



Accreditation Crosswalk

Point-Based Measures

(All Ages)

Instructions: Please fill in the form at the bottom of this page. Complete the crosswalk; include, where applicable, the measure number and a description of the measure.

Accreditation entity: _____

Date: _____

TEXAS RISING STAR POINT-BASED MEASURES:	ACCREDITATION MEASURE NUMBER/DESCRIPTION:
Category 1: Director and Staff Qualifications	
Applies to Center-Based Providers and All Ages Except School-age-only Programs	
<p>P-DEQT-01 DIRECTOR QUALIFICATIONS FORMAL EDUCATION SCORING Score of 0: none</p> <p>Score of 1: —Valid child care administrator's credential [CCL MS §746.1015 (a)(6)]; or —over 2 years to up to 4 years as a director in a TRS or currently recognized nationally accredited provider</p> <p>Score of 2: —Valid Child Development Associate (CDA) credential or Child Care Professional (CCP) credential with 6 college credit hours in business management [CCL MS §746.1015 (a)(4)]; or —9 college credit hours in ECE and 9 credit hours in business management CCL MS §746.1015 (a)(7); or —60 college credit hours with 9 college credit hours in child development and 6 college credit hours in business management [CCL MS §746.1015 (a)(3)]; or —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 [CCL MS §746.1015 (a)(5)]; or —over 4 to up to 8 years as a director in a TRS or TRS-recognized nationally accredited provider</p> <p>Score of 3: —AA/AAS in ECE or closely related field with 12 college credits in ECE and 6 credit hours in business management [CCL MS §746.1015 (a)(2)]; or or —At least a BA/BS with 12 hours college credit hours in ECE and 6 credit hours in business management; or —over 8 years as a director in a TRS or currently recognized nationally accredited provider [CCL MS §746.1015 (a)(1)]; or —a nonexpiring director's certificate from DFPS</p>	
<p>P-DEQT-04a-b DIRECTOR EXPERIENCE Score of 0: none</p> <p>Score of 1: Have 2 years of experience in early childhood</p> <p>Score of 2: Have 3 years of experience in early childhood</p> <p>Score of 3: Have 4 years of experience in early childhood</p>	
<p>P-DEQT-06 DIRECTOR TRAINING Score of 0: none</p> <p>Score of 1: Of the 36 hours, a minimum of 6 hours is in program administration, management, and supervision</p> <p>Score of 2: Of the 36 hours, a minimum of 6 hours is in program administration and 3 hours is in Infant/Toddler or Pre-K guidelines</p> <p>Score of 3:</p>	

TEXAS RISING STAR POINT-BASED MEASURES:	ACCREDITATION MEASURE NUMBER/DESCRIPTION:
<p>Of the 36 hours, a minimum of 6 hours is in program administration and 6 hours is in Infant/Toddler or Pre-K guidelines</p>	
<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): A. Have a Child Development Associate (CDA) credential; or B. Have a Certified Child Care Professional (CCP) credential; or C. Be working toward an associate's or bachelor's degree or have successfully completed 12 college credit hours in child development, early childhood education, or related field and 2 years of full-time paid experience as a caregiver working with children in a licensed or registered facility; or D. Have 2 years of 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 150 training clock hours within the last 5 years in child development, early childhood education, or related field and 2 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; or G. Have 10 years of full-time paid experience as a caregiver working in a nationally accredited or TRS facility.</p>	
<p>P-CQT-03 CAREGIVER STAFF TRAINING Caregiver training topics are aligned with core competencies.</p>	
<p>Applies to School-age-only Programs</p>	
<p>P-DEQT-03 DIRECTOR QUALIFICATIONS FORMAL EDUCATION SCORING Score of 0: —none Score of 1: —Valid child care administrator's credential [CCL MS §744.1015 (a)(6)] Score of 2: —Valid child care administrator's credential certificate from a community college with at least 15 college credit hours in ECE or related field and 3 college credit hours in management [CCL MS §744.1015 (a)(5)]; or —Valid CDA or CCP credential with 6 college credit hours in management [CCL MS §744.1015 (a)(4)]; or —9 college credit hours in child development and 9 college credit hours in management [CCL MS §744.1015 (a)(7)]; or —60 college credit hours with 9 college credit hours in ECE or a related field and 6 hours in management [CCL MS §744.1015 (a)(3)] Score of 3: —AA/AAS in ECE or closely related field with 6 college credits in business management [CCL MS §744.1015 (a)(2)]; or —At least a BA/BS in a closely related field and 6 credit hours in business management [CCL MS §744.1015 (a)(1)]</p>	
<p>P-DEQT-05a-b DIRECTOR EXPERIENCE Score of 0: —none Score of 1: —Have 1 year of experience in afterschool child care Score of 2:</p>	

