

***Facility Assessment Record Form*** *(all facilities)*

 This icon indicates when documentation must be available for review during an on-site assessment. Use the Document Checklist provided to collect all necessary documents.

PROVIDER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TRS ASSESSOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CC LICENSING #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Document Version 01.01.20

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| **TYPE** | **STANDARD** | **MEASURE** | **SCORING** |
| School-Age Only Programs | S-DQT-03 | DIRECTOR TRAININGDirector has an individualized plan that provides for a minimum of 24 clock hours of training on an annual basis to include a minimum of 6 hours in program administration, management and supervision in the director’s file. **Director Training Plan with Certificates**N/A allowed if Director is a new hire or provider is an initial applicant**NOTES** | METNOT METN/A |
| Center-based only | S-DQT-04 | DIRECTOR TRAININGDirector has an individualized plan that provides for a minimum of 36 clock hours of training on an annual basis, to include a minimum of 6 hours in program administration, management and supervision in the director’s file.**Director Training Plan with Certificates**N/A allowed if Director is a new hire or provider is an initial applicant**NOTES** | METNOT METN/A |

Instructions: Use the staff education worksheet attached to gather information for scoring Parts 2-7. Parts 2 - 5 apply to all facilities except school-age only programs. Parts 6 and 7 apply to school-age only programs. See definitions on page X.

**Part 2**: **DIRECTOR FORMAL EDUCATION SCORING** (points-based)

*Center-Based Only Programs*

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| --- | --- | --- | --- | --- |
|  | SCORE OF 0 | SCORE OF 1 | SCORE OF 2 | SCORE OF 3 |
| **P-DEQT-01** | None | Valid child care administrator’s credential; orOver 2 years, up to 4 years, as a director in a TRS or currently recognized nationally accredited provider | Valid Child Development Credential(CDA), or Child Care Professional (CCP) Credential with 6 college credit hours in business management; or9 college credit hours in ECE and 9 credit hours in business management; or60 college credit hours with 9 college credit hours in child development and 6 college credit hours in business management; orA 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, orOver 4 years, up to 8 years as a director in a TRS or TRS-recognized nationally accredited provider | AA/AAS in ECE or closely related field with 12 college credits in ECE and 6 credit hours in business management; orAt least a BA/BS with 12 hours college credit hours in ECE and 6 credit hours in business management; orOver 8 years as a director in a TRS or currently recognized nationally accredited providerNon-expiring director’s certificate from CCL |

**Part 3**: **LCCH and RCCH PROVIDERS** FORMAL EDUCATION SCORING (points-based)

*LCCH and RCCH Only Programs*

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| --- | --- | --- | --- | --- |
|  | SCORE OF 0 | SCORE OF 1 | SCORE OF 2 | SCORE OF 3 |
| **P-DEQT-02** | None | Valid child care administrator’s credential; orOver 2 years, up to 4 years as a director in a TRS or currently recognized nationally accredited provider | Valid Child Development Credential(CDA), or Child Care Professional (CCP) Credential with 3 college credit hours in business management; or9 college credit hours in ECE and 9 credit hours in business management; or60 college credit hours with 6 college credit hours in child development and 3 college credit hours in business management; orA 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, or72 clock hours of training in child development and 30 clock hours in business management; orOver 4 years, up to 8 years as a director in a TRS or TRS- recognized nationally accredited provider | AA/AAS in ECE or closely related field with 6 college credits in ECE and 3 credit hours in business management; orAt least a BA/BS with 12 hours college credit hours in ECE and 3 credit hours in business management; orOver 8 years as a director in a TRS or currently recognized nationally accredited providerNon-expiring director’s certificate from CCL |

**Part 4**: **DIRECTOR EXPERIENCE** (All facilities except school-age only programs)

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| --- | --- | --- | --- | --- |
|  | SCORE OF 0 | SCORE OF 1 | SCORE OF 2 | SCORE OF 3 |
| **P-DEQT-04** | less than 2 years  | 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 |

