

Appendix 1: TRS-Selected Deficiencies in Study Sample

STANDARD_NUMBER_DESCRIPTION	DEF_TYPE	N Obs	N	Mean	Std Dev	Min	Max	Skewness
745.625(a)(7) - Initial background checks submitted - At the time you become aware of anyone requiring a background check under 745.615	HIGH/MEDIUM-HIGH	1	1	2.00	.	2.00	2.00	.
745.625(b) - Renewal background checks submitted - No later than two years from the date of your most recently requested initial or renewal background check	HIGH/MEDIUM-HIGH	45	45	2.49	3.86	0.00	21.00	3.08
745.626(a) - AP Background check results - Must receive DPS and Central Registry prior to allowing unsupervised contact or direct access to children in care	CRITICAL	2	2	2.00	2.83	0.00	4.00	.
745.626(a) - Background check results - Must receive DPS and Central Registry prior to allowing unsupervised contact or direct access to children in care	CRITICAL	13	13	2.62	1.19	0.00	4.00	-0.50
745.626(b) - AP Background check results - When FBI required, must receive FBI result prior to allowing unsupervised contact or direct access to children in care	CRITICAL	9	9	5.78	9.63	0.00	31.00	2.80
745.626(b) - Background check results - When FBI required, must receive FBI result prior to allowing unsupervised contact or direct access to children in care	CRITICAL	12	12	2.58	1.73	0.00	4.00	-0.74
745.626(c) - Background check results - When FBI required and operation is experiencing a staff shortage, then fingerprints must be submitted within 30 days	CRITICAL	4	4	3.00	1.15	2.00	4.00	0.00
746.1003(3) - Director Responsibilities - Employee Assignments	HIGH/MEDIUM-HIGH	1	1	21.00	.	21.00	21.00	.
746.1003(4) - Director Responsibilities - Employees Supervised	HIGH/MEDIUM-HIGH	1	1	50.00	.	50.00	50.00	.
746.1201(1) - Responsibilities of Employees and Caregivers -Demonstrate Competency, Good Judgment, Self-control	HIGH/MEDIUM-HIGH	26	26	49.38	36.94	0.00	146.00	0.94
746.1201(4) - Responsibilities of Employees and Caregivers -Ensure No Child Abused, Neglected, or Exploited	CRITICAL	3	3	74.00	10.54	63.00	84.00	-0.42
746.1203(4) - Responsibilities of Caregivers-Supervision of Children	HIGH/MEDIUM-HIGH	31	31	19.23	26.89	0.00	89.00	1.43
746.1203(5) - Responsibilities of Caregivers - Children in Control	HIGH/MEDIUM-HIGH	2	2	19.50	12.02	11.00	28.00	.
746.1305(a)(1) - Pre-service Training- Developmental Stages	HIGH/MEDIUM-HIGH	1	1	30.00	.	30.00	30.00	.
746.1305(a)(3) - Pre-service Training- Discipline and Guidance	HIGH/MEDIUM-HIGH	1	1	7.00	.	7.00	7.00	.
746.1305(b) - Pre-service Training for Caregivers of Children Under 24 Months	HIGH/MEDIUM-HIGH	3	3	10.33	3.51	7.00	14.00	0.42
746.1309(a) - Documented Annual Training - 24 Hours Required	HIGH/MEDIUM-HIGH	13	13	16.46	8.59	7.00	30.00	0.64
746.1309(e) - Documented Annual Training - Caregivers of Children Under 24 Months Required	HIGH/MEDIUM-HIGH	6	6	6.00	1.10	5.00	7.00	0.00

746.1309(e) - Documented Annual Training-Required Content	HIGH/MEDIUM-HIGH	1	1	31.00	.	31.00	31.00	.
746.1311(a) - Director Annual Training 30 Hours Required	CRITICAL	4	4	15.00	11.31	7.00	31.00	1.41
746.1315(b) - One Employee at Center And With Each Group of Children Away from Center Must Have Current CPR for Infants, Children, and Adults	CRITICAL	2	2	6.50	0.71	6.00	7.00	.
746.201(9) - Complying with Laws and Rules	CRITICAL	1	1	34.00	.	34.00	34.00	.
746.2805 - Prohibited Punishments - No Harsh, Cruel or Unusual	CRITICAL	7	7	37.71	14.71	20.00	59.00	0.32
746.2805(1) - Prohibited Punishments - Corporal Punishment	CRITICAL	1	1	8.00	.	8.00	8.00	.
746.2805(2) - Prohibited Punishments - Associated with Food, Naps, or Toilet Training	CRITICAL	1	1	29.00	.	29.00	29.00	.
746.2805(4) - Prohibited Punishments - Hitting with Hand or Instrument	CRITICAL	8	8	29.88	25.06	4.00	63.00	0.16
746.2805(6) - Prohibited Punishments - Humiliating, Rejecting, Yelling	CRITICAL	5	5	28.80	18.16	8.00	51.00	0.07
746.2805(7) - Prohibited Punishments - Using Harsh, Abusive or Profane Language	CRITICAL	1	1	14.00	.	14.00	14.00	.
746.2805(8) - Prohibited Punishments -Placing Child in Locked or Dark Room	CRITICAL	1	1	2.00	.	2.00	2.00	.
746.2805(9) - Prohibited Punishments - Using Inappropriate Long Period of Silence or Inactivity Including Requiring Child to Remain in a Restrictive Device	CRITICAL	5	5	22.60	32.58	0.00	77.00	1.63
746.3805(b)(1) - Administering Medication - Original Container with Child's Name, Date	CRITICAL	1	1	0.00	.	0.00	0.00	.

Appendix 2: Item-Level Descriptives for Points-Based and Met/Not Met Items

Table 1: Ratings Distribution Table - Items by Age Group

Category	Item	Age Group	Type	Total Obs	Percent having N/A Score	N	Mean	Standard Deviation	Range	Skewness	Rating Distribution	Percent of 6 ore more Frequency	Distribution Decision
Category1	P_CQT_01			128	.	128	0.24	0.62	0 - 3	2.93	Right Skewed		Not acceptable
	P_CQT_03			128	.	128	2.70	0.87	0 - 3	-2.66	Left Skewed		Not acceptable
	P_DEQT_01			128	.	128	0.72	1.03	0 - 3	1.33	Right Skewed		Not acceptable
	P_DEQT_04			128	.	128	2.45	1.07	0 - 3	-1.63	Left Skewed		Not acceptable
	P_DEQT_06			128	3.9%	123	0.18	0.51	0 - 3	3.59	Right Skewed		Not acceptable
Category2	P_GSSR_01	Infants	Traditional	189		189	2.37	0.98	0 - 3	-1.55	Left Skewed		Not acceptable
			Alternate	189		143	2.76	0.61	0 - 3	-3.07	Left Skewed		Not acceptable
		Toddlers	Traditional	247		247	1.62	1.13	0 - 3	0.02	Normal		Acceptable
			Alternate	247		190	2.16	0.98	0 - 3	-0.68	Normal		Acceptable
		Preschool	Traditional	280		280	1.59	1.13	0 - 3	-0.10	Normal		Acceptable
			Alternate	280		212	2.24	0.99	0 - 3	-1.05	Left Skewed		Not acceptable
		School-age	Traditional	148		147	1.20	1.20	0 - 3	0.26	Normal		Acceptable
			Alternate	148		104	1.82	1.16	0 - 3	-0.58	Normal		Acceptable
	P_LFS_01	Infants	Traditional	189		189	2.22	0.96	0 - 3	-0.92	Normal	57.7%	Inconclusive
			Alternate	189		189	1.92	0.92	0 - 3	-0.50	Normal		Acceptable
		Toddlers	Traditional	247		247	2.17	1.00	0 - 3	-0.87	Normal	55.5%	Inconclusive
			Alternate	247		247	1.74	0.95	0 - 3	-0.25	Normal		Acceptable
		Preschool	Traditional	280		280	2.34	0.92	0 - 3	-1.10	Left Skewed	63.2%	Not acceptable
			Alternate	280		280	1.86	0.96	0 - 3	-0.40	Normal		Acceptable
		School-age	Traditional	148		148	2.02	0.99	0 - 3	-0.56	Normal	43.2%	Inconclusive
			Alternate	148		148	1.47	0.94	0 - 3	0.00	Normal		Acceptable
	P_LFS_02	Infants	Traditional	189		189	1.53	1.09	0 - 3	-0.01	Normal	25.9%	Acceptable
			Alternate	189		189	1.40	0.88	0 - 3	-0.08	Normal		Acceptable
		Toddlers	Traditional	247		247	1.81	0.97	0 - 3	-0.26	Normal	30.4%	Inconclusive
			Alternate	247		247	1.55	0.81	0 - 3	-0.15	Normal		Acceptable
		Preschool	Traditional	280		280	1.99	0.95	0 - 3	-0.46	Normal	37.1%	Inconclusive
			Alternate	280		280	1.70	0.78	0 - 3	-0.22	Normal		Acceptable
		School-age	Traditional	148		148	0.84	0.92	0 - 3	0.84	Normal	6.8%	Acceptable
			Alternate	148		148	0.79	0.77	0 - 3	0.65	Normal		Acceptable
	P_LFS_03	Infants	Traditional	189		189	1.68	1.10	0 - 3	-0.13	Normal	31.2%	Inconclusive
			Alternate	189		189	1.60	1.03	0 - 3	-0.08	Normal		Acceptable
		Toddlers	Traditional	247		247	1.40	1.04	0 - 3	0.19	Normal	19.4%	Acceptable
			Alternate	247		247	1.38	0.94	0 - 3	0.18	Normal		Acceptable
		Preschool	Traditional	280		280	1.44	1.05	0 - 3	0.10	Normal	19.6%	Acceptable
			Alternate	280		280	1.40	1.01	0 - 3	0.22	Normal		Acceptable
		School-age	Traditional	148		148	0.73	0.89	0 - 3	1.10	Right Skewed	6.1%	Inconclusive
			Alternate	148		148	0.70	0.82	0 - 3	1.05	Right Skewed		Not acceptable
	P_LFS_04	Infants	Traditional	189		189	1.77	0.91	0 - 3	-0.09	Normal	10.6%	Acceptable
			Alternate	189		189	1.96	0.91	0 - 3	-0.52	Normal		Acceptable
		Toddlers	Traditional	247		247	1.79	0.90	0 - 3	-0.09	Normal	11.7%	Acceptable
			Alternate	247		247	1.87	0.99	0 - 3	-0.28	Normal		Acceptable