TEXAS RISING STAR POINT-BASED MEASURES:	ACCREDITATION MEASURE NUMBER/DESCRIPTION:
—Have 2 years of experience in afterschool child care Score of 3: —Have 3 or more years of experience in afterschool child care	
P-CQT-02 CAREGIVER QUALIFICATIONS Not counting the center director, all caregiver staff must meet one of the following measures: A. Have a Child Development Associate (CDA) credential or CCP credential, or be working toward a CDA/CCP credential or associate's degree in a related field; or B. Be working toward an associate's or bachelor's or have successfully completed 12 college credit hours at an accredited university; or C. Have 2 years of paid experience in a school-age program; or D. Have 2 years of paid experience working with children in a licensed program; or E. Have successfully completed 150 training clock hours within the last 5 years in child development, early childhood education, or related field and 2 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	
Category 2: Caregiver-Child Interactions	
SEE ATTACHMENT 3 FOR GROUP SIZE/RATIO	<i>Please attach related standards in separate attachment.</i>
WARM AND RESPONSIVE STYLE ASSESSMENT MEASURES Applies to All Ages	
P-WRS-01 Provides physical and emotional security (creates a warm, safe, and nurturing environment)	
P-WRS-02 Uses frequent positive nonverbal behaviors to increase feelings of acceptance	
P-WRS-03 Has a patient, relaxed style that helps maintain calmness in the classroom	
P-WRS-04 Notices and attends to children's needs and signals (i.e., very few missed signals)	
P-WRS-05 Responds promptly and sensitively to children's cognitive and affective signals (acknowledges and expands on children's attempts at communication, play, and expression of needs)	
P-WRS-06 Shows flexibility and an ability to adjust one's own behavior to meet the needs, interests, and abilities of individual/groups of children	
LANGUAGE FACILITATION AND SUPPORT ASSESSMENT MEASURES Applies to All Ages	
P-LFS-01 Listens to children attentively and responds appropriately to their language, vocalizations, and nonverbal attempts at communication	
P-LFS-02 Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior/accomplishments	
P-LFS-03 Uses language to add meaning/expand on child(ren)'s interests or agenda	
P-LFS-04 Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play)	