**Part 6**: **SCHOOL-AGE ONLY PROGRAMS DIRECTOR** FORMAL EDUCATION SCORING

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| --- | --- | --- | --- | --- |
|  | SCORE OF 0 | SCORE OF 1 | SCORE OF 2 | SCORE OF 3 |
| **P-DEQT-03** | None | Valid Child Care Administrator’s Credential | Valid Child Care Administrator’s Credential certificate from a community college with at least 15 college credit hours in ECE or related field and three college credit hours in management; orValid CDA or CCP credential with six college credit hours in management; orNine college credit hours in child development and nine college credit hours in management; orSixty college credit hours with nine college credit hours in ECE or a related field and 6 hours in management | AA/AAS in ECE or closely related field with 6 credit hours in business management; orAt least a BA/BS in a closely related field and 6 credit hours in business management |

**Part 7**: **SCHOOL-AGE ONLY PROGRAMS** DIRECTOR EXPERIENCE

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| --- | --- | --- | --- | --- |
|  | SCORE OF 0 | SCORE OF 1 | SCORE OF 2 | SCORE OF 3 |
| **P-DEQT-05** | less than 2 years  | 2-3 years of experience in afterschool child care | 4-5 years of experience in afterschool child care | 6 or more years of experience in afterschool child care |

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| **TYPE** | **STANDARD** | **MEASURE** | **SCORING** |
| All facility types  | **S-COTQ-01** | TEACHER ORIENTATION, 1Before beginning child care duties **all teaching staff** (to include volunteers or substitutes, if applicable) receives documented, in-person, interactive orientation with the director/administrator to improve knowledge of the child care operation, specific job responsibilities and needs of children.Orientation documentation is dated on/prior to the date the teacher starts working in the classroom and is observed in the teacher’s staff file by the TRS assessor and includes the following topics:A. Texas Rising Star (TRS) program and criteriaB. Policies of the facilityC. An overview of the developmental needs/expectations of children in the assigned age groupD. The planned daily activities of the facility**Teacher Orientation and Facility Staff List****NOTES** | METNOT METN/A |
| Center-based programs serving 0-5 years | **S-COTQ-03** |  STAFF TRAININGAn individualized plan provides for a minimum of 30 clock hours of child care related training specific to the age of children in their care. All child care staff participates in training according to the approved plan. The training certificates do align to the individualized written training plan.**Annual Training Plans with Certificates****N/A allowed if provider is an initial applicant or has all new staff****NOTES** | METNOT METN/A |

| **TYPE** | **STANDARD** | **MEASURE** | **SCORING** |
| --- | --- | --- | --- |
| School-Age Only Programs  | **S-COTQ-04** | FULL -TIME STAFF TRAININGAn individualized written training plan that contains 20 clock hours of training on an annual basis (of the 20 hours, a minimum of 12 hours need to be in school-age development and curriculum) was in the caregiver’s staff file.**Annual Staff Training Plans with Certificates****N/A allowed if provider is an initial applicant****NOTES** | METNOT METN/A |
| School-age Only Programs | **S-COTQ-05** | PART-TIME STAFF TRAININGAn individualized written training plan that contains 15 clock hours of training on an annual basis (of the 15 hours, a minimum of 10 hours need to be in school-age development and curriculum) is in the caregiver’s staff file.**Annual Staff Training Plans with Certificates****N/A allowed if provider is an initial applicant****NOTES** | METNOT METN/A |
| RCCH and LCCH Facilities Only | **S-COTQ-07** |  STAFF TRAININGPrimary Staff has 36 hours of documented training, with a minimum of 12 clock hours of instructor-led training.**Annual Staff Training Plans with Certificates****N/A allowed if provider is an initial applicant****NOTES** | METNOT METN/A |
| RCCH and LCCH Facilities Only |  **S-COTQ-08** |  STAFF TRAININGIf applicable, all staff have 30 hours of documented training, with a minimum of 12 clock hours of instructor-led training (not including director-led training).**Annual Staff Training Plans with Certificates****N/A allowed if provider is an initial applicant and/or does not have additional caregiving staff****NOTES** | METNOT METN/A |

