Facility Assessment Record Form *(Homes)*

This icon indicates that documentation must be available for review prior to or during an on-site assessment. Use the document checklists provided to collect all necessary documents.

Facility: _____   Child Care Licensing #: _____

Texas Rising Star Assessor: _____   Date: _____

Document Version 10.01.24

CATEGORY 1

Director and Staff Qualifications and Training

Director Qualifications and Training

Staff Qualifications and Training

Category 1: Director and Staff Qualifications and Training

DIRECTOR QUALIFICATIONS AND TRAINING
DIRECTOR QUALIFICATIONS AND TRAINING

Instructions: Use the staff education worksheet on page 17 to gather information for scoring the following measures, as applicable to facility type. See definitions on page 18.

FORMAL EDUCATION SCORING (points-based)
Director for Licensed Child Care Home (LCCH)– and Registered Child Care Home (RCCH)–Only Program

	Score of 0	Score of 1	Score of 2	Score of 3
P-DEQT-02	☐ None	☐ Valid child care administrator's credential; or ☐ More than 2 years and up to 4 years as a director in a Texas Rising Star–certified program or TWC-recognized nationally accredited program	☐ Valid Child Development Associate credential (CDA), MACTE-approved Montessori Teaching Credential, or Child Care Professional (CCP) credential with 3 college credit hours in business management; ☐ 9 college credit hours in ECE **and** 9 credit hours in business management; ☐ 60 college credit hours with 6 college credit hours in child development **and** 3 college credit hours in business management; ☐ 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; ☐ 72 clock hours of training in child development **and** 30 clock hours in business management; ☐ More than 4 years and up to 8 years as a director in a Texas Rising Star-certified program or TWC-recognized nationally accredited program; or ☐ Non-expiring director's certificate from CCR	☐ AA/AAS in ECE or closely related field with 6 college credits in ECE **and** 3 credit hours in business management; ☐ At least a BA/BS with 12 hours college credit hours in ECE **and** 3 credit hours in business management; ☐ an AA/AAS or BA/BS in any field with 3 college credit hours in business management **and** a MACTE-approved Montessori Teaching Credential; ☐ a MACTE-approved Administrator's Credential; or ☐ More than 8 years as a director in a Texas Rising Star-certified program or TWC-recognized nationally accredited program

DIRECTOR EXPERIENCE (All facilities except school-age only programs)

	Score of 0	Score of 1	Score of 2	Score of 3
P-DEQT-04	☐ Less than 2 years of experience in early childhood	☐ 2–3 years of experience in early childhood	☐ 4–5 years of experience in early childhood	☐ 6 or more years of experience in early childhood

STAFF QUALIFICATIONS AND TRAINING

Staff Qualifications and Training

Type	Standard	Measure	Scoring
All Facility Types	**S-COTQ-01**	*STAFF ORIENTATION* *Before beginning child care duties, **all teaching staff members** (to include volunteers or substitutes, if applicable) receive documented in-person interactive orientation with the director/administrator to improve knowledge of the child care operation, specific job responsibilities, and children's needs.* *Orientation documentation is dated on/prior to the date the staff starts working in the classroom, is observed in the staff file, and includes the following topics:* *A. Texas Rising Star program and criteria* *B. Policies of the facility* *C. An overview of the developmental needs and expectations of children in the assigned age group* *D. The planned daily activities of the facility* **Teaching Staff Orientation and Facility Staff List** *N/A allowed for homes with no additional teaching staff* **NOTES**	☐ MET ☐ NOT MET ☐ N/A
RCCH and LCCH Facilities Only	**S-COTQ-07**	*STAFF TRAINING PLANS* *Primary staff has an individualized written annual training plan in their file that provides for a minimum of 36 clock hours of training. Of the 36 hours, a minimum of 12 clock hours must be instructor-led training.* **Annual Staff Training Plans** **NOTES**	☐ MET ☐ NOT MET

