

Self-Developed Continuous Quality Improvement Plan Desk Aid



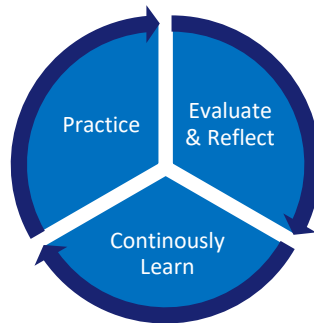
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Texas Workforce Commission | Child Care & Early Learning Division

Self-Developed Continuous Quality Improvement Plan Overview

Introduction

Continuous Quality Improvement (CQI) provides a systemic and intentional process for improving quality in child care and early learning programs and increasing positive outcomes for children. Texas Rising Star–certified programs and interested programs typically work with a Texas Rising Star mentor to engage in a cyclical process that includes self-reflection, continuous learning, practice, and evaluation. CQI helps programs attain certification, achieve increasingly higher levels of quality, sustain high quality over time, and ensure high quality across classrooms and age groups.



A Continuous Quality Improvement Plan (CQIP) is a requirement for child care and early learning programs not only as they work toward achieving Texas Rising Star certification, but also as they maintain certification. CQIPs are designed to help programs increase the quality of the child care and early learning experiences they provide, with the goal of maintaining or increasing the program’s star level. The process of creating, implementing, finalizing, and generating a new CQIP is a recurring cycle and is based on the program’s goals and needs for obtaining, maintaining, or increasing its star level.

The program and its assigned Texas Rising Star mentor collaborate to create the CQIP. Programs that decide to move through the Texas Rising Star certification and maintenance process without a mentor are still responsible for meeting all Texas Rising Star eligibility requirements, maintaining an updated CQIP, and meeting other ongoing requirements (for example, annual monitoring visits and recertification).

This desk aid will guide child care and early learning programs through the steps of creating a self-developed CQIP, define the required elements of a CQIP, explain how to provide required documentation to be submitted with the online Certification Request upon initial assessment or recertification, and provide updates as needed or required based on impacts.

Continuous Quality Improvement Plan

Entry Level–designated programs that do not want to participate in mentoring services must create a CQIP using an online form. (A preview of this form is found in [Appendix A](#) of this desk aid.) Once the program has informed its assigned mentor that it will not participate in mentoring services, the program director will receive an email from the Children’s Learning Institute (CLI) with a link to complete the online CQIP. The CQIP is also available in Spanish ([Appendix D](#)), Vietnamese, and Chinese via an automatic translation service.

The CQIP must include the program’s goals and goal-specific action steps in preparation for its upcoming Texas Rising Star assessment visit. The program’s goals may vary depending on the assessment visit. The child care and early learning program’s first CQIP must contain, at minimum, goals and action steps that support completing the required CQIP elements and Child Care Regulation (CCR) licensing screening compliance.

This desk aid includes the following sections:

- [CQIP Timeline](#)
- [Components of the CQIP](#)
- [Creating New/Additional CQIPs When Texas Rising Star Impacts Occur](#)
- [Submitting the CQIP and Required Documents through Engage](#)

CQIP Timeline

A child care and early learning program typically collaborates with an assigned mentor to develop a CQIP upon the program's initial acknowledgment of participation in Texas Rising Star and after the first full assessment.

The program must use the CLI Engage online form to submit its first CQIP within 60 calendar days of either, signing the Child Care Services (CCS) Provider Agreement or notifying the assigned mentor that it will not participate in mentoring services. The program must always have an active CQIP while participating in Texas Rising Star.

The length of time a CQIP is active may vary based on the specified time frame needed to reach the goals detailed in the plan. It is required to create a new CQIP at least once a year, or as often as required, per the parameters listed below. Each CQIP should include a realistic number of goals to be achieved in the given time frame.

At a minimum, programs must have a new CQIP after each assessment or monitoring visit. Technical assistance plans via CLI Engage for Texas Rising Star—certified programs are automatically generated after each assessment—for each classroom and the facility as a whole—and may be used to further refine the CQIP and the program's goals.

The following table includes the timeline of CQIP creation or updates as well as deadlines for uploading into CLI Engage.

<u>CQIP Created or Updated</u>	<u>CQIP Required Content</u>	<u>CQIP Form Completed</u>
Upon initial acknowledgment of participation in Texas Rising Star (interest form completed and CCS Provider Agreement signed)	The CQIP must include the program's goals and action steps specific to its upcoming initial assessment. At minimum, it must contain goals and action steps that support completing the required CQIP elements and Child Care Regulation (CCR) licensing screening compliance.	Within 60 calendar days of signing the CCS Provider Agreement
Upon initial certification request	The CQIP must include the goals and required elements that were completed since the development of the initial CQIP. The program must also include the completion dates.	End of CQIP form: Upon submission of the required documents for the initial certification request
After the initial assessment is complete	The CQIP must include action steps and goals to maintain or increase the program's star level.	Within 30 calendar days of receiving the initial assessment results
After any other assessment (facility change, star level evaluation, category reassessment and SIA assessment)	The CQIP must include the goals and required elements that were completed since the development of the previous CQIP. The program must also include the completion dates.	End of CQIP form: Upon receipt of the program's assessment visit two-week window
Prior to the annual monitoring visit	The CQIP must include the goals and required elements that were completed since the development of the previous CQIP. The program must also include the completion dates.	End of CQIP form: Upon receipt of the program's annual monitoring visit two-week window
After the annual monitoring visit	The CQIP must include action steps and goals to maintain or increase the program's star level.	Within 30 calendar days of receiving the annual monitoring visit results
Upon recertification request	The CQIP must include the goals and required elements that were completed since the development of the previous CQIP. The program must also include the completion dates.	End of CQIP form: Upon submission of the required documents for the recertification request
After the recertification visit	The CQIP must include action steps and goals to maintain or increase the program's star level.	Within 30 calendar days of receiving the recertification assessment results
If placed on a Service Improvement Agreement (SIA)	The CQIP must include action steps and goals to improve the categories that resulted in a lower overall star level calculated at the annual monitoring visit.	Within 30 calendar days of the notice of the SIA
If placed on Texas Rising Star Probation A or B, or if the program dropped a star level	The CQIP must include goals and action steps focusing on the CCR deficiencies that caused the probation or drop in star level.	Within 30 calendar days of the notice of the star-level drop or Probation A or B

If placed on suspension status	The CQIP must include goals and steps focusing on the CCR deficiencies that caused the suspension status.	Within 30 calendar days of the notice of the suspension status
Prior to completion of a Texas Rising Star impact (SIA, probation, star-level drop or suspension)	The CQIP must include the goals and required elements that were completed since the development of the previous CQIP. The program must also include the completion dates.	End of CQIP form: Upon receipt of the end of impact notification

Components of the CQIP

The preview of the CQIP online form in English may be found in this desk aid: Appendix A (English) and Appendix D (Spanish). The following includes a description of each section of the CQIP.