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| **TYPE** | **STANDARD** | **MEASURE** | **SCORING** |
| Center-Based programs only | **P-CQT-01** | TEACHER QUALIFICATIONSNot counting the center director, full-time teacher staff must meet one of the following measures: 1. Have a Child Development Associate (CDA) credential, OR
2. Have a Certified Child Care Professional (CCP) credential, OR
3. Working towards an Associate’s or Bachelor’s degree or have successfully completed twelve college credit hours in child development, early childhood education or related field and two years of full time paid experience as a teacher working with children in a licensed or registered facility; OR
4. Have two years full-time paid experience working with children as a teacher in a licensed or registered child care facility while presently working toward a CDA or a CCP credential; OR
5. Have successfully completed 150 training clock hours within the last 5 years in child development, early childhood education or related field and two years of full time paid experience as a teacher working with children in a licensed or registered facility; OR
6. Have a Bachelor’s or Associate’s degree; OR
7. Ten years of full time paid experience as a teacher in a TRS or TRS-recognized nationally accredited center
 | **Scoring: # of teachers who meet one of the qualifications, divided by total number of teachers, x 100 = % of staff.****0**=Provider meets less than 30% of staff**1**= Provider meets 30% of staff**2**= Provider meets more than 50% but less than 75% of staff**3**= Provider meets 75% or better of staff**NOTES** |
| School-age only programs | **P-CQT-02** | TEACHER QUALIFICATIONSNot counting the center director, all teacher staff must meet one of the following measures:1. Have a Child Development Associate (CDA) credential, or (CCP) credential, or working toward a CDA/CCP credential or AA in a related field; or
2. Working toward an Associate’s or Bachelor’s degree or have successfully completed twelve college credit hours at an accredited university; or
3. Have two years paid experience in a school-age program; or
4. Have two years paid experience working with children in a licensed program; or
5. Have successfully completed 150 training clock hours within the last 5 years in child development, early childhood education or related field and two years of full time paid experience as a teacher working with children in a licensed or registered facility; or
6. Have a Bachelor’s or Associate’s degree
 | **Scoring: # of teachers who meet one of the qualifications, divided by total number of teachers, x 100 = % of staff.****0=Provider meets <30% of staff****1= Provider meets 30% of staff****2= Provider meets more than 50% but less than 75% of staff****3= Provider meets 75% or better of staff****NOTES** |

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| **TYPE** | **STANDARD** | **MEASURE** | **SCORING** |
| All facility types | **S-PE-01** | Parents are provided with **written policies and procedures** which include:* Program philosophy and goal
* Curriculum goals
* Family participation
* Drop off/pick up procedures
* Parent conferences
* Fee structure
* Late payments and refund information
* Absences
* Clothing guidelines
* Inclement weather policy
* Withdrawal from program procedures
* Physical activity
* Screen time policies
* Nutrition education and procedures

Procedure in place to allow parents to update contact information at all times without staff assistancePolicies are reviewed annually and updated if necessary. **Parent Orientation****NOTES** | METNOT MET |

| **TYPE** | **STANDARD** | **MEASURE** | **SCORING** |
| --- | --- | --- | --- |
| All facility types | **P-PE-01** | The provider conducts an orientation to the family at enrollment. A signed and dated copy of the content of the orientation is kept in the child’s file. The orientation includes:* Tour the facility
* Introduction to teaching staff
* Parent visit with the classroom teacher
* Overview of parent handbook
* Policy for arrival & late arrival
* Opportunity for an extended visit in the classroom by both parent and child for a period of time to allow both to be comfortable
* An explanation of Texas Rising Star Quality Certification is provided.
* Encouraging parents to inform the center/provider of any elements related to their CCS enrollment that the provider may be of assistance.
* An overview of family support resources and activities in the community
* Child development and developmental milestones provided
* Parents are informed of the significance of consistent arrival time.