STAFF QUALIFICATIONS AND TRAINING

Type	Standard	Measure	Scoring
RCCH and LCCH Facilities Only	**S-COTQ-08**	*STAFF TRAINING HOURS* *Primary staff has obtained at minimum 36 clock hours of training (with a minimum of 12 clock hours being instructor-led) within the previous or current training year.* **The training certificates align with the individualized written annual training plan.** 📋 **Annual Staff Training Certificates** *N/A allowed if program is undergoing an initial assessment.* **NOTES**	☐ MET ☐ NOT MET ☐ N/A
RCCH and LCCH Facilities Only	**S-COTQ-09**	*ADDITIONAL STAFF TRAINING PLANS* *If applicable, all additional staff members have an individualized written annual training plan in their file that provides for a minimum 30 clock hours of training. Of the 30 hours, a minimum of 12 clock hours must be instructor-led training (not including director-led training).* 📋 **Annual Staff Training Plans** *N/A allowed if program does not have additional staff or staff has been employed less than 90 days at the time of assessment.* **NOTES**	☐ MET ☐ NOT MET ☐ N/A

Category 1: Director and Staff Qualifications and Training

STAFF QUALIFICATIONS AND TRAINING

Type	Standard	Measure	Scoring
RCCH and LCCH Facilities Only	**S-COTQ-10**	*ADDITIONAL STAFF TRAINING HOURS* *If applicable, all staff members have obtained at minimum 30 clock hours of training, with a minimum of 12 clock hours being instructor-led training (not including director-led training) within the previous or current training year. The training certificates align with the individualized written annual training plan.* **Annual Staff Training Certificates** *N/A allowed if program is undergoing an initial assessment, if additional staff has been employed less than 12 months at the time of assessment or does not have additional staff.* **NOTES**	☐ MET ☐ NOT MET ☐ N/A

Type	Standard	Measure	Scoring
All Facility Types	**P-CQT-04**	*STAFF WORKFORCE REGISTRY* *Staff, not including the staff who holds the required center director account, participate in the Texas Workforce Registry. Participation includes having current education and training hours logged within the account. Administrative staff includes the assistant director, office staff, and curriculum support staff or anyone whose primary role (more than 50%) is supporting the daily office operations.* **TECPDS Professional Development Reports** *N/A allowed for homes with no additional teaching staff.*	☐ 0 = Only the required center director account is created. ☐ 1 = All administrative accounts are created and utilized. ☐ 2 = All administrative accounts and at least 25% of total staff accounts are created and utilized. ☐ 3 = All administrative accounts and more than 50% of total staff accounts are created and utilized. **NOTES**

CATEGORY 3

Program Administration

Family Education

Family Involvement

Program Management

Category 3: Program Administration
FAMILY EDUCATION
Family Education

Type	Standard	Measure	Scoring
All Facility Types	**S-FE-01**	*Parents are provided with **written policies and procedures** that are reviewed annually and updated as necessary, that include the following:* • Program philosophy and goal • Curriculum goals • Drop-off and pickup procedures • Parent conferences • Fee structure • Late payments and refund information • Absences • Screen time policies • Procedure to allow parents to update contact information at all times without staff assistance • Challenging behaviors (ongoing collaboration with parents to express concerns and discuss strategies) • Use of developmental milestone checklists and early intervention support options *(N/A for School-Age only, to include Single Skill After School and Non-traditional Care Only programs)* 📋 **Parent Handbook** **NOTES**	☐ MET ☐ NOT MET
Center-Based and Home-Based Programs Only	**S-FE-02**	*DEVELOPMENTAL MILESTONE CHECKLISTS* The program uses developmental milestone checklists annually (at minimum) to support identifying developmental delays for children ages 0-5 years, makes referrals when necessary, and shares those completed checklists with families. Programs using more comprehensive child progress monitoring tools or checklists can be considered as met. 📋 Developmental Milestone Checklist **NOTES**	☐ MET ☐ NOT MET

Category 3: Program Administration
FAMILY EDUCATION

Type	Standard	Measure	Scoring
All Facility Types (except School-Age only program)	**P-FE-01**	*The program conducts an orientation with 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 the following offerings:* ☐ A tour of the facility ☐ An introduction to the teaching staff ☐ A parent visit with the classroom teacher ☐ An overview of the parent handbook ☐ The policy for arrival and late arrival ☐ An 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 ☐ A statement encouraging parents to inform the facility of any elements related to their CCS enrollment that the program may be able to help with ☐ An overview of family support resources and activities in the community ☐ Information on child development and developmental milestones ☐ A statement informing parents of the significance of consistent arrival time, including the points that children should arrive before the educational portion of the program begins, to limit disruption, and that consistent routines prepare children for the transition to kindergarten ☐ A statement to parents regarding limiting technology use on-site (e.g., encouraging them to refrain from cell phone use). In order to facilitate better communication between the parents and the teacher and the parents and the child, it is best if parents are not distracted by use of electronic devices while at the center/home ☐ A statement to parents reflecting the role and influence of families 🗒 **Parent Orientation** **NOTES**	_____out of 13 items present in orientation. **Score:**_____ **0**=Fewer than 50% (0–6 met) of the elements are included in the orientation **1**= 50% (at least 7 met) of the elements are included in the orientation **2**= 65% (at least 9 met) of the elements are included in the orientation **3**= 85% (at least 11 met) of the elements are included in the orientation

