

Texas Rising Star (TRS)  
TRS Workgroup Work Session  
1:00pm to 4:00pm  
May 22, 2014

Agenda

TAB 1 – Welcome, Roll-Call and Overview of the Agenda

*Approval of Meeting Notes*

TAB 2 – May 8, 2014 Meeting Notes

*Review of Public Comments and TRS Measures;*

TAB 3 – Continue Discussion on Measure Matrix provided for May 15 work session.

Workgroup changes highlighted.

Dr. Crawford's changes are in track changes, but not highlighted.

TAB 4 – Updated Matrix for sections discussed, with changes discussed on May 15.

Director/Caregiver Qualifications

Caregiver-Child Interactions

Curriculum (partial)

TAB 5 – Copies of Public Comments (received via email and in person)

TAB 6 – Draft Scoring Recommendations with revisions discussed at May 15 work session.

*Review of Pending Parking Lot Items*

TAB 7 –Director Qualifications (After School)

TAB 8 –Minimum Licensing Standards

TAB 9 –Facility Assessments (including Accreditation and Military)

TAB 10 –Long Term Financing



***Members in Attendance***

- Patricia Smith – Little Dudes Learning Center
- Sul Ross – Gulf Coast Workforce Solutions
- Howard Morrison – Texas Education Agency
- Reagan Miller – Texas Workforce Commission (TWC)
- Lana Estevilla – Department of Family and Protective Services
- Pattie Herbert – Infants 123
- Sandra Solis – Lower Rio Workforce Solutions
- Doug Watson – Healy-Murphy Child Development Center
- Dr. Elaine Zweig – Collin County Community College
- Sharon Davis – North East Texas Workforce Solutions
- LaShonda Brown – Texas Early Learning Council
- Mary Clare Munger – Amarillo College Child Development Lab

***Members not in Attendance***

- Rebecca Latimer – Just Kidding Around

***Additional TWC Attendees***

- Laurie Biscoe – Deputy Director, Workforce Development Division (WDD)
- Patricia A. Gonzalez – Director WDD Technical Assistance and Child Care
- Phil Warner – Child Care Program Supervisor
- Regan Dobbs – Child Care Policy and Program Analyst
- Kimberly Flores – Child Care Policy and Program Analyst
- Adela Esquivel – Child Care Policy and Program Analyst
- Sue Flores – Child Care Policy and Program Analyst
- Anjali Barnes – Child Care Policy and Program Analyst

***Meeting Summary***

**Welcome, Roll-Call and Overview of the Agenda**

**Approval of Meeting Notes**

March 20, 2014 meeting notes were approved for posting with one minor change, to reflect LaShonda Brown as the representative of the Texas Early Learning Council.

April 24, 2014 meeting notes were approved for posting without changes.

**Facility Assessment**

During previous meetings the workgroup has discussed how to conduct facility assessments. Reagan walked through the attachment.

Providers wishing to enter TRS will be required to complete an orientation (which could be a video). Also, the provider will be required to complete a self-assessment tool initially which will be provided to the assessor.



For certification and recertification every 3 years, 100% of classrooms will be assessed. For annual monitoring, one unannounced visit per year, staff will review licensing reports and monitor the staff qualifications thresholds (30%-50%-75%). Providers must report immediately if there is a change in Director.

There was discussion about self-reporting staff turnover. The discussion began with defining a “significant change in staff.” Mary Clare brought up the perspective that, for schools, teachers are responsible for a class for a school year, child care is different. She would like strong programs to assign teachers to a room for a year, rather than a day to day basis. Mary Clare said she is speaking of the quality and consistency of the teacher’s interaction with the children. TRS could front-load this expectation in the orientation.

Doug asked if staff turn-over would include existing staff moving classes and he provided the example of infant class enrollment going down in the summer, so staff moves classrooms. Pattie asked about models where the teachers move up with the age group and class they are working in each year, so they stay with the same children for multiple years. Reagan clarified that the discussion is related to staff leaving the center.

Doug added that when he hires staff they do not often have a CDA. It is a condition upon their hire that they will work to earn the credential. LaShonda agreed. Mary Clare observed that more and more people will be entering work with some college. She provided the example of co-enrolled credits earned in high school.