		Preschool	Traditional	280		280	1.73	0.96	0 - 3	-0.02	Normal	15.4%	Acceptable
			Alternate	280		280	1.99	0.97	0 - 3	-0.40	Normal		Acceptable
P_LFS_05	School-age	Traditional	148		148	1.36	0.96	0 - 3	0.25	Normal	9.5%	Acceptable	
		Alternate	148		148	1.24	1.03	0 - 3	0.49	Normal		Acceptable	
	Infants	Traditional	189		189	2.13	0.98	0 - 3	-0.68	Normal	53.4%	Inconclusive	
		Alternate	189		189	1.80	0.97	0 - 3	-0.19	Normal		Acceptable	
	Toddlers	Traditional	247		247	2.06	0.97	0 - 3	-0.53	Normal	49.8%	Inconclusive	
		Alternate	247		247	1.75	0.94	0 - 3	-0.13	Normal		Acceptable	
	Preschool	Traditional	280		280	1.86	1.03	0 - 3	-0.34	Normal	35.4%	Inconclusive	
		Alternate	280		280	1.63	0.99	0 - 3	-0.01	Normal		Acceptable	
P_LFS_06	School-age	Traditional	148		148	0.82	0.99	0 - 3	1.05	Right Skewed	11.5%	Inconclusive	
		Alternate	148		148	0.69	0.85	0 - 3	1.26	Right Skewed		Not acceptable	
	Infants	Traditional	189		189	1.59	0.94	0 - 3	0.07	Normal	11.1%	Acceptable	
		Alternate	189		189	1.60	0.91	0 - 3	0.07	Normal		Acceptable	
	Toddlers	Traditional	247		247	1.61	0.97	0 - 3	0.06	Normal	14.6%	Acceptable	
		Alternate	247		247	1.55	0.88	0 - 3	0.10	Normal		Acceptable	
	Preschool	Traditional	280		280	1.53	0.98	0 - 3	0.19	Normal	15%	Acceptable	
		Alternate	280		280	1.66	0.89	0 - 3	0.04	Normal		Acceptable	
P_LFS_07	School-age	Traditional	148		148	1.26	0.95	0 - 3	0.41	Normal	9.5%	Acceptable	
		Alternate	148		148	1.05	0.82	0 - 3	0.59	Normal		Acceptable	
	Infants	Traditional	189		189	2.24	0.96	0 - 3	-1.08	Left Skewed	31.7%	Not acceptable	
		Alternate	189		189	2.17	0.94	0 - 3	-0.97	Normal		Acceptable	
	Toddlers	Traditional	247		247	2.24	0.95	0 - 3	-1.01	Left Skewed	35.6%	Not acceptable	
		Alternate	247		247	2.26	0.92	0 - 3	-1.17	Left Skewed		Not acceptable	
	Preschool	Traditional	280		280	2.40	0.87	0 - 3	-1.31	Left Skewed	44.3%	Not acceptable	
		Alternate	280		280	2.39	0.84	0 - 3	-1.30	Left Skewed		Not acceptable	
P_LFS_08	School-age	Traditional	148		148	1.77	1.06	0 - 3	-0.33	Normal	18.9%	Acceptable	
		Alternate	148		148	1.97	1.07	0 - 3	-0.67	Normal		Acceptable	
	Infants	Traditional	189		189	0.90	0.98	0 - 3	0.77	Normal	9%	Acceptable	
	Toddlers	Traditional	247		247	0.79	0.98	0 - 3	1.06	Right Skewed	9.7%	Inconclusive	
P_LFS_09	Preschool	Traditional	280		280	1.26	1.16	0 - 3	0.33	Normal	21.8%	Acceptable	
		School-age	Traditional	148		148	1.38	1.19	0 - 3	0.27	Normal	28.4%	Acceptable
	Infants	Traditional	189		189	1.20	1.17	0 - 3	0.46	Normal	21.7%	Acceptable	
		Alternate	189		189	1.05	1.09	0 - 3	0.55	Normal		Acceptable	
	Toddlers	Traditional	247		247	1.07	1.12	0 - 3	0.57	Normal	16.2%	Acceptable	
		Alternate	247		247	0.94	1.03	0 - 3	0.67	Normal		Acceptable	
	Preschool	Traditional	280		280	1.09	1.14	0 - 3	0.58	Normal	17.9%	Acceptable	
		Alternate	280		280	1.04	1.08	0 - 3	0.58	Normal		Acceptable	
P_LFS_10	School-age	Traditional	148		148	0.57	0.87	0 - 3	1.52	Right Skewed	6.8%	Inconclusive	
		Alternate	148		148	0.52	0.84	0 - 3	1.58	Right Skewed		Not acceptable	
	Infants	Traditional	189		189	0.77	0.97	0 - 3	1.02	Right Skewed	7.9%	Inconclusive	
		Alternate	189		189	0.71	0.92	0 - 3	1.06	Right Skewed		Not acceptable	
	Toddlers	Traditional	247		247	0.70	0.87	0 - 3	1.10	Right Skewed	5.3%	Inconclusive	
		Alternate	247		247	0.64	0.84	0 - 3	1.16	Right Skewed		Not acceptable	
	Preschool	Traditional	280		280	0.48	0.76	0 - 3	1.58	Right Skewed	2.1%	Inconclusive	
		Alternate	280		280	0.47	0.78	0 - 3	1.69	Right Skewed		Not acceptable	
School-age	Traditional	148		148	0.11	0.39	0 - 3	4.51	Right Skewed	0.7%	Inconclusive		