[Facility Information](#)

This section includes the child care and early learning program's information and is pre-populated based on the program's information captured in Engage. If any of this information is inaccurate, please submit a Help Ticket to request the fix.

- **Facility Name**—The name by which the program is registered or licensed with Child Care Regulation (CCR)
- **Child Care Regulation #**—The number assigned to the program by CCR
- **Contact Person** —The name of the individual who oversees the CQIP and is authorized to represent the program regarding all matters related to Texas Rising Star
- **Contact Phone/Email**—The phone number and email of the program's director or owner
- **Mentor Assigned**—The name of the mentor assigned to the program
- **Mentor Contact Email**—The email of the assigned mentor

[General Information](#)

- **Current Star Level**—The program's current Texas Rising Star status
- **Facility Type**—The program's facility type per CCR
- **National Accreditation**—The entity with which the program is accredited, as applicable
- **Ages Served**—The ages of children the program serves (specific to open and operating classrooms)
- **Partnership Readiness Participant**—The program's status in Prekindergarten Partnership participation with a local independent school district or charter school (for more information visit: [TWC Prekindergarten Partnerships webpage](#))
- **If the Partnership Readiness Participant indicates Yes, the program will indicate one of the following steps:**
 - Step 1—Interested in an informal partnership
 - Step 2—Interested in a formal partnership
 - Step 3—Participating in a formal partnership

[Choose Categories for Goal Setting](#)

This section includes a list of the various categories a program may want to set goals in and create an action plan for. Once selected, within the proceeding screens the program will specify the goal, action steps, resources needed and target dates for each category.

If the child care and early learning program is just beginning their certification journey and will ultimately be submitting a Certification Request via the [online portal](#) for an Initial Assessment, the program must select the category “CQIP Director Requirements” to set goals outlined in the CQIP Director [Requirements section](#) below.

[Identify CQIP End Date](#)

This is the date that the program plans to complete all the goals outlined in the CQIP. Refer to the [CQIP Timeline](#) section for more guidance.

[CQIP Director Requirements](#)

This section addresses the minimum requirements for submitting a [Certification Request](#). New programs working toward certification must complete these requirements as part of Texas Rising Star certification requirements and these are typically included in the first CQIP that is submitted once the CCS Provider Agreement is signed and mentoring services are declined. Programs must submit documentation confirming that they completed the elements in order to submit the CQIP for initial certification. See the [Submitting the CQIP through Engage](#) section of this desk aid for details on how to submit the documentation with the CQIP.

Note: These elements are required for all programs, including nationally accredited programs, unless otherwise stated.

[Texas Rising Star Orientation](#)

The Texas Rising Star orientation includes an overview of the Texas Rising Star program application process, an overview of the required and points-based measures on which a program’s quality certification is determined, and an introduction to the on-site assessment process through which a program attains Texas Rising Star certification. An [online, self-instructional orientation](#) is available via the CLI Engage course catalog. A live orientation session may also be provided by a Texas Rising Star mentor or staff member or via a local Board event.

- The child care and early learning program’s director (at minimum) must participate in a Texas Rising Star program orientation.
- The training agency (CLI, the mentor, or the Board) will provide a certificate of completion, which serves as documentation of completing this requirement.
- If the program experiences a change in director, this requirement must be completed before the program’s next assessment or monitoring visit.

[Creating an Account with Texas Workforce Registry](#)

Child care and early learning programs participating in Texas Rising Star are expected to participate in the Texas Early Childhood Professional Development System’s (TECPDS) Workforce Registry. The Workforce Registry is an online system where early childhood professionals may store and access their education and employment history, as well as the training hours they have completed.

- At minimum, the program’s director and/or administrator must have an active center director account in the [Workforce Registry](#). This free account provides a basis for the program’s staff members to link their own accounts to their employer. The program must also encourage staff members to register.
- The program must provide a printout or electronic file attachment of the center director’s professional development report as documentation of creating a center director account with the Workforce Registry when submitting the required forms for certification.

- Resources to assist in creating an account are available on the Workforce Registry website, which includes [How-To Guides](#) and an [FAQ](#) page. Additionally, the benefits of using TECPDS for administrators and practitioners may be found on the [About the Texas Workforce Registry](#) website. Issues with TECPDS may be reported by submitting a ticket to the [TECPDS Help Desk](#).
- If the program experiences a change in director, this requirement must be completed before the program's next assessment or monitoring visit.

Child Care Regulation Background Check Portal Review

Child care and early learning programs must receive training in navigating the CCR Background Check Portal to ensure that they stay in compliance with background check requirements.

- At minimum, a program director and/or administrator must review a prerecorded webinar on using the CCR Background Check Portal. The webinar is available on the Texas Rising Star website under [Provider Resources](#).
- The program director and/or administrator must sign the [Attestation of Completion of CCR Background Check Portal Overview](#), found in Appendix C, as documentation of completing this requirement.
- If the program experiences a change in director, this requirement must be completed before the program's next assessment or monitoring visit.

Infant Toddler Early Learning Guidelines Training

If the child care and early learning program serves infants and/or toddlers (children from birth to two years of age), the director (at minimum) must be trained in the [Infant, Toddler, and Three-Year-Old Early Learning Guidelines](#) (ITELGs). A best practice is to also train the program's infant and toddler staff in the guidelines.

- A [self-study course](#) is available in the CLI Engage course catalog. The director may also participate in a group training (in-person or virtual) that addresses the ITELGs, such as Board-sponsored professional development.
- The training agency (CLI, the mentor, or the Board) will provide a certificate of completion, which serves as documentation of completing this training.
- If the program experiences a change in director, this requirement must be completed before the program's next assessment or monitoring visit.