Mary Clare commented that the original concern was that at an annual monitoring, a center would receive a rating based on a staff that was not a true reflection of the staff composition one year later. Will providers be asked to track this quarterly, every time there is a turn-over (which may be very frequently) or every time the facility falls below the threshold of 30%-50%-75%?

The workgroup reached consensus to continue with the current practice, which is to make this part of the annual monitoring.

The group then discussed the concept of classrooms self-reporting and situations where a complete turnover of teachers may occur. Mary Clare suggested using the caregiver interaction measures as a self-assessment tool for classrooms. LaShonda recommended a streamlined version. Doug stated he recognizes the value, but economically the workgroup has incorporated several new layers for facilities to add, such as lesson plans, ratios, staff meetings, and he wondered if this might get push back.

Reagan asked if, for example, a classroom had 100% turnover, but the center used existing staff to fill the vacancies, would that provide more consistency? Mary Clare said in the case of small centers where everyone knows the children and is familiar with all classrooms to an extent; however, in large centers, the benefit would be less to minimal. It would not be a 4 Star quality procedure. The workgroup noted that staff turnover has not been addressed as a quality measure. Doug commented that staff consistency often is a reflection of the director and the center. Mary Clare said this would be a good emerging practice item to demonstrate continuity of care. The item would be measured in terms of a school year, September to May. Some turnover could be a 3 star. LaShonda



preferred phrasing the measure in terms of staff continuity rather than staff turnover, since the aim is to measure the care being provided.

Sul reminded the group that some providers may feel that their staff will be more educated and more qualified, due to new education and training requirements, which may make them more likely to leave and seek other employment.

Reagan reminded the group it is late in the process to add a measure. Considering this as an emerging practice, this is something the workgroup would like the mentors to observe and gather data on for a year. They can also observe continuity of staff when developing growth plans with facilities.

The workgroup then determined that at the annual monitoring, unannounced visit, at least 50% of classrooms, and a minimum of one classroom in each age range, will be observed. Sul suggested adding that a priority will be made for observing new lead teachers in their classrooms, and the group agreed to add this provision.

Sul also wanted to ensure that, rather than conducting a full assessment after a facility completed a SIA, the monitoring only reviewed the issues related to the deficiencies. This change was noted.

LaShonda recommended referring to the initial self-assessment as the TRS Program assessment. Mary Clare recommended making a self-assessment available for classrooms. She gave an example of large centers perhaps providing it to training specialists. Doug suggested making this another emerging practice, because he felt like the workgroup may get push back if it were required for classrooms to do an assessment. Pattie admitted it would feel overwhelming if she were just entering TRS.

Reagan said the tool an assessor uses would look similar to a self-assessment tool. She suggested the tool be made available to facilities to share with teachers to use at their option for their guidance. The tool would not need to be completed and turned in. The workgroup agreed.

### **Child Assessments**

Mary Clare suggested that the workgroup approaches child assessments as an emerging practice the aim could be to develop a list of good assessments, in unison, working together and moving forward, collect data to identify assessment tools. Reagan said TWC began collecting data through and can continue working on gathering data. This is the workgroup's recommendation.

### **Minimum Licensing Requirements**

Phil explained that a subcommittee, comprised of members of the workgroup and TWC staff, held two conference calls to consider the following points:

- What should the maximum number of deficiencies be for initial certification and for providers who are already certified to be placed on a Service Improvement Agreement (SIA)?
- Should there be a set number of deficiencies that would cause a certified provider to lose certification?



- Should there be added penalties for being placed on SIA, such as losing a star level?
- Should any of the deficiencies listed in Sections 3 and 4 of the screening form be removed or amended or any deficiencies be added that are not currently listed?

The subcommittee determined exceeding nine deficiencies, having one critical deficiency, or exceeding four medium to high deficiencies, would prevent a facility from entering TRS.

For current TRS providers, exceeding nine deficiencies would cause the facility to lose a star level (for 6 months), and would trigger a SIA. The same would occur for exceeding four medium to high deficiencies or one critical deficiency.