Category 3: Program Administration
FAMILY EDUCATION

Type	Standard	Measure	Scoring
All Facility Types	**P-FE-02**	*The program provides families with opportunities to better understand the child's growth and development.* **NOTES**	Score:_____ **0**= Not met **1**= Posting of parent resources within the community **2**= Score of 1, plus: Written communication such as articles, handouts, and newsletters are given out to parents a minimum of 4 times a year = quarterly. Parents are referred to other professionals and local community resources when needed. **3**= Score of 2, plus: A resource area with parent education materials is available. Parent education opportunities are documented and offered at least annually and could be offered during program events such as holiday programs and open houses.

Category 3: Program Administration
FAMILY INVOLVEMENT
Family Involvement

Type	Standard	Measure	Scoring
All Facility Types	**S-FI-03**	*The director and teachers should be able to provide evidence that they are working together with the parents about decisions regarding the child's experience, which may include written reports for children and a parent communication log.* **NOTES**	☐ MET ☐ NOT MET
All Facility Types	**S-FI-04**	*Information about community resources is available to the parent/family.* 📋 **Community Resources** **NOTES**	☐ MET ☐ NOT MET

Category 3: Program Administration
FAMILY INVOLVEMENT

Type	Standard	Measure		Score of 0		Score of 1		Score of 2		Score of 3
All Facility Types	**P-FI-01**	*Parents have structured opportunities to provide input that may influence the program.* **NOTES**	☐	No opportunities are provided.	☐	Director seeks out parent suggestions either verbally or in writing and can provide evidence.	☐	The center/home has an ongoing process to receive and review suggestions and recommendations from the parents.	☐	Parents are offered an annual written evaluation and/or survey. Suggestions and evaluation results are integrated into the program operation when applicable.
Center-Based and Home-Based Programs Only	**P-FI-02**	*Parent/teacher conferences are held. Conferences can be held in person or by phone.* **NOTES**	☐	No opportunities are provided.	☐	Parent/teacher conferences are available upon parent request.	☐	A scheduled conference is offered to parents to exchange information about their child a minimum of **1** time per year. Documentation of the conference is dated and signed by the parent and teacher, and a copy is kept in the child's file.	☐	A scheduled conference is offered to parents to exchange information about their child a minimum of **2** times a year. Documentation of each conference is made, dated, and signed by the parent and teacher, and a copy is kept in the child's file. A system is in place to share information with parents on an ongoing basis.
All Facility Types	**P-FI-03**	*Families are invited to participate in program-related activities.* **NOTES**	☐	No opportunities are provided.	☐	Families are invited to and encouraged to attend 1 event annually.	☐	Families are invited to and encouraged to attend 2 events annually.	☐	Families are invited to and encouraged to attend 3 or more events annually.

Category 3: Program Administration

PROGRAM MANAGEMENT

Program Management

Type	Standard	Measure	Scoring
All Facility Types	**S-PM-01**	*Program supports families and children who may need additional accommodations, to include home language, special needs/differing abilities, and/or cultural backgrounds.* **NOTES**	☐ MET ☐ NOT MET

Type	Standard	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Facility Types	**P-PM-01** *N/A allowed for homes with no additional teaching staff*	*Program offers staff formal compensatory supports to encourage staff retention* **NOTES**	☐ No additional supports are offered.	☐ 1 additional support is offered.	☐ 2 additional supports are offered.	☐ 3 or more additional supports are offered.