Note: This element is not required for programs that do not serve the infant/toddler age group per their CCR license.

Prekindergarten Guidelines Training

If the child care and early learning program serves prekindergarten children (children from three to five years of age), the director (at minimum) must be trained in the [Texas Education Agency's Prekindergarten Guidelines](#). A best practice is to also train the program's preschool staff in the guidelines.

- A [self-study course](#) is available in the CLI Engage course catalog. The director may also participate in a group training (in-person or virtual) that addresses the Pre-K guidelines, such as Board-sponsored professional development.
- The training agency (CLI, the mentor, or the Board) will provide a certificate of completion, which serves as documentation of completing this requirement.
- If the program experiences a change in director, this requirement must be completed before the program's next assessment or monitoring visit.

Note: This element is not required for programs that do not serve the prekindergarten age group per their CCR license or programs that are strictly before- and after-school programs.

CCR Screening Compliance

This section of the CQIP addresses goals, action steps, resources, and target dates associated with the results of the Texas Rising Star Screening Form for initial certification and certified programs. Therefore, child care and early learning programs must also complete a screening form upon creation of the self-developed CQIP as well as before submittal for certification. The program will download the applicable screening form (based on facility type and certification request) and complete it based on a review of their most recent six months of CCR licensing history. For example, if the program was reviewing the history on 8/1/2024, the most recent six-months would be from 2/1/2023 through 8/1/2024.

Completing the Screening Form

1. Download or print the applicable Texas Rising Star Screening Form based on following certification statuses:
 - Initial Certification
 - [Texas Rising Star Screening Form—Licensed Centers](#)
 - [Texas Rising Star Screening Form—Home Based Providers](#)
 - [Texas Rising Star Screening Form—After-School Programs](#)
 - Recertification Request
 - [Texas Rising Star Screening Form—Licensed Centers](#)
 - [Texas Rising Star Screening Form—Home Based Providers](#)
 - [Texas Rising Star Screening Form—After-School Programs](#)
2. Review the child care and early learning program's most recent six-month licensing history on the Texas Health and Human Services [Search Texas Child Care](#) website. Programs requesting an initial certification assessment must have at least 12 months of licensing history with CCR.
3. Answer the questions in Section 2 of the screening form. If any of these conditions applies, the program is not eligible for initial certification or, if requesting recertification, will be placed on suspension status.
4. Review any deficiencies listed on the most recent six-months of CCR licensing history.
 - Initial certification:
 - If any deficiency in Section 3 of the Initial Screening Form is listed on the program's six-month licensing history, the program is not eligible to apply for Texas Rising Star certification.
 - If the program has more than 25 points from high-weighted (5 points each) and/or medium-high-weighted (3 points each) deficiencies received within the program's six-month licensing history, the program is not eligible to apply for Texas Rising Star certification.
 - Recertification:
 - If any deficiency in Sections 3, 4, or 5 of the Current Screening form is listed on the program's six-month licensing history, it will result in the following impacts:
 - Section 3 deficiencies will result in a star-level drop for a minimum of six months for each deficiency cited. Programs that are Two-Star–certified and receive a star-level drop will be placed on suspension status.
 - Section 4 deficiencies will result in Probation A for a minimum of six months.
 - Section 5 relates to the total number of points from high- and/or medium-high-weighted deficiencies. A program with more than 25 points from high (5 points

each) and medium-high (3 points each) received on its six-month licensing history will be placed on Probation B for a minimum of six months.

If the program has incurred a licensing deficiency that would impose an impact (either at initial certification, recertification or during certification), the program is notified by their assigned mentor that an impact has occurred, and the following must be included on the self-developed CQIP:

- Select “Child Care Regulations Requirements” as a category and complete the following sections:
- **Goal**—List the deficiencies from the program’s six-month licensing history that have an impact on applying for Texas Rising Star certification or result in an impact for currently certified programs (that is, star-level drop, Probation A or B, and suspension status)
- **Action Steps**—The action steps that must be completed to address the cited minimum standards in which the program was deficient, which may include, but are not limited to, establishing processes and protocols to prevent the deficiency from occurring in the future, attending professional development events or courses, or completing a document
- **Resources Needed**—Resources that may help the program with addressing the cited minimum standards in which the program was deficient, which may include, but are not limited to, access to training calendars and document templates and/or requesting a training
- **Target Date**—The amount of time needed to address and/or implement processes or procedures related to the deficiency

Other Category Goals

This section addresses the child care and early learning program’s specific improvement goals in relation to Texas Rising Star measures and/or categories. Based on the initial self-assessment, the program may identify specific Texas Rising Star measures that need improvement to achieve certification status (for example, meeting structural measures). Information from technical assistance plans, which are generated after each assessment for each classroom and for the facility as a whole, may help certified programs identify specific Texas Rising Star measures that need improvement.

Each goal that the program lists must include each of the following components:

- **Related Category:** Select the specific Texas Rising Star category that the goal addresses, then include the following components on the action plan page for that category.
- **Specific Goal**—The goal that addresses the specific CQIP required elements for Texas Rising Star certification or a specific Texas Rising Star category or measure needed to achieve certification or maintain or increase a star level (A best practice is to write goals using the S.M.A.R.T. format; see [Creating S.M.A.R.T. Goals](#) for more information.)
- **Action Steps**—The steps that the program will take to achieve the goal, which may include, but are not limited to, implementing processes and protocols, attending professional development, and creating or revising documents
- **Resources Needed**—Resources or supports that may help the program or its staff achieve the goal, which may include, but are not limited to, professional development and other training via in-person or online platforms such as [CLI Engage course catalog](#), [Texas A&M AgriLife Extension](#), the [CCR Technical Assistance Library](#), the [Digital Resource Collection](#), and the [TECPDS How-To Guide](#).
- **Target Dates** —The amount of time needed to complete the action steps and achieve the goal

The following is an example of a CQIP goal for Cubby Bears Learning Center

Related Category and/or Measures	Texas Rising Star Certification Requirements
Goal	Center director and five staff members will create a Texas Workforce Registry account.
Action Steps	1. The center director will create a Texas Workforce Registry account. 2. The center director will connect the account to Cubby Bears Learning Center’s profile. 3. The center director will help each of the five staff members create their practitioner account in the Texas Workforce Registry and link their accounts to Cubby Bears Learning Center’s profile.
Resources Needed	TECPDS Help Center, TECPDS How-To Guide
Target Dates	Two weeks
Projected Date of Completion	June 1, 2025
Date Completed	

For additional assistance in completing a self-developed CQIP, the program may contact its assigned mentor, whose role is to offer resources, technical assistance, and support in completing the CQIP form, identifying goals, and writing goals and action steps.