The subcommittee agreed on nine deficiencies and the maximum, because DFPS shared that 11 was the average, per year. During the meeting Reagan received a request from a stakeholder to learn if that number varied by facility size. Lana said she could gather data by capacity and will provide three samples of capacity sizes.

Reagan asked the group how long a facility should remain on a SIA. Lana explained, for context, DFPS typically gives facilities two weeks to comply, depending on the deficiencies. The group agreed that the SIA should be no more than 6 months.

Phil walked through Attachment 2 item by item. This is the critical “one and done” list. Lana said if one of these critical deficiencies is cited, it is probably indicative of a pattern of problems occurring.

Phil walked through Attachment 3. The licensing subcommittee recommended that a provider exceeding 4 deficiencies on this list is not eligible to apply for TRS and TRS providers would be placed on an SIA. A group member suggested that in Section 3 the form needs to clarify that these are deficiencies that have been cited within the last 12 months.

After reviewing Attachment 3 as well, medium to high deficiencies, Doug noted that perhaps training items could go to medium to high risk, and staff with criminal history and sex-offender background would move to critical deficiency list, Attachment 2. (745.656 and 745.661).

Regarding child supervision, 746.1203, Doug provided some examples from San Antonio. Lana clarified that there are degrees, and more severe examples will most likely also yield a neglect citation. Neglect and abuse would fall under Attachment 2, so the group is comfortable leaving 745.1203 on medium-high risk.

The workgroup agreed to move pre-service, which Lana said will be reclassified as medium-high risk by DFPS, along with annual training and shaken baby training to Attachment 3.

The group decided that:

- a 3-4-Star provider with any deficiency on Attachment 2 will be moved to a 2-star; and a 2-star provider will lose TRS certification



- a 3-4-Star provider that exceeds 4 deficiencies in Attachment 3 will lose a star level and a 2-star provider will lose TRS certification
- a TRS provider with more than 9 total deficiencies will lose a star level and a 2-star provider will lose TRS certification.
- a TRS provider with more than 14 total deficiencies lose TRS certification.

For all deficiencies that cause facilities to lose a star-level, the facility will have to sit out for a minimum of 6 months. The six months begin upon receipt of the final report from DFPS. TWC will redraft the discussion paper with edits discussed and bring it back to the workgroup for review and approval.

### **Director/Staff Qualifications, Final Recommendations**

A meeting was held May 7 to review recommendations. The subgroup added the additional options to the 3 star director formal education requirements to align 3 star requirements with licensing requirements.

The following 3 star measures were added (as an “or” option):

- Sixty college credit hours with six college credit hours in child development and three college credit hours in business management.
- A child care administrator’s certificate from a community college with at least 15 college credit hours in child development and three college credit hours in business management.

Regarding the grandfather provision, if a director has a CDA credential and three years of experience, they will have two years from the effective date of the TRS Rule to obtain the required education.

Under Caregiver qualification, Option E was added:

- Have successfully completed 192 training clock hours in child development, early childhood education or related field and two years of full time paid experience as a caregiver working with children in a licensed or registered facility over a five year period.

Pat asked if the 192 hours of training needed to be specified. LaShonda said perhaps this could be detailed in a footnote that training should be in line with CDA, CCP or Texas Early Childhood Core Competencies.

The meeting was adjourned at approximately 4:30p.

## After School Personnel Qualifications and Responsibilities

This chart outlines the personnel roles and responsibilities needed for effective program operation. COA recognizes that the job titles used in your program may vary from the titles listed below. When this is the case, the responsibilities assumed by personnel will determine the qualifications required. Accordingly, please choose the job description that most closely matches the job title used in your program. For example, if your program uses the term “Group Facilitator” instead of “Group Leader,” you should be prepared to demonstrate that the Group Facilitator meets the same qualifications as would a Group Leader.

We also realize that in some programs, one person may assume the responsibilities of more than one position. When this happens, the person should meet the qualifications required for the highest level of responsibility. For example, if the same person acts as both the Site Director and the Senior Group Leader, he or she should meet the qualifications for the Site Director.