Category 3: Program Administration
PROGRAM MANAGEMENT

Type	Standard	Measure	Score of 0	Score of 1	Score of 2	Score of 3
All Facility Types	**P-PM-02**	*HEALTH AND NUTRITION PRACTICES* *Program demonstrates health and nutrition policies for children and parents that are structured to ensure the program supports whole child development* **NOTES**	☐ Program has no evidence to support planning for the nutritional and health needs of the children they serve.	☐ Program has minimal evidence (1–2 items) to support planning for the nutritional and health needs of the children they serve.	☐ Program has moderate evidence (3–4 items) to support planning for the nutritional and health needs of the children they serve.	☐ Program consults with a professional at least annually regarding providing children with nutritional and health activities that support whole child development or has consistent evidence (5 or more items) to support planning for the nutritional and health needs of the children they serve.
Center-Based, Home-Based, and School-age only Programs	**P-PM-03**	*Program uses a developmentally appropriate curriculum that aligns with early learning guidelines/standards* **NOTES**	☐ 0–25% of age groups use curriculum when planning.	☐ 26–50% of age groups use curriculum when planning.	☐ 51–75% of age groups use curriculum when planning.	☐ 76–100% of age groups use curriculum when planning.
Center-Based, Home-Based, and School-age only Programs	**P-PM-04**	*Program provides support to teachers for curriculum planning and/or child progress monitoring* **NOTES**	☐ No evidence of additional supports.	☐ 1 support is provided consistently.	☐ 2–3 supports are provided consistently.	☐ At least 4 supports are provided consistently.

CHECKLIST: DOCUMENTS FOR REQUIRED MEASURES

Please make documentation available for review prior to (via upload within Engage) or on-site for each of the following items:

CATEGORY 1—DIRECTOR AND STAFF QUALIFICATIONS AND TRAINING

All Facilities

☐ Staff Orientation (S-COTQ-01)

☐ Annual Staff Training Plans with Certificates (S-COTQ-07 through -10)

CATEGORY 3—PROGRAM ADMINISTRATION

All Facilities

☐ Written Policies and Procedures for Family Education (S-FE-01)

☐ Developmental Milestone Checklists for each age group served (0-5 years) (S-FE-02)

☐ Program and family communication (S-FI-03)

☐ Community Resources (S-FI-04)

☐ Written Policy/Process for Accommodating Families and Children (S-PM-01)

CHECKLIST: DOCUMENTS FOR POINTS-BASED MEASURES

The items listed are suggested documentation that could be provided to support review and scoring, as applicable for each staff member or facility. Please make documentation available for review prior to (via upload within Engage) or on-site for each of the following items you would like to have contribute to the scoring of points-based measures:

CATEGORY 1—DIRECTOR AND STAFF QUALIFICATIONS

All Facilities: Director Formal Education and Training Worksheet

- ☐ Diploma for Highest Education Attained
- ☐ Early Childhood Credentials
- ☐ College Coursework Transcripts
- ☐ Certificates for Clock Hours
- ☐ Work Experience—Resume

All Facilities: Staff Education and Training Worksheet

- ☐ Diploma for Highest Education Attained
- ☐ Early Childhood Credentials
- ☐ College Coursework Transcripts
- ☐ Certificates for Clock Hours
- ☐ Work Experience—Resume
- ☐ Evidence of Working toward a CDA or an Associate's or Bachelor's Degree

CATEGORY 3—PROGRAM ADMINISTRATION

All Facilities

- ☐ Parent Orientation (P-FE-01)
- ☐ Child Development Resources (P-FE-02)
- ☐ Family Input (P-FI-01)
- ☐ Conferences (P-FI-02)
- ☐ Family Events (P-FI-03)
- ☐ Employee Handbook (P-PM-01 through P-PM-04)
- ☐ Curriculum and Child Progress Monitoring Practices and Supports (P-PM-03 and P-PM-04)

Texas Rising Star Program Staff Education Worksheet

Staff Name	Hire Date	Employment Status (Full-time or Part-time)	Title (Role)/Age group	Highest Level of Education/ Credential	# of College Hours in ECE/CD	# of College Hours in Bus. Admin.	# of Years of Experience	Date of CC Orientation	Current Training Plan Signed/ in File	# of Training Hours Last Year	Actively Participating in the WF Registry
Director											
Staff											

Texas Rising Star Program Staff Education Worksheet

KEY EXAMPLES/DEFINITIONS FOR COLUMNS ON STAFF EDUCATION SHEET

Highest Level of Education
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree

Working toward Higher Education
- ☐ Currently enrolled in CDA program
- ☐ Currently enrolled in associate's, bachelor's or master's degree plan

Early Childhood Credentials
- ☐ Valid Child Development Associate (CDA) credential
- ☐ Valid child care administrator's credential
- ☐ Valid Child Care Professional (CCP) credential
- ☐ Valid MACTE-approved teaching credential

College Coursework
- ☐ Number of hours in early childhood education or related coursework
- ☐ Number of hours in business management

Number of training hours last year
When assessing clock hours, use the hire date and calculate the total for the calendar year prior to the current calendar year. Staff who are currently enrolled in related fields of college coursework can have those completed hours applied to their annual training hours earned within the applicable training year.