Children should arrive before the educational portion of the program begins to limit disruption. Consistent routines prepare children for the transition to kindergarten.* Statement is shared with parents regarding limiting technology use on-site (e.g. refrain from cell phone use). In order to facilitate better communication between the parents and teacher and the parents and child, it is best if parents are not distracted by use of electronic devices while at the center/home.
* Statement is shared with 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 |
| All facility types | **P-PE-02** | The provider 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, newsletters, etc. are given out to parents a minimum of four 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, open house, etc. |

| **TYPE** | **STANDARD** | **MEASURE** | **SCORING** |
| --- | --- | --- | --- |
| All Facility Types | **S-PI-02** | Director/Parent/Teacher Collaboration Regarding Challenging Behavior.Provider has a written policy/process for addressing challenging behaviors of children. The policy/process includes teacher and/or Director have ongoing conversations with parents to express concerns and discuss strategies in addressing challenging behaviors. Conversations are framed around the objective of the program. Parents are kept informed as to their child’s progress. **Written Policy/Process for Addressing Challenging Behaviors****NOTES** | METNOT MET |
| All Facility Types | **S-PI-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 parent communication log.**NOTES** | METNOT MET |
| All Facility Types | **S-PI-04** | Information about community resources is available to the parent / family.  **Community Resources****NOTES** | METNOT MET |

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| **TYPE** | **STANDARD** | **MEASURE** | **SCORE 0** | **SCORE 1** | **SCORE 2** | **SCORE 3** |
| All Facility Types | **P-PI-01** | Parents have structured opportunities to provide input that may influence the program.**NOTES** | Not met | Director seeks out parent suggestions either verbally or written and can provide evidence. | The center/home has an on-going process to receive and review suggestions and recommendations from the parents (e.g. suggestions box, parent meetings). | Parents are offered an annual written evaluation and/or survey.Suggestions and evaluation results are integrated into the program operation when applicable. |
| All Facility Types | **P-PI-02** | Parent/teacher conferences are held. Conferences can be held in person or by phone.**NOTES** | Not met | Parent/ teacher conferences are available upon parent request. | A scheduled conference is offered to parents to exchange information a minimum of one time per year.Children’s progress and overall development are discussed.Documentation of the conference is made, 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 a minimum of 2 times a year.System in place to share information with parents on an ongoing basis.Information from teacher observations and written assessment is shared. |
| All Facility Types | **P-PI-03** | Parents are invited to participate in program related activities, including but not limited to, birthdays, holidays, or other special occasions.**NOTES** | Not met | Parents are invited and encouraged to attend one event. | Parents are invited and encouraged to attend two events. | Parents are invited and encouraged to attend 3 or more events, special occasions, parent meetings, support group or other program-related activities. |

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| **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 cultural backgroundsNOTES | MetNot Met |