Finally, we also understand that some programs may not have all of the positions listed below. However, every program must have at least one person who is a qualified Program Administrator. Further, if there are more than thirty children in your program, there must also be one person who is qualified as a Senior Group Leader.

Personnel Title	Personnel Responsibilities	Minimum Qualifications Options
<b>Program Administrator</b>	<p><b>Overall direction of the program:</b></p> <ul style="list-style-type: none"> <li>• developing program mission, goals, and policies</li> <li>• program implementation and evaluation</li> <li>• administration, including fiscal management</li> <li>• organizational development, including management of human resources</li> </ul>	<p>1. Experience: one year; Education: BA in related field; Professional Preparation: six credits -- child and youth development (3), administration (3)</p> <p>2. Experience: two years; Education: BA in unrelated field; Professional Preparation: twelve credits -- child and youth development (3), administration (3), other areas related to after school programming (6)</p>
<b>Site Director</b>	<p><b>Daily operations of the program:</b></p> <ul style="list-style-type: none"> <li>• supervising staff</li> <li>• communicating with families</li> <li>• building relationships with the host community</li> <li>• overseeing all program activities</li> </ul>	<p>1. Experience: six months; Education: BA in related field; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)</p> <p>2. Experience: one year; Education: BA in unrelated field; Professional Preparation: nine credits -- child and youth development (3), other areas related to after school programming (6)</p> <p>3. Experience: 18 months; Education: AA or two years of college in a related field or equivalent certification; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)</p>
<b>Senior Group Leader</b>	<p><b>Supervision and guidance of children in the program:</b></p> <ul style="list-style-type: none"> <li>• program planning</li> <li>• communicating with families</li> <li>• supervising support staff</li> <li>• relating to the community</li> </ul>	<p>1. Experience: three months; Education: BA in related field</p> <p>2. Experience: three months; Education: BA in unrelated field; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)</p> <p>3. Experience: six months; Education: AA or two years of college in related field or equivalent; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)</p>

		4. Experience: one year; Education: AA or two years of college in unrelated field; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)
<b>Group Leader</b>	<b>Supervision and guidance of children in the program under the direction of a Senior Group Leader:</b> <ul style="list-style-type: none"> <li>• program planning</li> <li>• communicating with families</li> <li>• supervising support staff</li> <li>• relating to the community</li> </ul>	1. Experience: none; Education: BA in related field 2. Experience: three months; Education: BA in unrelated field; Professional Preparation: three credits -- child and youth development (3) 3. Experience: six months; Education: AA in related field 4. Experience: nine months; Education: AA or two years of college or equivalent; Professional Preparation: three credits -- child and youth development (3) 5. Experience: 18 months; Education: HS Diploma or GED; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)
<b>Assistant Group Leader</b>	<b>Supervision and guidance of children under the direct supervision of Group Leader</b>	1. Experience: none; Minimum age: 16

**Guiding Definitions:** The following terms are intended to help you interpret the “After School Personnel Qualifications and Responsibilities” Table.

**Courses in Administration:** This includes courses in areas including, but not limited to: Human Resources Management, Fiscal Management, Organizational Development, Strategic Planning, Marketing, and Community Development.

**Courses in After School Programming:** This includes courses in areas including, but not limited to: Health and Safety, Developmentally Appropriate Practices, Group or Individual Guidance, Community Service and Service Learning, Working with Families, Community Outreach, and Planning Activities.

**Courses in Child and Youth Development:** This includes courses that focus on development during middle childhood and adolescence.

**Credits:** These are credits for post-secondary coursework. They may be earned through college classes, technical/vocational classes, or community-based trainings or workshops. Each credit represents approximately 15 hours of participation in a course.

**Experience:** Related experience includes work with school-age children or youth in a setting similar to that of an after school program. Settings may include, but are not limited to: recreation centers, child care homes or centers, camps, schools, fine arts programs, or social service agencies. One year experience means full time (2,080 hours of work). The total number of hours can be from a combination of positions.

**Professional Preparation:** This is formal post-secondary training directly related to school-age care.

**Related Field:** This includes majors in areas including, but not limited to: education, youth studies, child development, recreation, and family social sciences.