TEXAS RISING STAR POINT-BASED MEASURES:	ACCREDITATION MEASURE NUMBER/DESCRIPTION:
P-LFS-05 Uses specific labels and descriptors throughout the day ("It's time to drink your bottle," versus "Here, take this." "Hand me the blue marker in that cup," versus "Give me that [points to marker].")	
P-LFS-06 Provides children with frequent opportunities to talk with caregivers throughout the day (small group, whole group, outdoor play, mealtimes)	
P-LFS-07 Allows children time to respond to questions before providing the answer or asking another question	
P-LFS-08 Engages children in conversations (3–5 turns) about a variety of topics (their likes, dislikes, family, books, lessons); or provides commentary and encourages back and forth vocalization/gesture with infants and toddlers	
P-LFS-09 Expands on children's understanding or initiation by elaborating on what children say or draw attention to	
P-LFS-10 Extends children's language and/or models for children how to express complete ideas or sentences (child gestures and says, "ball" and adult says, "You see the red ball.")	
PLAY-BASED INTERACTIONS AND GUIDANCE ASSESSMENT MEASURES Applies to All Ages	
P-PBIG-01 Supports a playful attitude on an ongoing basis by creating opportunities for children to make-believe, make choices, and adjust activities to their own interests	
P-PBIG-02 Participates and expands on play initiated by children to reinforce language, ideas, and social development	
P-PBIG-03 Provides guidance when children are working to complete a task/play rather than using overly directive strategies	
SUPPORT FOR CHILDREN'S REGULATION ASSESSMENT MEASURES Applies to Toddler, Preschool, and School-Age	
P-SCR-01 Models and encourages emotional expression (encourages children to express feelings, labels own feelings, thinks aloud to model his or her own feelings and reactions, makes connections between actions and emotional reactions)	
P-SCR-02 Provides children with short explanations that help them understand why they are feeling a certain way	
P-SCR-03 Explains logical consequences for behaviors rather than providing arbitrary consequences	
P-SCR-04 Encourages self-regulation by consistently implementing program rules and routines (signals transitions, referring to the sequence and structure of the day, balancing structured and unstructured playing and learning opportunities)	
P-SCR-05 Demonstrates flexibility and tolerance for minor mishaps and misbehaviors	
P-SCR-06 Recognizes rising tensions and helps children understand the logical	

TEXAS RISING STAR POINT-BASED MEASURES:	ACCREDITATION MEASURE NUMBER/DESCRIPTION:
consequences of their actions before problem behaviors occur	
P-SCR-07 Assists children when needed in their communications and interactions with peers	
SUPPORT FOR CHILDREN'S REGULATION ASSESSMENT MEASURES Applies to Preschool and School-age	
P-SCR-08 Supports students' efforts to ask questions, offer ideas, and openly discuss with the teacher	
Category 3: Curriculum	
Lesson Plans and Curriculum Applies to Infants and Toddlers	
P-LPC-01 Health and Well-being Domain Activities to promote health and well-being (personal safety and health, hygiene, nutrition, and wellness) are well described with information on how to encourage involvement so that children can be successful	
P-LPC-02 Social and Emotional Development Activities and teacher strategies appropriate for both infants and toddlers that support teachers/staff to promote social and emotional development are well described with information on how to encourage involvement, including types of materials and books to use to be able to actively involve infants and toddlers	
P-LPC-03 Language and Communication Development Activities and teacher strategies appropriate for both infants and toddlers that support teachers/staff to promote language and communication development are well described with information including questioning techniques and ways to provide child-friendly explanations to encourage involvement including types of materials and books to use to be able to actively involve infants and toddlers	
P-LPC-04 Cognitive Development Activities and teacher strategies appropriate for both infants and toddlers that support teachers/staff to promote cognitive development are well described with information on how to encourage involvement, including types of materials (blocks and other manipulatives) to use to actively involve infants and toddlers	
Applies to Infants Only	
P-LPC-15 Physical Activity and Motor Development Activities appropriate for infants that support teachers and staff to promote physical health, activity, and motor development for engaging children's interests and involvement	
Applies to Toddlers Only	
P-LPC-15 Physical Activity and Motor Development Activities appropriate for toddlers that support teachers and staff to promote physical health, activity, and motor development for engaging children's interests and involvement	
Applies to Preschoolers Only	
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	