**Points-based measures**

| **TYPE** | **STANDARD** | **MEASURE** | **SCORE 0** | **SCORE 1** | **SCORE 2** | **SCORE 3** |
| --- | --- | --- | --- | --- | --- | --- |
| All Facility Types | **P-PM-01** | Program offers staff formal compensatory supports to encourage staff retentionNOTES | No additional supports offered | 1 additional support is offered | 2 additional supports are offered | 3 or more additional supports are offered |
| All Facility Types | **P-PM-02** | HEALTH AND NUTRITION PRACTICESProvider demonstrates health and nutrition policies, for children and parents, that are structured to ensure the program supports the whole child’s development.NOTES | Provider has no evidence to support planning for the nutritional and health needs of the children they serve. | Provider has minimal evidence (1-2) to support planning for the nutritional and health needs of the children they serve. | Provider has moderate (3-4) evidence to support planning for the nutritional and health needs of the children they serve. | Provider consults with a professional at least annually regarding providing children with nutritional and health activities that support the whole child development OR has consistent (5 or more) evidence to support planning for nutritional and health needs of the children they serve |
| All Facility Types | **P-PM-03** | Program utilizes a developmentally appropriate curriculum that aligns with early learning guidelines/ standardsNOTES | 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 |
| All Facility Types | **P-PM-04** | Program provides support to teachers for curriculum planningNOTES | no evidence of additional supports or administrative staff completes lesson plans for the teachers | 1 support is provided consistently | 2-3 supports are provided consistently. | at least 4 supports are provided consistently |
| All Facilities except School-Age Only Programs | **P-PM-05** | Program supports the use of assessments (formal and/or informal) that measure children’s developmental progress.NOTES | no evidence of assessments (formal or informal) is used | The program only observes developmental progress (there is no formal documentation of this observation). | The program uses an informal assessment for observing developmental progress | The program uses a formal assessment for observing developmental progress |
| All Facilities except School-Age Only Programs | **P-PM-06** | Program encourages and supports teachers to use assessments to guide their instructional planning for the children in their classNOTES | Program does not use assessments | Evidence of program having a written process for using assessments, but it is not used to inform instruction | Evidence of program having a formal/written process for using informal assessments, and it is used to inform instruction. | Evidence of program having a formal/written process for using formal assessments, and it is used to inform instruction |

**CHECKLIST: DOCUMENTS FOR REQUIRED MEASURES**

Please make documentation available for review 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-DQT-03-04; S-COTQ-03-08)

**CATEGORY 3 – PROGRAM ADMINISTRATION**

**All Facilities**

* Written Policies and Procedures for Family Education (S-PE-01)
* Written Policy/Process for Addressing Challenging Behaviors (S-PI-02)
* Community Resources (S-PI-04)
* Written Policy/Process for Accommodating Families and Children (S-PM-01)

**CHECKLIST: DOCUMENTS FOR POINTS-BASED MEASURES**

Please make documentation available for review 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 towards a CDA, Associate’s, or Bachelor’s Degree

**CATEGORY 3 – PROGRAM ADMINISTRATION**

**All Facilities**

* Parent Orientation (P-PE-01)
* Employee Handbook (P-PM-01­­­­through P-PM-06)
* Compensatory Supports (P-PM-01)
* Health and Nutrition Practices (P-PM-02)
* Curriculum Practices and Supports (P-PM-03 and 04)
* Child Assessment Forms and Practices (P-PM-05 and 06)

| Staff Name | Hire Date | Title/ Age group | Highest Level of Education/ Credential | # of College hours in ECE/CD | # of College hours in Bus Admin | Denote if currently working towards higher education | # of years of experience | Date of CC orientation | Current Training Plan signed/ in file | # of training hours last year |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Director** |  |  |  |  |  |  |  |  |  |  |
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| **Staff** |  |  |  |  |  |  |  |  |  |  |
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## Key examples/ definitions for columns on Staff Education sheet

### Highest Level of Education

* High School Diploma / GED
* Associate degree
* Bachelor’s Degree
* Master’s Degree

### Early Childhood Credentials

* Valid Child Development Associate (CDA) Credential
* Valid Child Care Professional (CCP) Credential
* Valid Child Care Administrator’s Credential

### College Coursework

* Number of hours in Early Childhood
* Number of hours in Business Management

### Working towards higher Education

* Currently enrolled in CDA program
* Currently enrolled in Associate degree plan
* Currently enrolled in Bachelor or Master degree plan

### Number of training hours last year

When assessing clock hours, use the hire date, and calculate total for the calendar year prior to the current calendar year

### Director Experience:

The following types of experience may be counted as experience in a licensed child-care center:

(1) Experience as a director, 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, schools: grades kindergarten and above, drop-in care center, or in a CCL alternatively accredited program; and

(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.

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 §746.1021*

### Related Fields of Coursework:

Related Field coursework areas include: early childhood education, child growth and development, psychology, sociology, classroom management, child psychology, health and safety of children, elementary 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*