## TxPOST –School-Age Proposed Requirements

Measure	Recommendations
Director Qualifications	3 Star: Valid CDA. CCP (or) 12 college credit hours in a related field which may include 6 hours in business management 4 Star: AA/AAs in a closely related field or a BA/BS in a closely related field and 6 credit hours in business management
Director Experience	The facility director possesses the experience to provide developmentally appropriate programming for school age children. 2 Star: Be at least 21 years old with 1 year of experience in afterschool or child care 3 Star: Be at least 21 years old with 2 years of experience in afterschool or child care 4 Star: Be at least 21 years old and 3 or more years of experience in afterschool or child care
Career Lattice	Same requirement for all star levels: The director assesses their education, experience and ongoing education to determine their career lattice level, and identifies how they want to progress to a higher career lattice. (No Level Career Lattice requirement for 4 star certification.)
Director Training	Same requirements for all star levels: The director participates in ongoing professional development to stay abreast of new research, best practices and trends in afterschool care.  1. An individual written training plan that contains 24 clock hours of training on an annual basis (of the 24 hours, a minimum of 6 need to be in program administration, management and supervision) is observed in the director's staff file. 2. TRS Director Certification not required.
Caregiver Qualifications	Not counting the program director, caregiver staff must meet one of the following measures.* (Needs to be Responsive to the part-time nature of afterschool programs.) A. Have a CDA credential or be working toward a credential, or AA in a related field. B. Have successfully completed twelve semester hours at an accredited university. C. Have two years paid experience in a school age program. D. Have two years paid experience working with children in a licensed program.  2 star: Provider meets 20 %. 3 star: Provider meets more than 20%, but less than 65 %. 4 star: Provider meets 65% or better.
Caregiver Orientation	Same requirements for all star levels:  Before beginning programming duties, all volunteers and substitute caregivers are provided orientation that defines the tasks will be asked to perform.

\*Definition of School Age- Program which serves only children 5-13. Specifically designed to be inclusive of afterschool/before school programs in the TRS system that are not a part of a day care facility.

TRS Minimum Licensing Requirements  
DRAFT DISCUSSION POINTS

The screening forms in WD 08-14 are used to determine whether providers are eligible or can remain TRS certified based on the last 12 months of licensing monitoring reports. There is a separate screening form for Licensed Child Care Centers, Licensed Child Care Homes, Registered Child Care Homes, and School-Age Programs. Attachment 1 is the screening form for Licensed Child Care Centers.

The TRS Workgroup agreed that a TRS applicant will not be eligible for TRS certification if the facility:

- has any Critical Deficiency in Attachment 2
- exceeds 4 deficiencies in Attachment 3; or
- exceeds 9 total deficiencies

For TRS-certified facilities, the workgroup agreed on the following:

	Actions	Duration
<b>Any Critical Deficiency Listed in <u>Attachment 2</u></b>	<b>Reduced to 2-star (2-Star lose TRS certification)</b>	<b>Eligible to be reinstated at former level if deficiency is not recited within 6 months.</b>
<b>Exceed 4 High / Medium-High Deficiencies Listed in <u>Attachment 3</u></b>	<b>Lose a star level (2-Star lose TRS certification)</b>	<b>Eligible to be reinstated at former level if deficiency is not recited within 6 months.</b>
<b>Exceed 9 Total Deficiencies (any deficiency)</b>	<b>Lose a star level (2-Star lose TRS certification)</b>	<b>Eligible to be reinstated at former level if deficiency is not recited within 6 months.</b>
<b>Exceed 14 Total Deficiencies (any deficiency)</b>	<b>Lose TRS Certification</b>	<b>Eligible to re-apply no sooner than 12 months following loss of TRS certification.</b>

ATTACHMENT 2  
CRITICAL DEFICIENCIES

If the provider has the following deficiencies in their licensing compliance history:

- Initial Applicants: not eligible for TRS certification
- Current TRS: Reduced to 2-Star (2-Star lose TRS Certification)

[NOTE: changes to the current list in WD 08-14 are indicated]