TEXAS RISING STAR POINT-BASED MEASURES:	ACCREDITATION MEASURE NUMBER/DESCRIPTION:
P-LPC-06 Language and Communication Planned daily activities are implemented to support language and communication development, including listening and understanding and communication and speaking to engage children's interests and active involvement	
P-LPC-07 Emergent Literacy – Reading Activities for phonological awareness, print knowledge, and letter-sound relations engaging children's interests and involvement	
P-LPC-08 Emergent Literacy – Writing Activities for book and print knowledge and opportunities for early writing, in line with each child's level of engaging children's interests and involvement	
P-LPC-09 Mathematics Activities for mathematics, in line with each child's level of development in this area, engaging children's interests and involvement	
P-LPC-10 Science Activities for science skills development, in line with each child's level of development in this area, engaging children's interests and involvement	
P-LPC-11 Social Studies Activities for the development of social studies knowledge about people, their environment, various cultures, community building, and citizenship	
P-LPC-12 Fine Arts Activities for the development of fine arts skills that include art, music, and/or dramatic expression for engaging children's interests and involvement	
P-LPC-13 Health and Well-being Domain Activities to promote health and well-being (personal safety and health, hygiene, nutrition, and wellness) are well described with information on how to encourage involvement so that children can be successful	
P-LPC-14 Technology Activities for the development of technology skills and knowledge are well described to support children's use and understanding of different forms of technology. Examples of appropriate technology may include vocabulary, letter recognition, and math games on a computer or tablet, or exploration using a mouse.	
Applies to Preschoolers/School-Age	
P-LPC-15 Activities appropriate for preschoolers and school-agers that support teachers and staff to promote physical health, activity, and motor development for engaging children's interests and involvement	
Planning for Special Needs and Respecting Diversity Assessment Measures Applies to All Ages	
P-PSNRD-01 Consideration for Children in a Bilingual/ESL Program Plan includes specific strategies for using child's home language to support the development of English language skills. This could include supports such as visual and gestural cues to promote learning.	
P-PSNRD-02 Consideration for Students with Disabilities Plan includes specifications on how to make accommodations for	

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children with disabilities. Accommodations should include, but not be limited to, those that support learning for children with visual, motoric, and/or auditory problems.	
P-PSNRD-03 Consideration for Students from Culturally Diverse Backgrounds Activities and teacher strategies are included that address the many cultures of children's families that attend the program (e.g., songs, customs, nursery rhymes, books, celebrations, foods)	
Instructional Formats and Approaches to Learning Applies to All Ages	
P-IFAL-01 Staff supports learning through encouraging hands-on manipulation of real objects (e.g., books, puzzles, toys, etc.).	
P-IFAL-02 Intentional instructional activities that are both teacher- and child-initiated are balanced throughout the planned daily activities	
P-IFAL-03 Routine and transition times are used as opportunities for incidental learning.	
P-IFAL-04 Transition times are planned to avoid frequent disruption of children's activities and long waits between activities.	
P-IFAL-05 Repeated exposure of a new concept (e.g., vocabulary word) in different learning contexts (e.g., lunch, circle time, outdoors) across the day	
P-IFAL-06 Implemented learning activities are organized to build skills and knowledge progressively by moving the child from current developmental levels to the targeted developmental benchmarks	
Category 4: Nutrition & Indoor/Outdoor	
Nutrition Applies to All Ages	
P-N-01 Items to Observe: Yes/No Indicators <ul style="list-style-type: none"> ▪ Drinks are offered with food ▪ Seconds of healthy options are available ▪ Children are not hurried to finish eating ▪ Children are not viewing television during mealtime ▪ Food is not used as a reward or punishment ▪ Children are encouraged to engage in conversation during mealtime ▪ Children have the opportunity to feed themselves consistent with their developmental levels 	
Applies to Infants (0–12 months)	
P-N-03 Infants are held (if developmentally appropriate) and talked to in reassuring tones while bottle-fed.	
Applies to Infants (0–17 months)	
P-N-04 Caregivers feed infants on the infant's cue, such as the infant opening the mouth and making suckling noises or moving hands at random, unless the parent and the child's physician give written instructions otherwise. The caregivers also stop feeding upon satiety. Caregivers observe satiation indicators such as the infant keeping the mouth closed, turning away from the bottle, and paying increased attention to surroundings.	
Applies to Toddlers and Older (18 months and older)	
P-N-02	