Creating SMART Goals

When considering how to create a CQIP goal, the program should follow the S.M.A.R.T. method—**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound.

Specific—For a goal to be effective, it needs to be specific. This is the main mission of the goal. Address the following “wh-” questions:

- Who needs to be involved?
- What needs to be accomplished?
- When will this goal be achieved?
- Where does it need to happen?
- Which requirements must be met?
- Why does this goal need to be accomplished?

Measurable—Setting benchmarks and ways to track progress makes a goal measurable. To make a goal measurable, address the following questions:

- What data is needed to measure progress?
- What tools are needed and available to collect the data?

Achievable—Goals should be accomplished in a reasonable amount of time. When goals are not achievable, they may be discouraging. An achievable goal should be motivating. When determining whether a goal is achievable, ask the following questions:

- What tools or skills are needed to achieve this goal?
- Do we have or have access to these skills and/or tools?
- What will it take to attain these skills and/or tools?

Relevant—Relevant goals focus on the bigger picture. A relevant goal aligns with the overall goal of improving the quality of the program. To determine whether the goal is relevant, ask the following question:

- Does this goal align with the overall goal of improving quality for our program?

Time-Bound—Setting time-related parameters to the goal keeps everyone accountable and motivated to achieve the goal in a timely manner. To incorporate a time-related parameter into the goal, ask the following questions:

- What is the time frame to accomplish this goal? Days, weeks, months?
- When will we begin working toward the goal?
- When will the goal be achieved?

The template in [Appendix B](#) of this desk aid is designed to help create S.M.A.R.T. goals.

Generating and Submitting the CQIP and Required Documents through CLI Engage

The child care and early learning program submits the CQIP at different stages of the Texas Rising Star certification process. The following is a list of the steps for submitting the self-developed CQIP and any applicable additional documents via the program's School Management tab in CLI Engage.

Initial CQIP Generation

Once the program has signed the CCS Provider Agreement, the program has 60 calendar days to complete its self-developed CQIP via the online form. The CQIP must indicate the initial goals of the program regarding preparing for certification.

Goals must be specific to:

- meeting the required elements on the CQIP;
- ensuring compliance with CCR according to the applicable facility type initial screening form;
- meeting the required structural measures of Texas Rising Star (within Categories 1 and 3); and
- additional goals the program would like to achieve before assessment.

STEP 1: The director completes the online CQIP form via an email received from CLI with a 60-day deadline for completion.

STEP 2: Once completed, the CQIP is emailed to the program, as well as the assigned mentor for record.

Submitting a Texas Rising Star Initial Certification Request with Initial CQIP

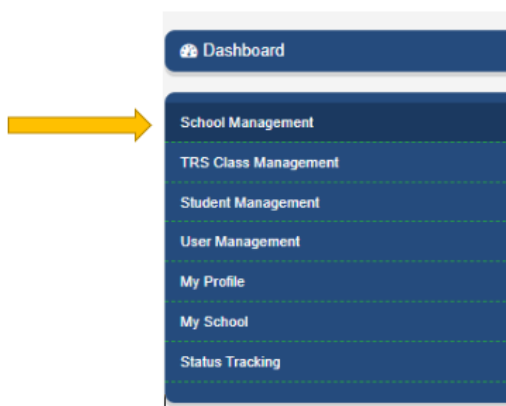
When the child care and early learning program is ready to request the Initial Certification visit, the director or owner will complete the following steps:

STEP 1: The director contacts their assigned mentor to request an "End of CQIP" form. This link will be emailed to the director from CLI with a 30-day deadline for completion. The form includes the option to document progress on goals set in the CQIP.

STEP 2: Once completed, the CQIP is emailed to the program, as well as the assigned assessor for record.

STEP 3: The director or owner then logs into their CLI Engage Account. (The CLI Engage account is created upon submission of the program's Texas Rising Star Interest Form to their Local Workforce Development Board.)

STEP 4: Locate the School Management tab.



STEP 5: Select the Pre-Assessment tab.

The screenshot shows a dashboard on the left with a sidebar menu containing: Dashboard, School Management, TRS Case Management, Student Management, User Management, My Profile, My School, My Reports, and Status Tracking. The main area is titled 'School > Edit' and includes a 'Back to School List' button. Below this is the 'Basic Information' section with fields for Community (SunNet ISD), School Name (SunNet School), Status (Active), ESC Name (4), School Type (Dems), % of At-Risk students in school (Approximately) (0), TRS Status (Participating), and CCL License #/Operator # (SunNet0001). At the bottom, the 'TRS Information' section has two tabs: 'Pre Assessment' (highlighted with an orange box and an arrow) and 'Manage Staff'. There is also a blue button for 'Initial Deficiency Findings'.

STEP 6: Locate the Required section.

This screenshot shows the 'Required' section, which is highlighted with an orange box and an arrow. It contains a 'Status for Pre-assessment Screening' dropdown menu. Below this are four rows for uploading forms: 'Screening Form' (1), 'Application Form' (2), 'Facility Self Assessment' (3), and 'Other Additional Files' (4). Each row has a text input field and an 'Upload' button. The 'Other Additional Files' row also includes a '+' and '-' icon. At the bottom, there is a 'Description of Other Document' text area.

STEP 7: Upload the required documents for requesting Texas Rising Star Certification and for meeting CQIP requirements by selecting Upload and choosing the appropriate files. The required forms, along with a high-level overview of the steps to request an assessment, may be found on the Texas Rising Star website under the [Getting Ready For Assessment](#) section.

- **Initial Screening form**—Upload the completed Initial Screening form for the program’s facility type based on the program’s review of its most recent six months of licensing history. This review must be done within five business days of the submission of the documents. (See the [CCR Screening Compliance](#) section of this desk aid for more information.)

This is a close-up of the 'Required' section, specifically the 'Screening Form' row. The 'Screening Form' label is highlighted with an orange box. To its right is a text input field, and further right is a green 'Upload' button, which is pointed to by an orange arrow.