**CENTERS**

Deficiencies
[NEW] 745.626 Background Checks Requirement – Providing Direct Care [HIGH]
[NEW] 745.656 Individuals on the Texas Sex Offender Registry –cannot be present at facility[HIGH]
[NEW] 745.661 Take Appropriate Action for Criminal Conviction or a Finding, Must Remove a Person form a Child Care Operation, and/or Requesting a Risk Evaluation [HIGH]
[NEW] 746.201 (9) Permit holder responsibilities – Complying with child care licensing law in Chapter 42 Human Resources Code [MEDIUM HIGH]
746.1201(4) Responsibilities of Employees and Caregivers – Ensure No Child is Abused, Neglected, or Exploited [HIGH]
746.1201(5) Responsibilities of Employees and Caregivers – Report Suspected Child Abuse, Neglect, or Exploitation [HIGH]
746.1311(a) Director Annual Training – 30 Hours Required [MEDIUM-HIGH]
746.1315(b) One Employee at Center and With Each Group of Children Away from Center Must Have Current CPR for Infants, Children, & Adults [MEDIUM-HIGH]
746.2805 Prohibited Punishments [HIGH]
[NEW] 746.3805(a) Administering Medication –authorization to administer [ HIGH]
[NEW] 746.3805(b) Administering Medication - authorization expires on the first anniversary of the date the authorization is provided [(2) HIGH; (1), (3) MEDIUM-HIGH]

**HOMES**

Deficiencies
[NEW] 745.626 Background Checks Requirement [HIGH]
[NEW] 745.656 Individuals on the Texas Sex Offender Registry –cannot be present at facility [HIGH]
[NEW] 745.661, Take Appropriate Action for a Criminal Conviction or a Finding, Must Remove Person from a Child Care Operation, and/or Requesting a Risk Evaluation [HIGH]
747.207(5) Reporting of Suspected Abuse, Neglect, and Exploitation [HIGH]
[New] 747.207(9) Primary Caregiver Responsibilities – Complying with child care licensing law in Chapter 42 Human Resources Code
747.1303(2) Documented Director Annual Training- 30 Hours Required [MEDIUM HIGH]
747.1303(3) Training Requirements for Primary Caregiver – CPR and First Aid [HIGH]
747.1313(a) First Aid and CPR Training- Primary and Substitute Caregivers [HIGH]
747.1501(a)(3) Responsibility of Caregivers [HIGH]
747.2705 Prohibited Punishments [HIGH]
[NEW] 747.3605(a) Administering Medication -How to administer medication [HIGH]
[NEW] 747.3605(b) Administering Medication [(2) HIGH; (1), (3) MEDIUM-HIGH]

**SCHOOL-AGE PROGRAMS**

Deficiencies
[NEW] 745.626 Background Checks Requirement [HIGH]
[NEW] 745.656 Individuals on the Texas Sex Offender Registry –cannot be present at facility [HIGH]
[NEW] 745.661 Take Appropriate Action for Criminal Conviction or a Finding, Must Remove a Person form a Child Care Operation, and/or Requesting a Risk Evaluation [HIGH]
[NEW] 744.201(9) Permit holder responsibilities Complying with child care licensing law in Chapter 45 Human Resources Code [MEDIUM HIGH]
744.1201(4) Responsibilities of Employees and Caregivers- Ensure No Child Abused, Neglected, or Exploited [HIGH]
744.1201(5) Responsibilities of Employees and Caregivers-Report No Child Abused, Neglected, or Exploited

ATTACHMENT 2  
CRITICAL DEFICIENCIES

[HIGH]
744.1301(3) Caregiver/Site Director Annual Training – 15 Hours Required [LOW]
744.1301(4) Director Annual Training - 20 Hours Required [LOW]
744.1315(b) One Caregiver or Employee per Operation, and One Caregiver or Employee for Each Group of Children Away From Operation, Must Have Current Training in CPR [MEDIUM HIGH]
744.2105 Prohibited Punishment [HIGH]
[NEW] 744.2655(a) Administering Medication – How to administer medication [HIGH]
[NEW] 744.2655(b) Administering Medication [(2) HIGH; (1), (3) MEDIUM-HIGH]