	P_PBIG_01		Alternate	148		148	0.11	0.38	0 - 2	3.50	Right Skewed		Not acceptable
		Infants	Traditional	189		189	1.52	1.01	0 - 3	0.29	Normal	12.7%	Acceptable
			Alternate	189		189	1.46	1.00	0 - 3	0.13	Normal		Acceptable
		Toddlers	Traditional	247		247	1.51	0.97	0 - 3	0.44	Normal	7.3%	Acceptable
			Alternate	247		247	1.38	1.00	0 - 3	0.33	Normal		Acceptable
		Preschool	Traditional	280		280	1.51	0.98	0 - 3	0.37	Normal	6.1%	Acceptable
			Alternate	280		280	1.34	0.98	0 - 3	0.42	Normal		Acceptable
		School-age	Traditional	148		148	0.91	0.94	0 - 3	0.88	Normal	1.4%	Acceptable
			Alternate	148		148	0.75	0.89	0 - 3	0.98	Normal		Acceptable
	P_PBIG_02	Infants	Traditional	189		189	1.05	1.04	0 - 3	0.59	Normal	2.1%	Acceptable
		Toddlers	Traditional	247		247	0.83	0.95	0 - 3	0.92	Normal	0.4%	Acceptable
		Preschool	Traditional	280		280	0.65	0.95	0 - 3	1.31	Right Skewed	1.8%	Inconclusive
		School-age	Traditional	148		148	0.48	0.77	0 - 3	1.66	Right Skewed		Not acceptable
	P_PBIG_03	Infants	Traditional	189		189	1.73	1.23	0 - 3	-0.27	Normal	3.7%	Acceptable
		Toddlers	Traditional	247		247	1.39	1.21	0 - 3	0.24	Normal	1.2%	Acceptable
		Preschool	Traditional	280		280	1.58	1.15	0 - 3	-0.06	Normal	3.2%	Acceptable
		School-age	Traditional	148		148	1.23	1.20	0 - 3	0.38	Normal	0.7%	Acceptable
	P_SCR_01	Toddlers	Traditional	247		247	0.22	0.59	0 - 3	2.86	Right Skewed		Not acceptable
		Preschool	Traditional	280		280	0.33	0.70	0 - 3	2.19	Right Skewed	0.4%	Inconclusive
		School-age	Traditional	148		148	0.05	0.26	0 - 2	5.16	Right Skewed		Not acceptable
	P_SCR_02	Toddlers	Traditional	247		247	0.21	0.56	0 - 3	2.73	Right Skewed	0.4%	Inconclusive
		Preschool	Traditional	280		280	0.32	0.66	0 - 3	1.90	Right Skewed		Not acceptable
		School-age	Traditional	148		148	0.10	0.40	0 - 2	4.07	Right Skewed		Not acceptable
	P_SCR_03	Toddlers	Traditional	247		247	0.55	0.78	0 - 3	1.20	Right Skewed	1.6%	Inconclusive
			Alternate	247		247	0.64	0.86	0 - 3	1.12	Right Skewed		Not acceptable
		Preschool	Traditional	280		280	0.70	0.88	0 - 3	1.04	Right Skewed	0.4%	Inconclusive
			Alternate	280		280	0.79	0.93	0 - 3	0.84	Normal		Acceptable
		School-age	Traditional	148		148	0.34	0.69	0 - 3	2.14	Right Skewed		Not acceptable
			Alternate	148		148	0.39	0.74	0 - 3	1.94	Right Skewed		Not acceptable
	P_SCR_04	Toddlers	Traditional	247		247	2.07	1.06	0 - 3	-0.64	Normal	3.6%	Acceptable
		Preschool	Traditional	280		280	2.26	0.98	0 - 3	-0.93	Normal	10.4%	Acceptable
		School-age	Traditional	148		148	1.97	1.11	0 - 3	-0.56	Normal	6.1%	Acceptable
	P_SCR_05	Toddlers	Traditional	247		247	2.08	1.19	0 - 3	-0.87	Normal	3.6%	Acceptable
		Preschool	Traditional	280		280	2.08	1.15	0 - 3	-0.84	Normal	2.9%	Acceptable
		School-age	Traditional	148		148	2.05	1.24	0 - 3	-0.78	Normal	2.7%	Acceptable
	P_SCR_06	Toddlers	Traditional	247	0.4%	246	0.87	0.95	0 - 3	0.88	Normal	1.2%	Acceptable
			Alternate	247		247	0.72	0.88	0 - 3	1.03	Right Skewed		Not acceptable
		Preschool	Traditional	280	0.7%	278	1.01	1.02	0 - 3	0.69	Normal	0.7%	Acceptable
			Alternate	280		278	0.88	1.00	0 - 3	0.77	Normal		Acceptable
		School-age	Traditional	148	6.8%	138	0.88	0.98	0 - 3	1.01	Right Skewed		Not acceptable
			Alternate	148	0.7%	147	0.57	0.82	0 - 3	1.47	Right Skewed		Not acceptable
	P_SCR_07	Toddlers	Traditional	247	3.2%	239	0.76	0.82	0 - 3	0.89	Normal	2%	Acceptable
		Preschool	Traditional	280	0.4%	279	0.95	0.89	0 - 3	0.56	Normal	3.2%	Acceptable
		School-age	Traditional	148	7.4%	137	0.45	0.71	0 - 3	1.66	Right Skewed	0.7%	Inconclusive
	P_WRS_01	Infants	Traditional	189		189	1.96	1.02	0 - 3	-0.63	Normal		Acceptable
		Toddlers	Traditional	247		247	1.64	1.02	0 - 3	-0.20	Normal		Acceptable
		Preschool	Traditional	280		280	1.60	1.00	0 - 3	-0.11	Normal		Acceptable

Category3	P_WRS_02	School-age	Traditional	148		148	1.32	0.96	0 - 3	0.19	Normal		Acceptable
		Infants	Traditional	189		189	2.43	0.96	0 - 3	-1.58	Left Skewed	70.9%	Not acceptable
			Alternate	189		189	2.25	0.96	0 - 3	-1.14	Left Skewed		Not acceptable
		Toddlers	Traditional	247		247	2.12	1.04	0 - 3	-0.88	Normal	52.6%	Inconclusive
			Alternate	247		247	1.87	0.96	0 - 3	-0.55	Normal		Acceptable
		Preschool	Traditional	280		280	1.92	1.05	0 - 3	-0.48	Normal	42.5%	Inconclusive
			Alternate	280		280	1.78	0.96	0 - 3	-0.18	Normal		Acceptable
		School-age	Traditional	148		148	1.50	1.10	0 - 3	0.05	Normal	24.3%	Acceptable
			Alternate	148		148	1.41	0.91	0 - 3	0.13	Normal		Acceptable
	P_WRS_03	Infants	Traditional	189		189	2.36	0.81	0 - 3	-1.17	Left Skewed		Not acceptable
		Toddlers	Traditional	247		247	2.01	0.91	0 - 3	-0.57	Normal		Acceptable
		Preschool	Traditional	280		280	1.93	0.94	0 - 3	-0.39	Normal		Acceptable
		School-age	Traditional	148		148	1.79	0.96	0 - 3	-0.37	Normal		Acceptable
	P_WRS_04	Infants	Traditional	189		189	2.51	0.80	0 - 3	-1.63	Left Skewed	73.5%	Not acceptable
			Alternate	189		189	2.06	0.84	0 - 3	-0.66	Normal		Acceptable
		Toddlers	Traditional	247		247	2.49	0.81	0 - 3	-1.50	Left Skewed	70%	Not acceptable
			Alternate	247		247	1.94	0.85	0 - 3	-0.33	Normal		Acceptable
		Preschool	Traditional	280		280	2.36	0.89	0 - 3	-1.09	Left Skewed	63.6%	Not acceptable
			Alternate	280		280	1.94	0.79	0 - 3	-0.29	Normal		Acceptable
		School-age	Traditional	148		148	2.09	0.98	0 - 3	-0.57	Normal	49.3%	Inconclusive
			Alternate	148		148	1.59	0.76	0 - 3	-0.19	Normal		Acceptable
	P_WRS_05	Infants	Traditional	189		189	1.81	1.00	0 - 3	-0.46	Normal		Acceptable
		Toddlers	Traditional	247		247	1.52	1.03	0 - 3	-0.09	Normal		Acceptable
		Preschool	Traditional	280		280	1.48	1.03	0 - 3	0.04	Normal		Acceptable
		School-age	Traditional	148		148	1.17	0.93	0 - 3	0.38	Normal		Acceptable
	P_WRS_06	Infants	Traditional	189		189	2.03	1.02	0 - 3	-0.71	Normal		Acceptable
		Toddlers	Traditional	247		247	1.83	1.09	0 - 3	-0.39	Normal		Acceptable
		Preschool	Traditional	280		280	1.68	1.06	0 - 3	-0.16	Normal		Acceptable
		School-age	Traditional	148		148	1.61	1.04	0 - 3	-0.22	Normal		Acceptable
	P_IFAL_02	Infants	Traditional	189		189	1.35	0.92	0 - 3	0.31	Normal		Acceptable
		Toddlers	Traditional	247		246	1.31	0.85	0 - 3	0.35	Normal		Acceptable
		Preschool	Traditional	280		279	1.48	0.95	0 - 3	0.03	Normal		Acceptable
		School-age	Traditional	148		148	0.99	0.97	0 - 3	0.66	Normal		Acceptable
	P_IFAL_03	Infants	Traditional	189		189	0.54	0.81	0 - 3	1.38	Right Skewed		Not acceptable
		Toddlers	Traditional	247		246	0.80	0.93	0 - 3	0.92	Normal		Acceptable
		Preschool	Traditional	280		279	0.73	0.85	0 - 3	0.90	Normal		Acceptable
		School-age	Traditional	148		148	0.11	0.40	0 - 2	3.65	Right Skewed		Not acceptable
	P_IFAL_04	Infants	Traditional	189		189	1.76	1.00	0 - 3	-0.37	Normal		Acceptable
		Toddlers	Traditional	247		246	1.66	0.91	0 - 3	-0.15	Normal		Acceptable
		Preschool	Traditional	280		279	2.00	0.92	0 - 3	-0.59	Normal		Acceptable
		School-age	Traditional	148		148	1.43	1.08	0 - 3	-0.02	Normal		Acceptable
	P_IFAL_05	Infants	Traditional	189		189	0.38	0.72	0 - 3	2.02	Right Skewed		Not acceptable
		Toddlers	Traditional	247		246	0.45	0.70	0 - 3	1.62	Right Skewed		Not acceptable
		Preschool	Traditional	280		279	0.62	0.86	0 - 3	1.29	Right Skewed		Not acceptable
		School-age	Traditional	148		148	0.16	0.50	0 - 3	3.81	Right Skewed		Not acceptable
	P_IFAL_06	Infants	Traditional	189		189	1.20	0.92	0 - 3	0.27	Normal		Acceptable
		Toddlers	Traditional	247		246	1.17	0.90	0 - 3	0.45	Normal		Acceptable