- **Texas Rising Star Certification Request form**—Complete this online form here: [Texas Rising Star Certification Request Form](#); which is also found on the Texas Rising Star website under the [Texas Rising Star Tools](#) tab.
- **Facility Self-Assessment**—Complete a Texas Rising Star self-assessment using the Facility Assessment Record Form (FARF) applicable to the program’s facility type and upload the form into CLI Engage as the Facility Self Assessment. The FARF is available on the [Texas Rising Star Tools](#) tab of the Texas Rising Star website.

The screenshot shows a web interface titled 'Required' with a section 'Status for Pre-assessment Screening'. It contains three rows for document uploads:

Document Type	Form Number	Action
Screening Form	1.	Upload
Application Form	2.	Upload
Facility Self Assessment	3.	Upload

The 'Facility Self Assessment' row is highlighted with an orange box, and an orange arrow points to its 'Upload' button.

- **Other Additional Required Files**—To support programs that choose to submit self-developed CQIPs in certification readiness, additional documents must be submitted as evidence of completing the required CQIP components. Upload the following documents into the Other Additional Files field:
 - **Center Director’s TECPDS Professional Development Profile**—Access this report via the center director’s TECPDS Workforce Registry account, which contains the center director’s education, coursework, credentials/certifications, and training. Enter “Professional Development Profile” in the text box.
 - **Center Director’s Training Certificates**—Upload the completion certificates for the following CQIP-required trainings:
 - Texas Rising Star Orientation—Enter “Texas Rising Star Orientation” in the text box.
 - ITELGs and/or Pre-K Guidelines (as applicable depending on ages served)—Enter “ITELG Guidelines and/or Pre-K Guidelines” in the text box.
 - **CCR Background Check Portal Attestation**—Upload the signed attestation ([Appendix C](#)). Enter “Background Check Portal Signed Attestation” in the text box.
 - **Classroom Roster Document**—Upload a document that includes all open and operating classrooms within the program, as well as classroom names, staff member names, and the specified age group of each classroom. Enter “Classroom Roster” in the text box.
 - **National Accreditation Certificate** (if applicable)—Upload the certificate or official letter of certification for the program provided by the accrediting agency. Screenshots of a website are not sufficient. Enter “National Accreditation Certificate” in the text box.
- **Other Additional Optional Files**—To support the assigned assessor’s review of the program’s readiness for certification, additional documents may be submitted or may be requested by the assessor or mentor. Upload the following documents into the Other Additional Files field:
 - **Classroom Assessment Record Form (CARF)**—Upload this optional document as part of the program’s self-assessment along with the FARF, if applicable. Enter “CARF Self-Assessment” in the text box.
 - **Program’s Parent Handbook**—Upload a copy of the Parent Handbook to provide documentation of the measures in Category 3 regarding written policies and procedures. Enter “Parent Handbook” in the text box.

- **Program’s Staff/Employee Handbook**—Upload a copy of the Staff/Employee Handbook to provide documentation of the measures in Category 3 regarding written policies and procedures. Enter “Staff Handbook” in the text box.
- **Other Files or Documents**—Upload documents that may be reviewed as evidence or documentation for meeting specific measures in Categories 1 and/or 3.

To add documents in the Other Additional Files field, select the plus sign.

STEP 8: When all documents are uploaded, select Submit. The assigned assessor and mentor will receive an email notification that new documents have been uploaded for review, indicating that the program is ready to have its initial assessment conducted.

Creating New or Additional CQIPs When Texas Rising Star Impacts Occur

There may be times during the child care and early learning program’s certification process when a program incurs a Texas Rising Star impact. This impact may be in relation to CCR licensing compliance and/or failing to maintain the program’s current star level. Impacts imposed on a certified program will be communicated via the assigned assessor or mentor and documented on the Texas Rising Star Impacts Notice Form.

The Texas Rising Star assessor screens for CCR licensing compliance before an assessment or annual monitoring visit and on a quarterly basis (every three months). Certain CCR deficiencies may result in the following impacts:

Star-Level Drop—Deficiencies that are listed in Section 3 of the Texas Rising Star Screening Form for each facility type will result in a Texas Rising Star–certified program losing a star level for six months (at minimum) for each deficiency cited. Two-Star–certified programs will be placed on suspension status.

Probation A—Deficiencies that are listed in Section 4 of the Texas Rising Star Screening Form for each facility type will result in a certified program being placed on Probation A for six months (at minimum).

Probation B—If the total number of CCR deficiencies that are weighted high or medium-high is more than 25 total points (high deficiencies being 5 points each and medium-high deficiencies being 3 points each) , the certified program will be placed on Probation B for six months (at minimum).

Suspension status—Programs that fall below a Two-Star–certification level due to specified deficiencies in Section 2 (also known as “No Tolerance” situations), failure to meet structural measures, or due to star-level impacts are placed on suspension status for at minimum 6 months and no longer than 15 months.

If any of these impacts occurs, the certified program (or program in Suspension status) would create a new CQIP, or revise the current one, to address the CCR deficiencies and submit the revised or new CQIP into Engage. (See [Updating a CQIP due to Texas Rising Star Impacts](#) for more information.)

Note: The impacts discussed above will be in place for six months (at minimum). The program’s assigned assessor will review the program for compliance at the end of the six-month period. If the program is in compliance at that time, the assessor will remove the impact according to the Texas Rising Star Impacts Notice Form and the [Texas Rising Star Guidelines](#).

The following is an example of a CQIP goal that addresses a screening impact for a deficiency regarding the standard background check requirements stated in §745.621, Background Check Requirement.

Related Category and/or Measures	CCR Minimum Standard: Background Check Rule §745.621
Goal	The program will ensure that background checks submitted for all staff members who were given a fingerprint-based criminal history check are submitted before the five-year anniversary of the previous background check.
Action Steps	1. The center director will log into the program’s CCR portal to review the dates on which background checks were submitted for all staff members and make note of the renewal dates. 2. The center director will create a spreadsheet to keep track of the due dates for the staff member’s renewal background check and place reminders on the calendar for when background checks are due. 3. The center director will watch the CCR Background Check Portal Review webinar as a review of the process for submitting background checks.