ATTACHMENT 3  
HIGH/MEDIUM-HIGH DEFICIENCIES

**If more than 4 deficiencies in the following standards:**

- **Initial Applicants: not eligible for TRS certification**
- **Current TRS: Lose a star level (2-Star loses TRS certification)**

[NOTE: changes to the current list in WD 08-14 are indicated]

**Centers**

Deficiencies
745.625 Background Checks Requirement – Submitting Requests [HIGH]
746.1003 Director Responsibilities [HIGH – (1), (3)-(6); MEDIUM – (2)]
746.1201(1) Responsibilities of Employees and Caregivers- Demonstrate competency, Good Judgment, Self – Control [HIGH]
[NEW] 746.1301(a)(2)(B) 24 clock hours of pre-service training [LOW {DFPS to reclassify as "Medium-High"}]
[NEW] 746.1305 Pre-service training requirement – (whole section) [(a) MEDIUM, (b) MEDIUM-HIGH]
746.1203(4) Responsibilities of Caregivers- Supervision of Children [HIGH]
746.1203(5) Responsibilities of caregivers- Children in Control [MEDIUM-HIGH]
[NEW] 746.1309(a) Documented Annual Training – 24 Hours Required [MEDIUM-HIGH]
[NEW] 746.1309(e)(1) Annual Training for Caregivers of Children Under 24 Months – Shaken Baby Syndrome [MEDIUM-HIGH]

**Homes**

Current Deficiencies
745.625, Background Checks Requirement [HIGH]
747.207 [NEW] (1)-(9) Primary Caregivers Responsibilities [HIGH - (2),(5), (7)-(8); MEDIUM-HIGH – (1), (3),(4),(6)]
[New] 747.1307(e) Annual Training for Caregivers of Children Under 24 Months [MEDIUM HIGH]
747.1501 (c)(1) Responsibilities of Employees and Caregivers- Competency, Good Judgment, Self-Control [HIGH]
747.1501 (c)(4) Responsibilities of Caregivers – Supervision of Children [HIGH]
747.1501 (c)(5) Additional Responsibilities of Caregivers- Children in Control [HIGH]
747.3501 Safety- Areas Free Form Hazards [MEDIUM-HIGH]

**After-School Programs**

Current Deficiencies
745.625 Background Checks Requirement [HIGH]
744.1005(a)(1)-(6) Director Responsibilities [MEDIUM-HIGH]
744.1201 (1) Responsibilities of Employees and Caregivers-Demonstrate Competency, Good Judgment, Self-Control [HIGH]
744.1203 (4) Responsibilities of Caregivers – Supervision of Children [HIGH]
744.1203 (5) Additional Responsibilities of Caregivers- Children in Control [MEDIUM-HIGH]
[NEW] 744.1301 Employee Training Requirements (whole section) [LOW]

**Average Number of Deficiencies for Licensed Centers in FY 13 \***

<b>Facility Type</b>	<b>Standard Weight</b>	<b>Number of Deficiencies</b>	<b>Number of Operations</b>	<b>Average Number of Deficiencies per Operation FY 13</b>
LCC < 50	H	2712	1633	1.66
LCC < 50	MH	4037		2.47
LCC < 50	M	2290		1.40
LCC < 50	ML	299		0.18
LCC < 50	L	524		0.32
<b>LCC &lt; 50 Total</b>		<b>9862</b>		<b>6.04</b>
LCC 50 - 150	H	9209	5047	1.82
LCC 50 - 150	MH	11606		2.30
LCC 50 - 150	M	6136		1.22
LCC 50 - 150	ML	766		0.15
LCC 50 - 150	L	1308		0.26
<b>LCC 50 - 150 Total</b>		<b>29025</b>		<b>5.75</b>
LCC 151 - 300	H	2939	1400	2.10
LCC 151 - 300	MH	3109		2.22
LCC 151 - 300	M	1517		1.08
LCC 151 - 300	ML	162		0.12
LCC 151 - 300	L	279		0.20
<b>LCC 151 - 300 Total</b>		<b>8006</b>		<b>5.72</b>
LCC > 300	H	542	193	2.81
LCC > 300	MH	406		2.10
LCC > 300	M	202		1.05
LCC > 300	ML	17		0.09
LCC > 300	L	33		0.17
<b>LCC &gt; 300 Total</b>		<b>1200</b>		<b>6.22</b>
<b>LCC Overall Total</b>		<b>48093</b>	<b>8273</b>	<b>5.81</b>

\* Note: Only includes data for licensed centers that had been licensed for over one year at the end of FY 13 and were still open.