		Preschool	Traditional	280		279	1.66	0.92	0 - 3	-0.11	Normal	Acceptable
		School-age	Traditional	148		148	0.78	0.86	0 - 3	0.84	Normal	Acceptable
	P_LPC_02	Infants	Traditional	189		188	0.18	0.65	0 - 3	3.80	Right Skewed	Not acceptable
			Alternate	189		188	0.26	0.69	0 - 3	2.79	Right Skewed	Not acceptable
		Toddlers	Traditional	247		245	0.20	0.68	0 - 3	3.45	Right Skewed	Not acceptable
			Alternate	247		245	0.22	0.63	0 - 3	3.19	Right Skewed	Not acceptable
	P_LPC_03	Infants	Traditional	189		188	0.21	0.73	0 - 3	3.45	Right Skewed	Not acceptable
			Alternate	189		188	0.39	0.94	0 - 3	2.21	Right Skewed	Not acceptable
		Toddlers	Traditional	247		245	0.21	0.72	0 - 3	3.42	Right Skewed	Not acceptable
			Alternate	247		245	0.33	0.82	0 - 3	2.46	Right Skewed	Not acceptable
	P_LPC_04	Infants	Traditional	189		188	0.20	0.72	0 - 3	3.54	Right Skewed	Not acceptable
			Alternate	189		188	0.39	0.93	0 - 3	2.19	Right Skewed	Not acceptable
		Toddlers	Traditional	247		245	0.22	0.72	0 - 3	3.25	Right Skewed	Not acceptable
			Alternate	247		245	0.38	0.90	0 - 3	2.23	Right Skewed	Not acceptable
	P_LPC_05	Preschool	Traditional	280		278	0.33	0.87	0 - 3	2.49	Right Skewed	Not acceptable
			Alternate	280		278	0.33	0.84	0 - 3	2.47	Right Skewed	Not acceptable
	P_LPC_06	Preschool	Traditional	280		278	0.34	0.88	0 - 3	2.51	Right Skewed	Not acceptable
			Alternate	280		278	0.28	0.72	0 - 3	2.80	Right Skewed	Not acceptable
	P_LPC_07	Preschool	Traditional	280		278	0.33	0.85	0 - 3	2.51	Right Skewed	Not acceptable
			Alternate	280		278	0.31	0.77	0 - 3	2.54	Right Skewed	Not acceptable
	P_LPC_08	Preschool	Traditional	280		278	0.24	0.74	0 - 3	3.12	Right Skewed	Not acceptable
			Alternate	280		278	0.18	0.57	0 - 3	3.62	Right Skewed	Not acceptable
	P_LPC_09	Preschool	Traditional	280		278	0.37	0.91	0 - 3	2.28	Right Skewed	Not acceptable
			Alternate	280		278	0.35	0.80	0 - 3	2.32	Right Skewed	Not acceptable
	P_LPC_10	Preschool	Traditional	280		278	0.36	0.88	0 - 3	2.35	Right Skewed	Not acceptable
			Alternate	280		278	0.35	0.83	0 - 3	2.38	Right Skewed	Not acceptable
	P_LPC_11	Preschool	Traditional	280		278	0.21	0.64	0 - 3	3.30	Right Skewed	Not acceptable
			Alternate	280		278	0.18	0.52	0 - 3	3.35	Right Skewed	Not acceptable
	P_LPC_12	Preschool	Traditional	280		278	0.44	0.97	0 - 3	2.00	Right Skewed	Not acceptable
			Alternate	280		278	0.43	0.92	0 - 3	1.99	Right Skewed	Not acceptable
	P_LPC_14	Preschool	Traditional	280		278	0.12	0.53	0 - 3	4.73	Right Skewed	Not acceptable
			Alternate	280	1.1%	273	0.11	0.51	0 - 3	4.87	Right Skewed	Not acceptable
	P_LPC_15A	Infants	Traditional	189		188	0.78	1.10	0 - 3	0.99	Normal	Acceptable
			Alternate	189		188	0.77	1.11	0 - 3	1.02	Right Skewed	Not acceptable
	P_LPC_15B	Toddlers	Traditional	247		245	1.01	1.18	0 - 3	0.60	Normal	Acceptable
			Alternate	247		245	0.93	1.17	0 - 3	0.70	Normal	Acceptable
	P_LPC_15C	Preschool	Traditional	280		278	1.09	1.14	0 - 3	0.43	Normal	Acceptable
			Alternate	280		278	0.98	1.13	0 - 3	0.62	Normal	Acceptable
		School-age	Traditional	148		146	0.65	0.94	0 - 3	1.37	Right Skewed	Not acceptable
			Alternate	148		146	0.56	0.88	0 - 3	1.54	Right Skewed	Not acceptable
	P_PSNRD_0	Infants	Traditional	189	54.3%	86	0.00	0.00	0 - 0	.		Not acceptable
		Toddlers	Traditional	247	45.7%	133	0.07	0.41	0 - 3	6.43	Right Skewed	Not acceptable
		Preschool	Traditional	280	47.1%	147	0.14	0.62	0 - 3	4.28	Right Skewed	Not acceptable
		School-age	Traditional	148	49%	75	0.00	0.00	0 - 0	.		Not acceptable
	P_PSNRD_0	Infants	Traditional	189	92.6%	14	0.00	0.00	0 - 0	.		Not acceptable
		Toddlers	Traditional	247	90.2%	24	0.00	0.00	0 - 0	.		Not acceptable
		Preschool	Traditional	280	82%	50	0.00	0.00	0 - 0	.		Not acceptable