	4. When new staff members are hired, the center director will add the new staff member's information to the spreadsheet with the date that the initial background check was submitted and the date the renewal check is due.
Resources Needed	Background Check Portal Review webinar link and Access to the program's CCR portal
Target Dates	One week
Projected Date of Completion	June 1, 2025
Date Completed	

[Updating a CQIP due to Texas Rising Star Impacts](#)

When a child care and early learning program has a licensing screening impact, the director or owner will need to provide an updated CQIP that addresses these impacts. The assessor will initiate the process by requesting CLI to send the program an email requesting the completion of the online CQIP form.

STEP 1: The director completes the online CQIP form via an email received from CLI with a 30-day deadline for completion and selects one of the following (as applicable) for the question relating to the point in the Texas Rising Star process the program is in:

- Placed on a CCR Licensing Impact (Star-Level Drop or Texas Rising Star Probation (A or B))
- Placed on Suspension Status.

STEP 2: Once completed, the CQIP is emailed to the program, as well as the assigned mentor for record. Texas Rising Star staff will **not** contact the program about the CQIP unless there is an issue.

Note: All revised CQIPs for Texas Rising Star impacts have a minimum of a six month time frame per the Texas Rising Star Guidelines.

[Updating a CQIP after an Assessment Visit](#)

When a child care and early learning program has recently had a completed assessment or annual monitoring visit, the director or owner will need to provide an updated CQIP that addresses these results of that assessment or visit. The assessor will initiate the process by requesting CLI to send the program an email requesting the completion of the online CQIP form.

STEP 1: The director completes the online CQIP form via an email received from CLI with a 30-day deadline for completion and selects one of the following (as applicable) for the question relating to the point in the Texas Rising Star process the program is in:

- After Initial Assessment
- After Annual Monitoring Visit
- After Recertification Visit
- Placed on a Service Improvement Agreement (SIA)

Note: Any CQIP for an SIA impact has a minimum of a six month time frame per the Texas Rising Star Guidelines.

STEP 2: Once completed, the CQIP is emailed to the program, as well as the assigned mentor for record. Texas Rising Star staff will **not** contact the program about the CQIP unless there is an issue.

Appendix A: Texas Rising Star Continuous Quality Improvement Plan

This preview of the online CQIP form is for reference use only.

GENERAL INFORMATION

Question 1: At what point in the Texas Rising Star process is your program?

From the drop box select one of the following:

- Initial Acknowledgement to participate in Texas Rising Star
- Certification Request (Initial Assessment)
- After Initial Assessment
- After Annual Monitoring Visit
- After Recertification Visit
- Placed on a Service Improvement Agreement (SIA)
- Placed on a CCR Licensing Impact (Star-Level Drop or Texas Rising Star Probation (A or B))
- Placed on Suspension Status
- Other

Question 2: Indicate the program's Current Star Level

- ☐ Working on Texas Rising Star
- ☐ Two Star
- ☐ Three Star
- ☐ Four Star

Question 3: Indicate the program's Facility Type

- ☐ Center
- ☐ Home
- ☐ School-Age Only

Question 4: Indicate the program's National Accreditation

Note: If the program is nationally accredited, indicate with which entity (from the drop box)

Question 5: Indicate the program's Ages Served

Check all that apply regarding open and operating classrooms.

- ☐ Infants (0-17 months)
- ☐ Toddlers (18-35 months)
- ☐ 3 Year Olds
- ☐ 4 Year Olds
- ☐ 5 Year Olds
- ☐ School Age

Question 6: Indicate if the program is a Pre-K Partnership Readiness Participant?

Pre-K Partnership Readiness Participants are child care and early learning programs in the process of developing a formal partnership with a school district or charter school.

- ☐ Yes
- ☐ No

If the answer to Question 5 is yes, the following question will be asked.

Question 7: Indicate at Which Step?

Indicate if the program is interested in or currently participating in a Pre-K partnership with a local school district or charter school. If so, indicate at which level:

- ☐ Step 1 - Interested in an informal partnership
- ☐ Step 2 - Interested in a formal partnership
- ☐ Step 3 - Participating in a formal partnership

GOAL SETTING

Question 8: Choose which categories you want to set goals and create an action plan: After you select a category, you will be directed to complete an action plan.

- ☐ CQIP Director Requirements (select if you are/will be submitting an initial certification request)
- ☐ Child Care Regulations Requirements
- ☐ Category 1 - Director and Staff Qualifications and Training
- ☐ Category 2 - Teacher-Child Interactions
- ☐ Category 3 - Program Administration
- ☐ Category 4 - Indoor/Outdoor Environment
- ☐ Texas Rising Star Management and Leadership
- ☐ Pre-K Partnership

Question 9: Please choose a target end date for selected goals (MM/DD/YYYY)

Note: Depending on the categories selected in Question 8, is what screens will populate for completion. To add more categories, go back to question 8 to select additional categories.

CQIP DIRECTOR REQUIREMENTS

- Please see the self-developed CQIP Desk Aid for guidance on the minimum requirements that must be completed before submitting a Certification Request form.
- Goal should address the specific required elements for Texas Rising Star certification, or a specific Texas Rising Star category or measure needed to achieve or maintain a certification level. Best practice is to have goals written in the S.M.A.R.T. format.
- Action Steps: The steps the program will follow to make progress toward reaching the goal. This may include, but is not limited to, processes and protocols put in place to achieve the goal, attending professional development, or creating or revising documents.
- Resources Needed: Denote which resources or supports may be needed to help the program or its staff achieve the goal identified. Resources may include, but are not limited to, professional development and other training via in-person or online platforms such as the [CLI Engage Course Catalog](#) or [Texas A&M AgriLife Extension](#); the [CCR Technical Assistance Library](#); the [Digital Resource Collection](#); or the [TECPDS Help Center](#)
- Target Dates: The amount of time needed to complete the action steps and reach the goal
- Additional Comments
- Relevant Resources: Linked here are some resources that are relevant to this category of goals: [CQI Requirements](#)

CHILD CARE REGULATIONS REQUIREMENTS ACTION PLAN

- Goal should address the specific required elements for Texas Rising Star certification, or a specific Texas Rising Star category or measure needed to achieve or maintain a certification level. Best practice is to have goals written in the S.M.A.R.T. format.