Director Experience
The following types of experience may be counted as experience in a licensed child care center:
(1) Experience as a director or assistant director or as a teacher working directly with children, obtained in any CCL licensed child care center, whether paid or unpaid
(2) Experience as a director, assistant director, or teacher working directly with children, whether paid or unpaid, in a licensed child care facility, registered child care home, kindergarten, or nursery school, in schools for grades kindergarten and above, in a drop-in care center, or in a CCL alternatively accredited program
(3) Experience as a director, assistant director, or teacher working directly with children in a licensed or certified child care center in another state or country
Reference: HHSC Child Care Licensing Minimum Standard §746.1021
The following types of experience may be counted as experience in a licensed or registered child care home:
(1) Experience as a primary teacher or assistant teacher working directly with children, whether paid or unpaid, in a CCL licensed or registered child care home;
(2) Experience as a director, assistant director, or teacher working directly with children, whether paid or unpaid, in a CCL licensed group day care home; or
(3) Experience as a primary teacher of a CCL registered family home.
Reference: HHSC Child Care Licensing Minimum Standard §747.1113
The following types of experience may be counted as experience in a school-age only program:
(1) Experience as a director, assistant director, or caregiver working directly with children, obtained in any CCL regulated operation, whether paid or unpaid;
(2) Experience as a director, assistant director, or caregiver working directly with children in a licensed or certified operation in another state or country;
Reference: HHSC Child Care Licensing Minimum Standard §744.1021

Full-Time
Work experience is reviewed in a full-time capacity or its equivalent in a part-time capacity. Full-time is defined as 30 hours or more per week, or as determined by the program.

Teaching Staff
A person who is counted in the child to caregiver ratio, whose duties include the supervision, guidance, and protection of a child. A caregiver is usually an employee, but may also be a substitute, volunteer, or contractor if their duties include the supervision, guidance, and protection of a child.
Reference: HHSC Child Care Licensing Minimum Standard §746.123(10)

Texas Rising Star Program Staff Education Worksheet

Related Fields of Coursework:

Related field coursework areas include early childhood education, child or youth growth and development, psychology, sociology, classroom management, child psychology, health and safety of children, and elementary or special education related to pre-kindergarten through third grade. *Reference: HHSC Child Care Licensing Minimum Standard §746.1027*

Management Coursework:

Management coursework areas include administration of a child care facility, recreational leadership, accounting, goal and objective setting, performance planning and evaluation, management techniques, risk management, and other administrative, management, or supervisory-related courses. Courses in office machines or computer training are not recognized as management. *Reference: Child Care Licensing Minimum Standard §746.1029*

Related Field of Degree:

Related fields of degrees include early childhood education, child or youth growth and development, child psychology, elementary or special education related to pre-kindergarten through third grade, family child and school social work, speech pathology, and child and family studies.

If a staff member has an associate's or bachelor's degree in another field **and** has a certified State Teaching Credential (that encompasses grades Pre-K through Third Grade), it can be counted as a degree in a related field.

Montessori Accreditation Council for Teacher Education (MACTE) Approved Credentials:

MACTE is recognized by the U.S. Secretary of Education and is the international standard setting and accrediting body for Montessori educator preparation. The following is a list of the MACTE-recognized organizations:

- American Montessori Society (AMS)
- Association Montessori International (AMI)
- Association Montessori International – USA (AMI-USA)
- Christian Montessori Fellowship (CMF)
- Independents Not in A Consortium (IND)
- International Association for Progressive Montessori (IAPM)
- International Montessori Council (IMC)
- Montessori Australia (MA)
- Montessori Educational Programs International (MEPI)
- Montessori Institute of America (MIA)
- Pan American Montessori Society (PAMS)

Montessori teaching credentials that can be considered for scoring must be within the appropriate age levels of early childhood (0-8 years). Therefore, the following age levels would be applicable:

- I&T: Infant and Toddler (birth through age 3)
- EC: Early Childhood (ages 2 1/2 through 6)
- EL I: Elementary I (ages 6 through 9)
- EL I-II: Elementary I-II (ages 6 through 12)