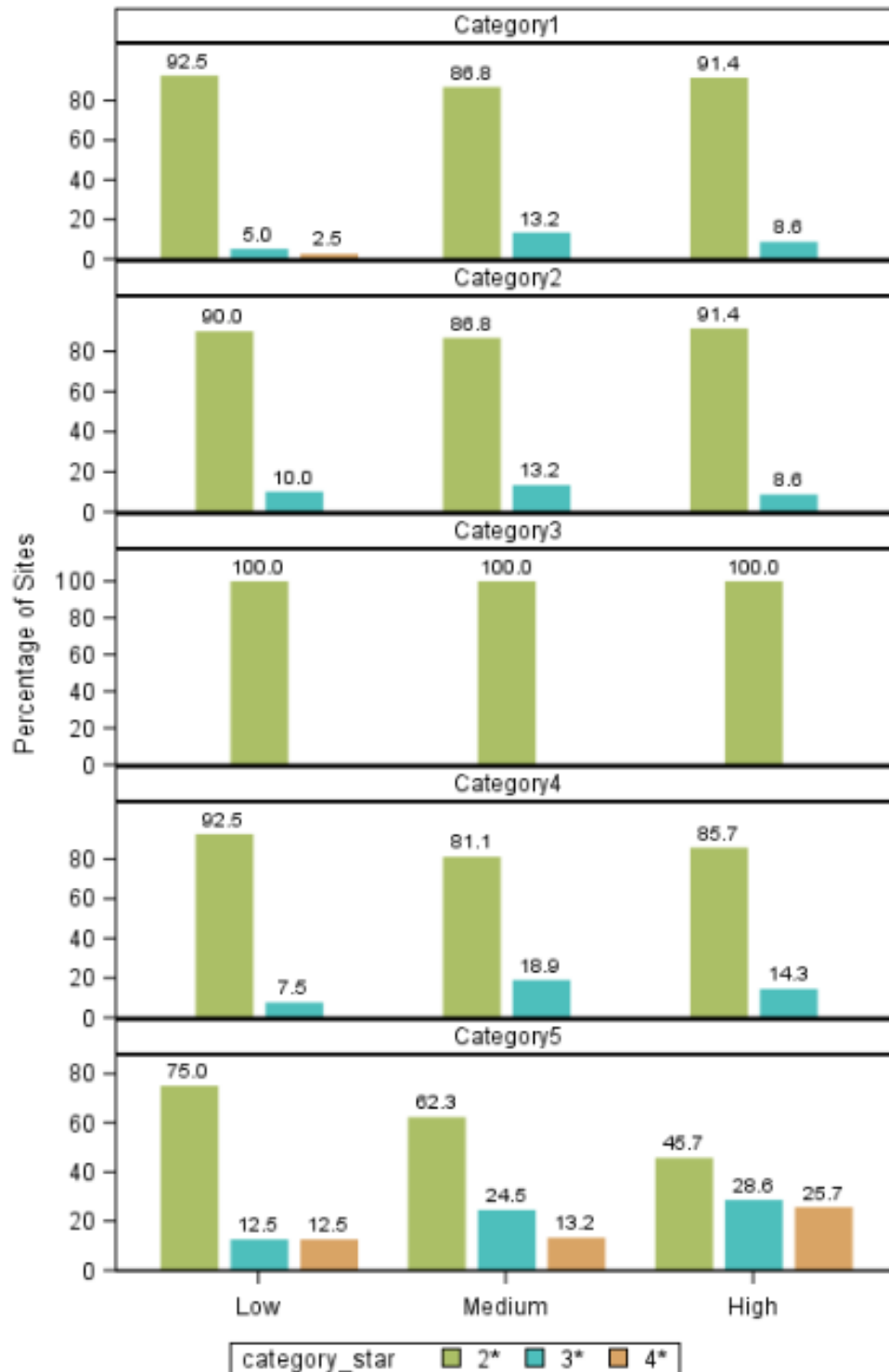
Category4	P_PSNRD_0	School-age	Traditional	148	71.9%	41	0.00	0.00	0 - 0	.		Not acceptable
		Infants	Traditional	189		188	0.07	0.39	0 - 3	6.23	Right Skewed	Not acceptable
		Toddlers	Traditional	247		245	0.11	0.52	0 - 3	4.87	Right Skewed	Not acceptable
		Preschool	Traditional	280		278	0.17	0.58	0 - 3	3.91	Right Skewed	Not acceptable
	P_ILE_01	School-age	Traditional	148	0.7%	146	0.04	0.31	0 - 3	8.21	Right Skewed	Not acceptable
		Infants	Traditional	189		189	1.44	1.04	0 - 3	0.08	Normal	Acceptable
		Toddlers	Traditional	247		247	1.52	1.14	0 - 3	-0.08	Normal	Acceptable
		Preschool	Traditional	280		280	2.19	1.01	0 - 3	-1.02	Left Skewed	Not acceptable
	P_ILE_02	School-age	Traditional	148		148	1.40	1.11	0 - 3	0.00	Normal	Acceptable
		Infants	Traditional	189		189	0.87	0.68	0 - 3	0.27	Normal	Acceptable
		Toddlers	Traditional	247		247	1.19	0.79	0 - 3	0.24	Normal	Acceptable
		Preschool	Traditional	280		280	1.46	0.84	0 - 3	0.16	Normal	Acceptable
	P_ILE_03	School-age	Traditional	148		148	1.06	0.83	0 - 3	0.54	Normal	Acceptable
		Infants	Traditional	189		189	1.04	0.87	0 - 3	0.26	Normal	Acceptable
		Toddlers	Traditional	247		247	1.27	0.92	0 - 3	0.23	Normal	Acceptable
		Preschool	Traditional	280		280	1.54	0.90	0 - 3	-0.08	Normal	Acceptable
	P_ILE_04	School-age	Traditional	148		148	1.01	0.90	0 - 3	0.21	Normal	Acceptable
		Infants	Traditional	189		189	1.19	0.78	0 - 3	0.53	Normal	Acceptable
		Toddlers	Traditional	247		247	1.17	0.74	0 - 3	0.69	Normal	Acceptable
		Preschool	Traditional	280		280	1.46	0.77	0 - 3	0.65	Normal	Acceptable
	P_ILE_05	School-age	Traditional	148		148	1.04	0.77	0 - 3	0.74	Normal	Acceptable
		Infants	Traditional	189		189	0.58	0.65	0 - 3	0.93	Normal	Acceptable
		Toddlers	Traditional	247		247	1.02	0.90	0 - 3	0.59	Normal	Acceptable
		Preschool	Traditional	280		280	1.73	0.97	0 - 3	-0.19	Normal	Acceptable
	P_ILE_06	School-age	Traditional	148		148	1.16	0.96	0 - 3	0.48	Normal	Acceptable
		Toddlers	Traditional	247		247	1.22	0.98	0 - 3	0.22	Normal	Acceptable
		Preschool	Traditional	280		280	1.81	0.97	0 - 3	-0.43	Normal	Acceptable
		School-age	Traditional	148		148	1.14	0.95	0 - 3	0.26	Normal	Acceptable
	P_N_01	Infants	Traditional	189		185	2.76	0.49	0 - 3	-2.17	Left Skewed	Not acceptable
		Toddlers	Traditional	247		246	2.87	0.38	0 - 3	-3.59	Left Skewed	Not acceptable
		Preschool	Traditional	280		278	2.84	0.38	1 - 3	-2.26	Left Skewed	Not acceptable
		School-age	Traditional	148		147	2.74	0.54	0 - 3	-2.54	Left Skewed	Not acceptable
	P_N_02	Toddlers	Traditional	247		246	1.19	0.93	0 - 3	0.29	Normal	Acceptable
			Alternate	247		245	0.81	0.85	0 - 3	0.86	Normal	Acceptable
		Preschool	Traditional	280		278	1.07	0.90	0 - 3	0.43	Normal	Acceptable
			Alternate	280		277	0.71	0.80	0 - 3	0.88	Normal	Acceptable
		School-age	Traditional	148		147	0.33	0.56	0 - 2	1.53	Right Skewed	Not acceptable
			Alternate	148		147	0.16	0.42	0 - 2	2.63	Right Skewed	Not acceptable
	P_N_03	Infants	Traditional	189	37.7%	109	1.37	1.09	0 - 3	0.06	Normal	Acceptable
	P_N_04	Infants	Traditional	189	37.1%	112	2.13	0.98	0 - 3	-0.91	Normal	Acceptable
	P_N_05	Toddlers	Traditional	247		246	1.80	0.81	0 - 3	-0.19	Normal	Acceptable
		Preschool	Traditional	280		278	1.78	0.85	0 - 3	-0.15	Normal	Acceptable
		School-age	Traditional	148		147	1.33	0.78	0 - 3	0.24	Normal	Acceptable
	P_N_06	Preschool	Traditional	280		278	1.04	0.95	0 - 3	0.62	Normal	Acceptable
	P_OLE_01	Infants	Traditional	189		188	0.18	0.57	0 - 3	3.59	Right Skewed	Not acceptable
		Toddlers	Traditional	247		245	0.31	0.68	0 - 3	2.40	Right Skewed	Not acceptable
		Preschool	Traditional	280		274	0.45	0.84	0 - 3	1.92	Right Skewed	Not acceptable

[illegible]

	Met / Not Met Items												
		NotMet		Met		Missing		Total					
	Variable	N	%	N	%	N	%						
FARF													
Category1	S_COTQ_01	120	93.8	8	6.3	.	.	128					
	S_COTQ_02	15	83.3	3	16.7	110	.	128					
	S_COTQ_03	127	99.2	1	0.8	.	.	128					
	S_COTQ_04	69	97.2	2	2.8	57	.	128					
	S_COTQ_05	50	100.0	.	.	78	.	128					
	S_COTQ_06	125	97.7	3	2.3	.	.	128					
	S_DQT_02	128	.	128					
Category4	S_DQT_04	115	89.8	13	10.2	.	.	128					
	S_N_01	76	60.8	49	39.2	3	.	128					
	S_N_02	54	64.3	30	35.7	44	.	128					
	S_N_03	22	18.2	99	81.8	7	.	128					
Category5	S_N_04	71	56.3	55	43.7	2	.	128					
	S_PE_01	96	75.0	32	25.0	.	.	128					
	S_PE_02	5	3.9	123	96.1	.	.	128					
	S_PI_02	32	25.0	96	75.0	.	.	128					
	S_PI_03	53	41.4	75	58.6	.	.	128					
Category5	S_PI_04	17	13.3	111	86.7	.	.	128					
CARF													
Catego	S_ILE_01	400	46.9	452	53.1	.	.	852					
	S_ILE_03	9	6.2	137	93.8	706	.	852					
	S_ILE_02	107	57.5	79	42.5	666	.	852					

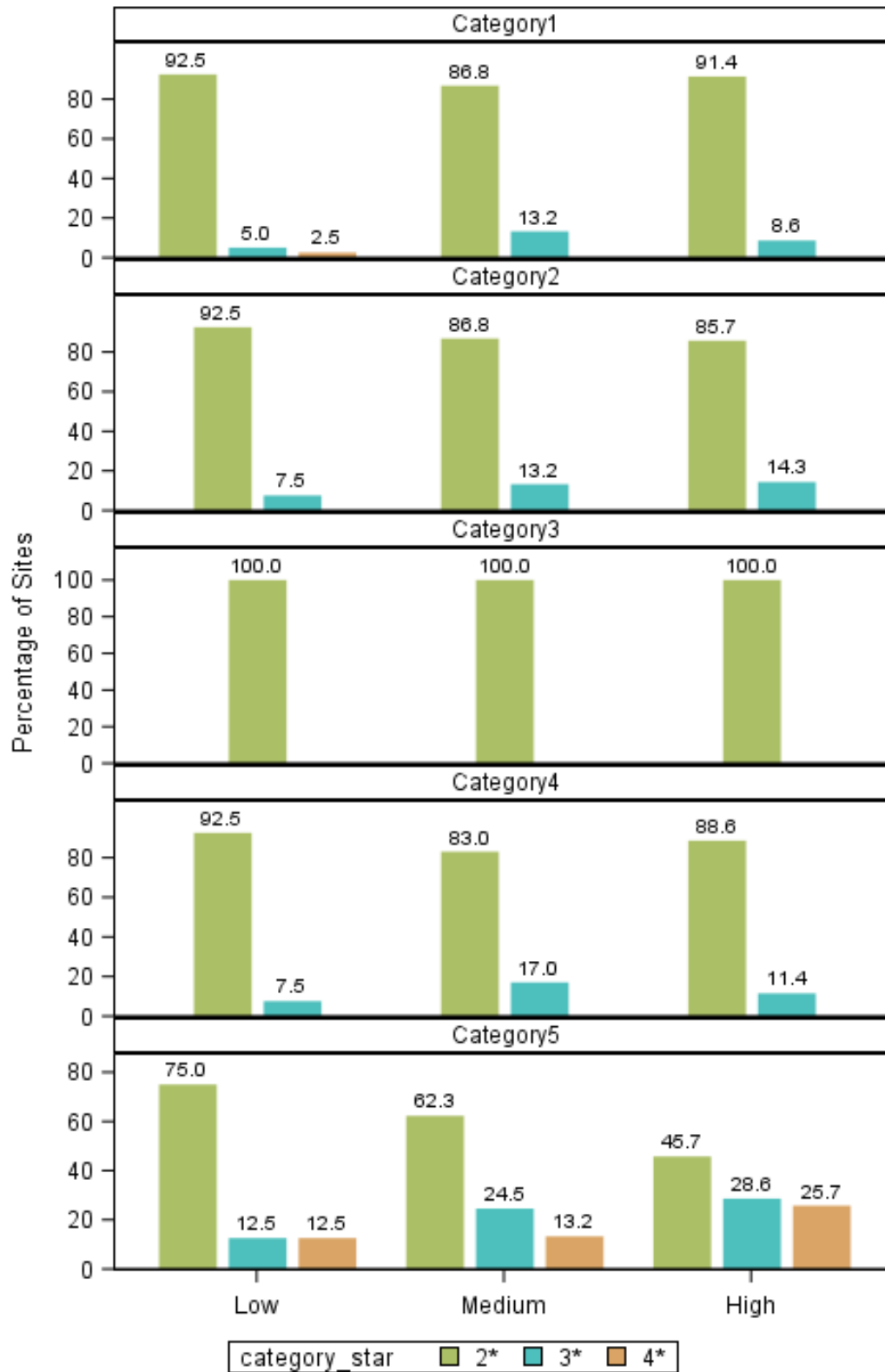
Appendix 4: Scores by Socioeconomic Status