- Action Steps: The steps the program will follow to make progress toward reaching the goal. This may include, but is not limited to, processes and protocols put in place to achieve the goal, attending professional development, or creating or revising documents.
- Resources Needed: Denote which resources or supports may be needed to help the program or its staff achieve the goal identified. Resources may include, but are not limited to, professional development and other training via in-person or online platforms such as the [CLI Engage Course Catalog](#) or [Texas A&M AgriLife Extension](#); the [CCR Technical Assistance Library](#); the [Digital Resource Collection](#); or the [TECPDS Help Center](#)
- Target Dates: The amount of time needed to complete the action steps and reach the goal
- Additional Comments
- Relevant Resources: Linked here are some resources that are relevant to this category of goals: [Child Care Regulation](#)

CATEGORY 1 - DIRECTOR AND STAFF QUALIFICATIONS ACTION PLAN

- Goal should address the specific required elements for Texas Rising Star certification, or a specific Texas Rising Star category or measure needed to achieve or maintain a certification level. Best practice is to have goals written in the S.M.A.R.T. format.
- Action Steps: The steps the program will follow to make progress toward reaching the goal. This may include, but is not limited to, processes and protocols put in place to achieve the goal, attending professional development, or creating or revising documents.
- Resources Needed: Denote which resources or supports may be needed to help the program or its staff achieve the goal identified. Resources may include, but are not limited to, professional development and other training via in-person or online platforms such as the [CLI Engage Course Catalog](#) or [Texas A&M AgriLife Extension](#); the [CCR Technical Assistance Library](#); the [Digital Resource Collection](#); or the [TECPDS Help Center](#)
- Target Dates: The amount of time needed to complete the action steps and reach the goal
- Additional Comments
- Relevant Resources: Linked here are some resources that are relevant to this category of goals: [Director Qualifications and Training](#)
[Staff Qualifications and Training](#)

CATEGORY 2 TEACHER-CHILD INTERACTIONS ACTION PLAN

- Goal should address the specific required elements for Texas Rising Star certification, or a specific Texas Rising Star category or measure needed to achieve or maintain a certification level. Best practice is to have goals written in the S.M.A.R.T. format.
- Action Steps: The steps the program will follow to make progress toward reaching the goal. This may include, but is not limited to, processes and protocols put in place to achieve the goal, attending professional development, or creating or revising documents.
- Resources Needed: Denote which resources or supports may be needed to help the program or its staff achieve the goal identified. Resources may include, but are not limited to, professional development and other training via in-person or online platforms such as the [CLI Engage Course Catalog](#) or [Texas A&M](#)

[AgriLife Extension](#); the [CCR Technical Assistance Library](#); the [Digital Resource Collection](#); or the [TECPDS Help Center](#)

- Target Dates: The amount of time needed to complete the action steps and reach the goal
- Additional Comments
- Relevant Resources: Linked here are some resources that are relevant to this category of goals:
[Warm and Responsive Style](#)
[Language Facilitation and Support](#)
[Play-Based Interactions and Guidance](#)
[Support for Children's Regulation](#)
[Instructional Formats and Approaches to Learning](#)

CATEGORY 3 PROGRAM ADMINISTRATION ACTION PLAN

- Goal should address the specific required elements for Texas Rising Star certification, or a specific Texas Rising Star category or measure needed to achieve or maintain a certification level. Best practice is to have goals written in the S.M.A.R.T. format.
- Action Steps: The steps the program will follow to make progress toward reaching the goal. This may include, but is not limited to, processes and protocols put in place to achieve the goal, attending professional development, or creating or revising documents.
- Resources Needed: Denote which resources or supports may be needed to help the program or its staff achieve the goal identified. Resources may include, but are not limited to, professional development and other training via in-person or online platforms such as the [CLI Engage Course Catalog](#) or [Texas A&M AgriLife Extension](#); the [CCR Technical Assistance Library](#); the [Digital Resource Collection](#); or the [TECPDS Help Center](#)
- Target Dates: The amount of time needed to complete the action steps and reach the goal
- Additional Comments
- Relevant Resources: Linked here are some resources that are relevant to this category of goals:
[Family Education](#)
[Family Involvement](#)
[Program Management](#)

CATEGORY 4 INDOOR/OUTDOOR ENVIRONMENT ACTION PLAN

- Goal should address the specific required elements for Texas Rising Star certification, or a specific Texas Rising Star category or measure needed to achieve or maintain a certification level. Best practice is to have goals written in the S.M.A.R.T. format.
- Action Steps: The steps the program will follow to make progress toward reaching the goal. This may include, but is not limited to, processes and protocols put in place to achieve the goal, attending professional development, or creating or revising documents.
- Resources Needed: Denote which resources or supports may be needed to help the program or its staff achieve the goal identified. Resources may include, but are not limited to, professional development and other training via in-person or online platforms such as the [CLI Engage Course Catalog](#) or [Texas A&M](#)

[AgriLife Extension](#); the [CCR Technical Assistance Library](#); the [Digital Resource Collection](#); or the [TECPDS Help Center](#)

- Target Dates: The amount of time needed to complete the action steps and reach the goal
- Additional Comments
- Relevant Resources: Linked here are some resources that are relevant to this category of goals:
[Indoor Learning Environment](#)
[Outdoor Learning Environment](#)

TEXAS RISING STAR MANAGEMENT AND LEADERSHIP ACTION PLAN

- Goal should address the specific required elements for Texas Rising Star certification, or a specific Texas Rising Star category or measure needed to achieve or maintain a certification level. Best practice is to have goals written in the S.M.A.R.T. format.
- Action Steps: The steps the program will follow to make progress toward reaching the goal. This may include, but is not limited to, processes and protocols put in place to achieve the goal, attending professional development, or creating or revising documents.
- Resources Needed: Denote which resources or supports may be needed to help the program or its staff achieve the goal identified. Resources may include, but are not limited to, professional development and other training via in-person or online platforms such as the [CLI Engage Course Catalog](#) or [Texas A&M AgriLife Extension](#); the [CCR Technical Assistance Library](#) the [Digital Resource Collection](#); or the [TECPDS Help Center](#)
- Target Dates: The amount of time needed to complete the action steps and reach the goal
- Additional Comments
- Relevant Resources: Linked here are some resources that are relevant to this category of goals:
[Texas Rising Star Leadership and Management](#)