TEXAS RISING STAR POINT-BASED MEASURES:	ACCREDITATION MEASURE NUMBER/DESCRIPTION:
Caregivers model appropriate dining etiquette.	
P-N-05 Meals are served to children seated in small groupings with their assigned caregivers when not helping with the meal service routine or providing necessary assistance to children. Children are encouraged to sample a variety of food of different colors and textures.	
Applies to Preschoolers (3 to 5 years)	
P-N-06 Meals are served family style; all children may assist with mealtime activities, with staff supervision. Children are encouraged to serve themselves as their abilities permit (e.g., set tables, put out napkins, scoop food using sturdy serving spoons, pour milk from child-sized pitchers). Items to observe: <ul style="list-style-type: none"> ▪ Meals are served family style ▪ Children are encouraged to set tables, put out napkins, clean place mats, etc. ▪ Children are encouraged to serve themselves as their abilities permit (e.g., scoop food using sturdy serving spoons, pour milk from child-sized pitchers) ▪ An orderly process is in place for taking turns and varying tasks 	
Indoor Learning Environment Applies to All Ages	
P-ILE-01 Indoor environment is arranged to facilitate division of interest areas for play (as developmentally appropriate) and allow children to move easily from one area to another, for infants, a variety of stimulating opportunities for learning that may change throughout the day.	
P-ILE-02 Equipment/materials portray people in a manner that is non-stereotypical and culturally sensitive.	
P-ILE-03 Developmentally appropriate visual caregiver- and children- created materials are displayed at children's eye level.	
P-ILE-04 Equipment/materials reflect children's interest, appear inviting to children, and are arranged so children know where to find things and may easily select and return items.	
P-ILE-05 Equipment/materials encourage hands-on manipulation of real objects.	
P-ILE-06 Equipment/materials facilitate social interaction and experiencing the environment through all five senses.	
Outdoor Learning Environment Applies to All Ages	
P-OLE-01 Outdoor environment and activities are linked to and reinforce indoor learning.	
P-OLE-02 The outdoor environment provides children with the opportunity to care for living things and appreciate nature/beauty.	
P-OLE-03 Outdoor environment and natural and manufactured equipment/materials provide partial shade and motivate children to be physically active and engage in active play such as balancing, climbing, crawling, moving, pushing/pulling, riding, walking, and running.	
P-OLE-04 Natural outdoor environment supports social emotional development,	

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including but not limited to areas that invite social gatherings, tummy time, dramatic play, group games, music and movement, and spaces for quiet and calm activities.	
Applies to Infants (0-17 months)	
P-OLE-05 Outdoor equipment/materials encourage infants to experience the environment through all five senses.	
Category 5: Parent Education and Involvement	
Parent Education Assessment Measures	
<p>P-PE-01 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"> -Tour of the facility -Introduction to teaching staff -Parent visit with the classroom teacher -Overview of parent handbook -Policy for arrival and late arrival -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 -Encouraging parents to inform the center/provider of any elements related to their CCS enrollment that the provider may be of assistance -An overview of family support resources and activities in the community -Child development and developmental milestones provided <p>—Parents are informed of the significance of consistent arrival time. Children should arrive before the educational portion of program begins to limit disruption. Consistent routines prepare children for the transition to kindergarten.</p> <p>—Statement is shared with parents regarding limiting technology use on-site (e.g., refrain from cell phone use). In order to facilitate better communication between the parents and teacher and the parents and child, it is best if parents are not distracted by use of electronic devices while at the center/home.</p> <p>—Statement is shared with parents reflecting the role and influence of families.</p>	
P-PE-02 The provider provides families with opportunities to better understand the child's growth and development.	
Parent Involvement Assessment Measures	
P-PI-01 Parents have structured opportunities to provide input that may influence the program.	
P-PI-02 Parent/teacher conferences are held. Conferences can be held in person or by phone.	
P-PI-03 Parents are invited to participate in program-related activities.	