Category Star Distribution by SES Traditional Scoring



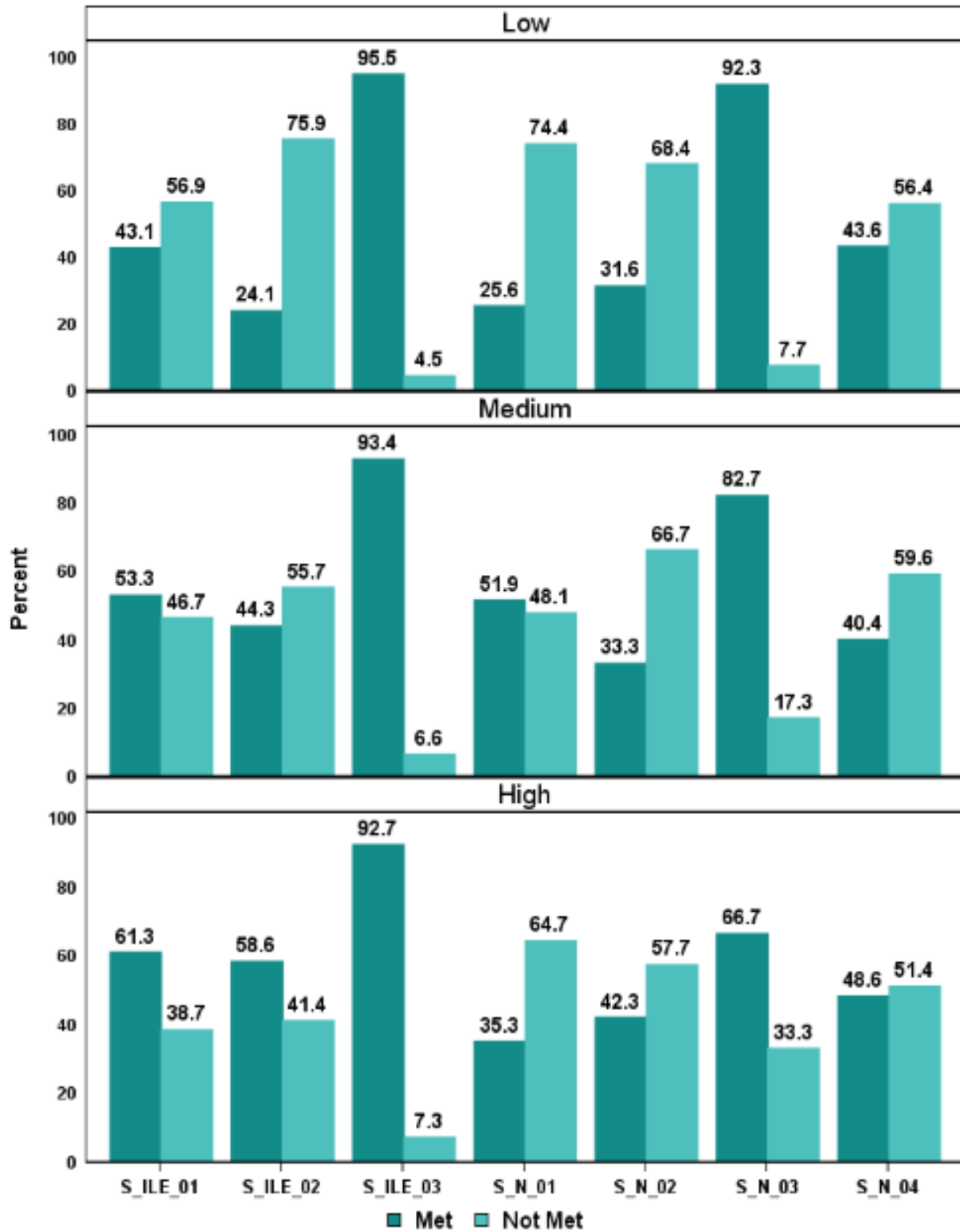
Category Star Distribution by SES

Alternate Scoring



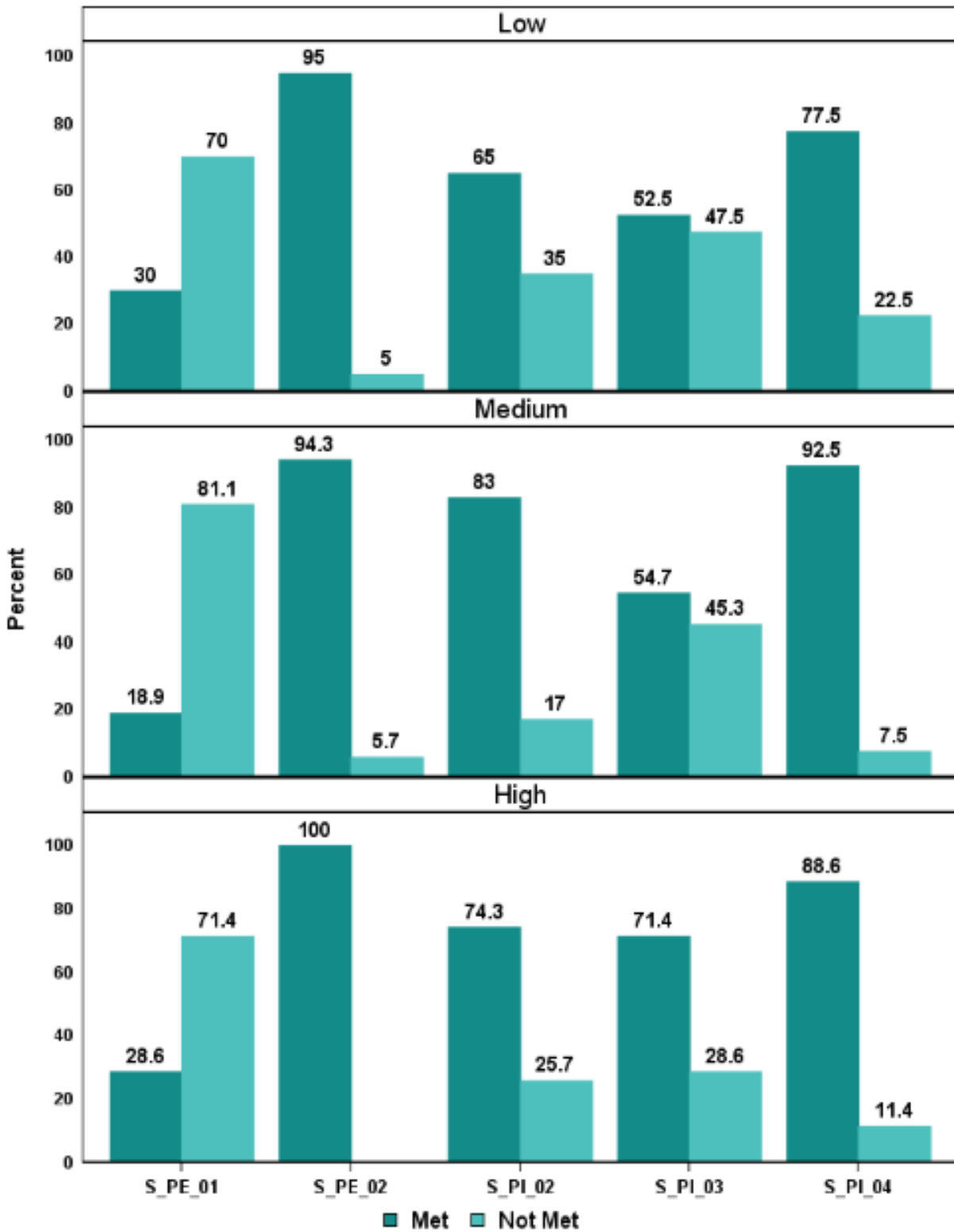
Structural Rating Percentages by SES

Category 4



Structural Rating Percentages by SES

Category 5



Appendix 5: Recommendations for Item Revision / Removal

Table 1. Items Recommended for Revision

The following table includes items recommended for retention in the TRS assessment, with revisions to improve the items' performance. Item revisions are organized in three areas: revising current scoring criteria (not necessarily tested through the study), implementing alternate scoring tested through the study, and revising technical scoring manual (TSM) guidance for assessors.