PRE-K PARTNERSHIP ACTION PLAN

- Goal should address the specific required elements for Texas Rising Star certification, or a specific Texas Rising Star category or measure needed to achieve or maintain a certification level. Best practice is to have goals written in the S.M.A.R.T. format.
- Action Steps: The steps the program will follow to make progress toward reaching the goal. This may include, but is not limited to, processes and protocols put in place to achieve the goal, attending professional development, or creating or revising documents.
- Resources Needed: Denote which resources or supports may be needed to help the program or its staff achieve the goal identified. Resources may include, but are not limited to, professional development and other training via in-person or online platforms such as the [CLI Engage Course Catalog](#) or [Texas A&M AgriLife Extension](#); the [CCR Technical Assistance Library](#); the [Digital Resource Collection](#); or the [TECPDS Help Center](#)
- Target Dates: The amount of time needed to complete the action steps and reach the goal
- Additional Comments

Appendix B: S.M.A.R.T. Goal Template

INITIAL GOAL	Write the goal you have in mind.
S SPECIFIC	What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?
M MEASURABLE	How will you measure progress and know whether you have successfully met your goal?
A ACHIEVABLE	Do you have the skills required to achieve the goal? If not, how will you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?
R RELEVANT	Why are you setting this goal now? Is it aligned with overall objectives?
T TIME-BOUND	What is the deadline and is it realistic?
SMART GOAL	Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed.

Appendix C: Attestation of Completion of CCR Background Check Portal Overview



Instructions: Upon completion of the Child Care Regulation (CCR) Background Check Overview webinar, read and sign this attestation statement as fulfillment of the requirement for the Continuous Quality Improvement Plan (CQIP) to be uploaded in the program's CLI Engage School Management tab.

I acknowledge that I have completed the online CCR Background Check Overview webinar and understand the CCR compliance measures for background checks related to Texas Rising Star licensing screenings and the use of the CCR Background Check Provider Portal.

Program Name

CCR Number

Name

Job Title

Signature

Date

Pregunta 1: ¿Cuándo completará este Plan CQI? (Seleccionar una opción)

- Reconocimiento inicial para participar en Texas Rising Star
- Solicitud de Certificación Inicial
- Después de la evaluación inicial
- Después de la visita de control anual
- Después de la visita de recertificación
- Si se coloca en un Acuerdo de mejora del servicio (SIA)
- Si se coloca en un período de prueba Star-Level Drop o Texas Rising Star (A o B)
- Si se coloca en estado de suspensión
- Otro

Pregunta 2: Nivel de estrella actual

- ☐ Trabajando en Texas Rising Star
- ☐ Dos Estrellas
- ☐ Tres Estrellas
- ☐ Cuatro Estrellas

Pregunta 3: Tipo de facilidad

- Centro
- Hogar
- Solo en edad escolar

Pregunta 4: Acreditación Nacional (Nota: Si el programa está acreditado a nivel nacional, indicar con qué entidad; de lo contrario, indique N/A.)

Seleccionar una opción

- ☐ NAEYC - Asociación Nacional para la Educación de Niños Pequeños
- ☐ NAFCC - Asociación Nacional para el Cuidado Infantil Familiar
- ☐ NECPA - Acreditación del Programa Nacional de la Primera Infancia
- ☐ NAC - Comisión Nacional de Acreditación para el Cuidado y la Educación de la Primera Infancia
- ☐ COA - Consejo de Acreditación
- ☐ QEELS - Estándares de aprendizaje temprano de calidad de Cognia
- ☐ ACSI - Asociación Internacional de Escuelas Cristianas
- ☐ Programa Early Head Start y/o Head Start regulado por CCR

Pregunta 5: Edades atendidas

Marque todo lo que corresponda con respecto a las aulas abiertas y operativas.

- ☐ Bebés (0-17 meses)
- ☐ Niños pequeños (18-35 meses)
- ☐ 3 años
- ☐ 4 años
- ☐ 5 años

- ☐ Edad escolar

Pregunta 6: ¿Participante de Preparación para la Asociación?

Los participantes de preparación para la asociación son programas de cuidado infantil y aprendizaje temprano en el proceso de desarrollar una asociación formal con un distrito escolar o una escuela chárter.

- Sí
- No

Pregunta 7: ¿Qué paso?

Indique si el programa está interesado o participa actualmente en una asociación de Pre-K con un distrito escolar local o una escuela chárter. En caso afirmativo, indique en qué nivel:

- Paso 1 - Interesado en una asociación informal
- Paso 2 - Interesado en una asociación formal
- Paso 3 - Participar en una asociación formal

Pregunta 8: Elige en qué categorías quieres establecer objetivos y crea un plan de acción:

- ☐ Requisitos del director de CQIP (seleccione si está enviando una solicitud de certificación)
- ☐ Requisitos de los reglamentos de cuidado infantil
- ☐ Categoría 1 - Cualificaciones y formación del director y del personal
- ☐ Categoría 2 - Interacciones maestro-niño
- ☐ Categoría 3 - Administración del Programa
- ☐ Categoría 4 - Entorno interior/exterior
- ☐ Gestión y liderazgo de TRS
- ☐ Asociación de prekínder

Pregunta 9: Elija una fecha de finalización prevista para los objetivos seleccionados

Introducción de objetivos y pasos de acción para categorías seleccionadas

- **Meta**
 - El objetivo debe abordar los elementos específicos requeridos para la certificación Texas Rising Star, o una categoría o medida específica de Texas Rising Star necesaria para lograr o mantener un nivel de certificación. La mejor práctica es tener metas escritas en SMART. formato.
- **Pasos de acción**
 - Los pasos que seguirá el programa para avanzar hacia el logro de la meta. Esto puede incluir, entre otros, procesos y protocolos implementados para lograr el objetivo, asistir al desarrollo profesional o crear o revisar documentos.
- **Recursos necesarios**
 - Indique qué recursos o apoyos pueden ser necesarios para ayudar al programa o a su personal a lograr la meta identificada. Los recursos pueden incluir, entre otros, desarrollo profesional y otras capacitaciones a través de plataformas presenciales o en línea, como el catálogo de cursos CLI Engage o Texas A&M AgriLife Extension; la

biblioteca de Asistencia Técnica de la CCR ; la Colección de Recursos Digitales ; o el Centro de ayuda de TECPDS

- **Fechas objetivo**

- La cantidad de tiempo necesario para completar los pasos de acción y alcanzar la meta

- **Comentarios adicionales**

- Colocar comentarios o notas adicionales

Recursos relevantes

- Calificaciones y capacitación del director
- Cualificaciones y formación del personal