## Facility Assessments DISCUSSION POINTS

Process For Application: The application process for TRS certification will require the provider to:

- attend an orientation or watch a video providing an overview of the
  - TRS application process,
  - TRS criteria, and
  - TRS assessment process; and
- complete a TRS Program Self-Assessment tool.

Process for Assessment of Facilities for Certification and Monitoring of TRS Facilities:

*TRS Certification:*

- 100% of classrooms will be assessed at the initial assessment and at each recertification; and
- all facilities will be assessed every 3-years for re-certification

*TRS Monitoring:*

- TRS staff will:
  - conduct one annual unannounced monitoring onsite visit;
  - complete the TRS screening form based on the most recent DFPS monitoring visit.
- TRS-certified providers must
  - complete a TRS screening form following each licensing visit and report the results to the TRS staff;
  - report a change of director immediately to TRS staff;
  - report other staff turnover during the annual unannounced monitoring visit.

*On-Site Monitoring Visit*

During the unannounced on-site visit:

- TRS staff will
  - observe 50% of the classrooms,
    - with at least one classroom for each age group; and
    - priority for observations will be classrooms with turnover of a lead teacher
  - review and check incident reports during the onsite visits

*Consequences for TRS Deficiencies Found During Annual Monitoring*

Director and Staff Qualifications:

If the loss of a director or staff turnover would cause the TRS provider to fall below the provider's current star level for Director and Staff Qualifications and Training, then the provider will retain its current star level for no more than six months following the reported staff change. The staff qualifications will be re-assessed at or before the end of the 6-month period to determine the appropriate star level (or the loss of TRS certification).

If, during the on-site visit TRS staff discovers that a change in director was not reported immediately as required and the current director does not meet the providers' current star level, then the star level will be determined at the on-site visit using the current director's qualifications.

Other TRS Standards:

If TRS discovers deficiencies in other TRS standards, the provider will be placed on a Service Improvement Agreement for no more than 6 months in which the provider will participate in required mentoring and technical assistance activities. The provider will then have an assessment related the deficiency or deficiencies at the end of the SIA period.

## **NEW**

### **Assessment and Monitoring for Nationally Accredited Facilities**

Under current TRS guidelines child care providers who are regulated by the military or who have attained one of the following national accreditations are certified as a TRS Provider without going through the TRS Provider assessment process and are initially enrolled as a Four-Star or fully certified provider:

- National Association for the Education of Young Children (NAEYC)
- National Early Childhood Program Accreditation (NECPA)
- National Accreditation Commission for Early Child Care and Education Program (NAC)
- Association of Christian School International (ACSI)
- National Association of Family Child Care (NAFCC)
- Commission on Accreditation-National Afterschool Association (COA-NAA)

The workgroup determined that TWC would develop a crosswalk of the new TRS standards to each of the accreditations above and determine at what TRS level the accreditation standards meet. National accredited facilities would be ***initially*** certified at the level determined by the crosswalk.

Nationally accredited providers wishing to participate in the TRS certification system will be required to complete the TRS application process required of all TRS applicants, which consists of:

- attending an orientation or watch a video providing an overview of the
  - TRS application process,
  - TRS criteria, and
  - TRS assessment process; and
- completing a TRS Program Self-Assessment tool.

The provider will also be subject to and required to comply with the annual TRS monitoring procedures for minimum licensing standards required of all TRS-certified facilities. Note: military-operated facilities are not subject to or monitored by DFPS; therefore, these providers are not subject to TRS monitoring of licensing standards.

Additionally, the provider's national accreditation status must be verified annually.

Regarding TRS reassessments for a nationally accredited provider, if the accrediting organization has certified or re-certified the facility through an on-site visit within providers scheduled 3-year TRS assessment, then the provider will not be required to have a full TRS assessment.