Item Label	Description	Item Revision Recommendation
S-DQT-02	DIRECTOR TRAINING-TRS Director Certification Course	Revise scoring criteria
S-DQT-04	DIRECTOR RESPONSIBILITIES- Annual Caregiver Training Plans with Certificates	Revise scoring criteria
S-COTQ-01	CAREGIVER ORIENTATION- All staff receive orientation before beginning childcare duties.	Revise scoring criteria
S-COTQ-02	CAREGIVER ORIENTATION- All volunteers and substitute caregivers receive orientation before beginning childcare duties	Revise scoring criteria
S-COTQ-03	CAREGIVER STAFF TRAINING-Annual Caregiver Training Plan with certificates-center based.	Revise scoring criteria
S-COTQ-04	CAREGIVER STAFF TRAINING (FULL-TIME)-Annual Caregiver Training Plan with certificates (school-age).	Revise scoring criteria
S-COTQ-05	CAREGIVER STAFF TRAINING (PART-TIME)-Annual Caregiver Training Plan with certificates (school-age).	Revise scoring criteria
S-COTQ-06	CAREGIVER STAFF TRAINING-Annual Caregiver Training Plan with certificates (all facilities).	Revise scoring criteria
P-DEQT-01	FORMAL EDUCATION-Directors education credentials (all facilities except school-age only programs).	Revise scoring criteria
P-DEQT-04	DIRECTOR EXPERIENCE-number of years of experience in early childhood (all facilities except school-age only programs).	Revise scoring criteria
P-DEQT-05	DIRECTOR EXPERIENCE- number of years of experience in early childhood (school-age only programs).	Revise scoring criteria
P-DEQT-06	DIRECTOR TRAINING-Director training certificates (all facilities except school-age only programs).	Revise scoring criteria
P-CQT-01	CAREGIVER QUALIFICATIONS-All full-time caregiving staff must meet criteria outlined (all facility types except school-age only programs).	Revise scoring criteria
P-CQT-03	CAREGIVER STAFF TRAINING-Training topics outlined with core competencies.	Revise scoring criteria
P_GSSR_01	Refer to Age Specific Staff Ratio and Group size requirements.	Revise scoring criteria
P-WRS-02	Uses frequent positive non-verbal behaviors to increase feelings of acceptance.	Revise item to use alternate scoring

P-WRS-04	Notices and attends to children's needs and signals (i.e., very few missed signals).	Revise item to use alternate scoring
P-LFS-01	Listens to children attentively and responds appropriately to their language, vocalizations, and non-verbal attempts at communication.	Revise item to use alternate scoring
P-LFS-02	Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior/accomplishments.	Revise item to use alternate scoring
P-LFS-03	Uses language to add meaning/expand on child(ren)s interests or agenda.	Revise item to use alternate scoring
P-LFS-04	Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play.)	Revise item to use alternate scoring
P-LFS-05	Uses descriptive language (specific labels such as It's time to drink your bottle versus Here, take this or Hand me the blue marker in that cup versus Give me that [points to marker]).	Revise item to use alternate scoring
P-LFS-06	Provides children with frequent opportunities to talk with caregivers (small group, whole group, outdoor play, and mealtimes).	Revise item to use alternate scoring
P-LFS-07	Allows children time to respond to questions before providing the answer or asking another question.	Revise item to use alternate scoring
P-LFS-09	Expands on children's understanding or initiation by elaborating on what children say or draw attention to.	Revise item to use alternate scoring
P-LFS-10	Extends children's language and/or models for children how to express complete ideas or sentences (child gestures and says "ball" and adult says "you see the red ball.")	Revise item to use alternate scoring
P-PBIG-01	Supports a playful attitude on an ongoing basis by creating opportunities for children to make-believe, make choices, and adjust activities to their own interests.	Revise item to use alternate scoring
P-PBIG-02	Participates and expands on play initiated by children to reinforce language, ideas, and social development.	Revise guidance in TSM
P-PBIG-03	Provides guidance when children are working to complete a task/play rather than using overly directive strategies.	Revise guidance in TSM
P-SCR-01	Models or encourages emotional expression.	Revise scoring criteria
P-SCR-02	Providing children with short explanations that help them understand why they are feeling a certain way.	Revise guidance in TSM
P-SCR-03	Explains logical consequences for behaviors rather providing arbitrary consequences.	Revise guidance in TSM
P-SCR-04	Encourages self-regulation by consistently implementing program rules and routines.	Revise guidance in TSM
P-SCR-05	Demonstrates flexibility and tolerance for minor mishaps and misbehaviors.	Revise guidance in TSM
P-SCR-06	Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur.	Revise item to use alternate scoring

P-SCR-07	Assists children in their communications and interactions with peers.	Revise guidance in TSM
S-N-01	Program Practices-Nutrition	Revise scoring criteria
S-N-02	Home Lunch Practices	Revise scoring criteria
P-ILE-01	Indoor environment is arranged to facilitate division of interest areas for play.	Revise guidance in TSM
P-ILE-02	Equipment/materials portray people in a manner that is non-stereotypical and culturally sensitive.	Revise guidance in TSM
P-OLE-02	The outdoor environment provides children with the opportunity to care for living things and appreciate nature/beauty.	Revise guidance in TSM
S-PI-02	Director/Parent/Caregiver Collaboration Regarding Challenging Behavior.	Revise scoring criteria
S-PI-03	The director and caregivers should be able to provide evidence that they are working together with the parents about decisions regarding the child's experience.	Revise scoring criteria
P-PI-01	Parents have structured opportunities to provide input that may influence the program.	Revise scoring criteria
P-PI-02	Parent Teacher conferences are held. Conferences can be held in person or by phone.	Revise scoring criteria

Table 2. Items Recommended for Removal or Substantial Revision

These items are being recommended for removal or substantial revision based on data analysis or implementation concerns, or both. Several of the constructs reflected in the table below are also recommended for inclusion in a CQI framework, including lesson planning and planning for special needs and diversity.

Item Label	Description	Item Removal/Revision Rationale
P-LPC-02	Social and Emotional Development. Activities and caregiver strategies appropriate for both infants and toddlers that support caregivers / staff to promote social and emotional development are well described with information on how to encourage involvement including types of materials and books to use to be able to actively involve infants and toddlers	Data analysis and Implementation
P-LPC-03	Language and Communication Development. Activities and caregiver strategies appropriate for both infants and toddlers that support caregivers / staff to promote language and communication development are well described with information including questioning techniques and ways to provide child friendly explanations to encourage involvement	Data analysis and Implementation

	including types of materials and books to use to be able to actively involve infants and toddlers	
P-LPC-04	Cognitive Development. Activities and caregiver strategies appropriate for both infants and toddlers that support caregivers/staff to promote cognitive development are well described with information on how to encourage involvement including types of materials (blocks and other manipulatives) to use to actively involve infants and toddlers.	Data analysis and Implementation
P-LPC-05	Social and Emotional. Planned daily activities are implemented to support social and emotional development including trust and emotional security, self-awareness, self-regulation, and relationships with others, engaging children's interests and active involvement	Implementation
P-LPC-06	Language and Communication. Planned daily activities are implemented to support language and communication development including listening and understanding, communication and speaking to engage children's interests and active involvement	Implementation
P-LPC-07	Emergent Literacy - Reading. Activities for phonological awareness, print knowledge, and letter sound relations engaging children's interests and involvement	Implementation
P-LPC-08	Emergent Literacy - Writing. Activities for book and print knowledge and opportunities for early writing, in line with each child's level of engaging children's interests and involvement	Implementation
P-LPC-09	Mathematics. Activities for mathematics, in line with each child's level of development in this area, engaging children's interests and involvement	Implementation
P-LPC-10	Science. Activities for science skill development in line with each child's level of development in this area, engaging children's interests and involvement	Implementation
P-LPC-11	Social Studies. Activities for the development of social studies knowledge about people, their environment, various cultures, community building, and citizenship	Implementation
P-LPC-12	Fine Arts. Activities for the development of fine arts skills that include art, music, and / or dramatic expression for engaging children's interest and involvement	Implementation
P-LPC-14	Technology. Activities for the development of technology skills and knowledge are well described to support children's use and understanding of different forms of technology. Examples of appropriate technology may include technology tools encompasses a broad range of digital devices such as computers, tablets, multi-touch screens, interactive whiteboards, mobile devices, cameras, DVD and music players, audio recorders, electronic toys, games, e-book readers, and older analog devices	Implementation

