding infants (no solids before 6 months, sweetened beverages). • Teaching staff to feed infant whenever the infant seems hungry. Feeding not used in lieu of other forms of comfort. • The program does not feed cow milk to infants younger than 1 yr. • Staff do not offer children younger than 4 yrs. certain foods: hot dogs, grapes, nuts, popcorn, raw peas and hard pretzels, peanut butter, raw carrots or meat larger than can be swallowed whole. Staff cut into pieces based on child's age and chewing ability. • The program prepares written menus, posts them and has copies available for families. Menus are kept on file. • The program serves meals and snacks at regularly established times. Meals and snacks are at least 2 hrs. apart but not more than 3 hrs. apart.

Subcommittee 4: Parental Involvement

Components	Child Care Licensing (CCL), Department of Family and Protective Services (DFPS) Criteria	Texas Rising Star Provider Certification Guidelines (TRS) Criteria	National Association for the Education of Young Children (NAEYC) Criteria
Parental Involvement	<ul style="list-style-type: none"> • At enrollment staff review A Parent's Guide to Day Care with parents (receipt on file) • Parents able to visit facility any time • Parents notified when child is injured, sick, has been placed at risk, outbreak of disease • Center keeps current records regarding parent's phone numbers, child's immunization records • Parents must sign a child care enrollment agreement or other similar document that includes at least the operational policies on or before the date of admission 	<ul style="list-style-type: none"> • The center has written policies for parents. • Written policies include: hours, days of operation; child health policies; fees; complaint procedures; meal service; discipline; clothing; absences; parent conferences; program philosophy and/or goals. • A designed area is maintained where daily schedules, menus and other important notices are available to parents. • Parents are invited: periodic invitations for special occasions or events; parent meetings or support groups; parent work groups; invitations to parents to share culture-specific information and objects. • Children's development is shared with parents on an ongoing basis. Children's progress is documented semiannually. • A consistent method is used for communicating with all parents with special needs. 	<p>The Relationships Standard has a component:</p> <ul style="list-style-type: none"> • Building Positive Relationships among Teachers and Families (5 measures) regarding communication with families. <p>The Families Standard Section is split into 3 sub-sections:</p> <ul style="list-style-type: none"> • Knowing and Understanding the Program's Families (14 measures) regarding methods and engagement to learn more about families • Sharing Information Between Staff and Families (6 measures) regarding mechanisms to promote dialogue. The program works with families on shared child caregiving issues, including routine separations, special needs, the food being served and consumed, and daily care issues. • Nurturing Families as Advocates for Their Children (8 measures) regarding how to work collaboratively with families and encourage them to raise concerns.