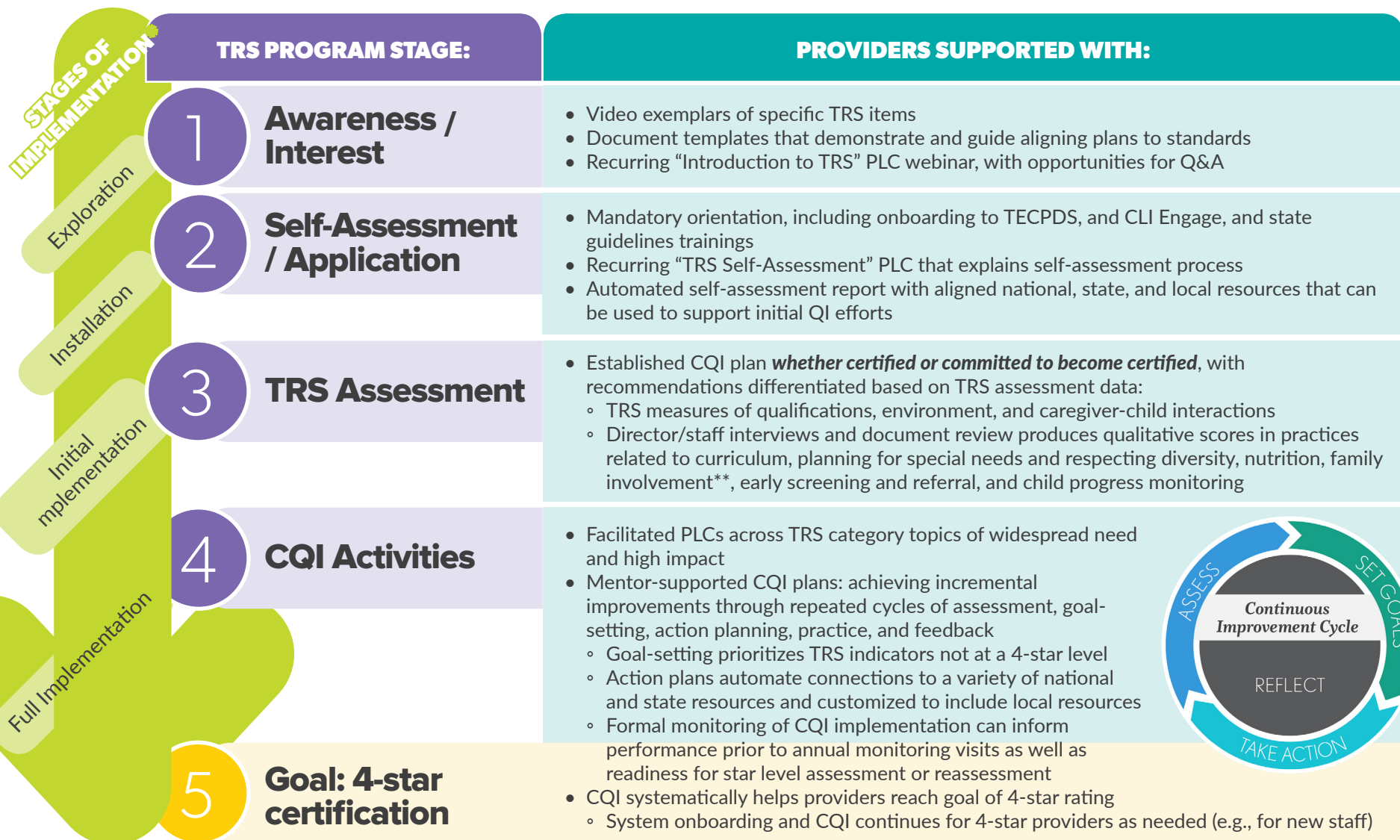
	still being used such as tape recorders, VCRs, VHS tapes, record and cassette players, light tables, projectors, and microscopes.	
P-LPC-15	Physical Activity and Motor Development. Activities appropriate for infants children that support caregivers and staff to promote physical health, activity, and motor development for engaging children's interests and involvement.	Data analysis
P-LPC-15	Physical Activity and Motor Development. Activities appropriate for toddlers children that support caregivers and staff to promote physical health, activity, and motor development for engaging children's interests and involvement.	Data analysis
P-LPC-15	Physical Activity and Motor Development. Activities appropriate for school age children that support caregivers and staff to promote physical health, activity, and motor development for engaging children's interests and involvement.	Data and Implementation
P-PSNRD-01	Consideration for children in a Bilingual program. Plan includes specific strategies for using child's home language to support the development of English language skills. This could include supports such as visual and gestural cues to promote learning.	Data analysis
P-PSNRD-02	Consideration for children with disabilities. Plan includes specifications on how to make accommodations for children with disabilities. Accommodations should include, but not be limited to, those that support learning for children with visual, motoric, and/or auditory problems.	Data analysis
P-PSNRD-03	Consideration for children from culturally diverse backgrounds. Caregiver strategies are included that address the many cultures of children's families that attend the program (e.g., songs, customs, nursery rhymes, books, celebrations, foods).	Data analysis
S-N-03	Menu Planning.	Implementation
S-N-04	Policies specify that, upon request, a compilation of breastfeeding education and support resources in the community is provided to parents.	Implementation
P-N-01	Items to Observe: Yes/No Indicators; total possible score = 6 (e.g., drinks are offered with food).	Data analysis
P-N-02	Caregivers model appropriate dining etiquette.	Data analysis
P-N-03	Infants are held (if developmentally appropriate) and talked to in reassuring tones while bottle fed.	Data analysis
P-N-04	Caregivers feed infants on the infant's cue.	Data analysis
S-ILE-01	Indoor Environment - Arrangement	Implementation
S-ILE-02	Infant Environment	Implementation

S-ILE-03	School-Age Environment Homework	Implementation
P-OLE-01	Outdoor environment and activities are linked to and reinforce indoor learning.	Data analysis
S-PE-02	The program has systems in place for communication between the facility and parents.	Data analysis
P-PE-02	The provider provides families with opportunities to better understand the child's growth and development.	Implementation

Strengthening TRS: A Continuous Quality Improvement Approach

The CQI approach supports providers at all levels to enter the TRS community and work toward a 4-star rating by making incremental improvements in organizational capacity, leadership qualities, and professional competency. This includes supporting providers in a variety of ways—through self-study resources, mentoring, and professional learning communities (PLCs) such as interactive webinars, moderated discussion boards, and peer and mentor feedback on current practices.

DRAFT FOR DISCUSSION



*Refers to stages in implementation science applied to early childhood systems.

**A recommendation of the *Strengthening TRS Implementation Study* is to remove these items from the TRS assessment due to the difficulty in reaching a high standard of reliability for the items and/or their limited contribution in differentiating quality (e.g., floor and ceiling effects). The study recommends these concepts are better served as components of an ongoing continuous improvement effort using qualitative evaluation methods.

Examples

Application of the CQI framework often looks different depending on what role an individual serves (e.g., director, caregiver) and their specific needs.

Example 1

ROLE: Center Director

TRS PROGRAM STAGE: Installation, TRS Application & Self-Assessment

ACTIVITIES:

- Participates in a “TRS Self-Assessment” PLC to learn more about the self-assessment process and how to start using the aligned resources; ask questions during the PLC to clarify if she meets certain requirements of the TRS standards
- Completes self-assessment and explores aligned resources and recommendations related to improvement planning for leadership, caregiving staff, and consumer education practices
- Completes enrollment in TECPDS and begins using TECPDS reports to identify staff who need state guidelines training
- Prepares for the TRS assessment by organizing documents and making improvements to the facility

Example 2

ROLE: Toddler Teacher

TRS PROGRAM STAGE: Implementation, CQI Activities

ACTIVITIES:

- Participates in PLC to improve understanding of planning for special needs and respecting diversity; asks questions during PLC about supporting English learners, a population she serves
- Participates in PLC to better understand the continuous improvement process; ask questions during PLC to clarify her responsibilities during each cycle
- Based on TRS assessment data, works with mentor to set four goals for improving language facilitation and support in her first CQI cycle
- Reviews online professional development related to language facilitation and discusses material with mentor
- Practices goals by implementing activities assigned by mentor
- Participates in an individualized session with mentor, who guides the teacher’s self-reflection on her practice and provides her actionable feedback for improvement
- Works with mentor to set new goals for the next cycle

TRS Items

Facility Assessment Record Form

Cover Page

TRS Assessment team enhanced the cover page to in order to capture the following data:

- School/Provider Name
- Director Name
- Assistant Director Name
- TRS Assessor Name
- Date
- DFPS Licensing number

Page 2

The TRS Assessment team enhanced page 2 to in order to capture the following data:

- Engage School/Provider ID
- Master Coder 1 ID
- Engage Director ID
- Assistant Director ID

Category 1: Director and Staff Qualifications and Training

Note: Strengthening TRS Implementation only considered the items for Licensed Child Care All ages. Therefore those items in which data was not collected for will be indicated by an asterisk*. For example, S-DQT-03 is an item for School-age only programs, you will notice an asterisk* after the measure.

S-DQT-02 DIRECTOR TRAINING

* TRS Director Certification Course Similar to model of Taking Charge of Change - TCC Leadership Academy can count towards annual CCL training hour requirements

*Based on availability

Note: The TRS Director Certification Course is currently in development. Please mark N/A for this item until the course becomes available.

MET / NOT MET / N/A

S-DQT-03* DIRECTOR TRAINING

Certificates contain 24 clock hours of training on an annual basis (of the 24 hours, a minimum of 6 hours need to be in program administration, management and supervision) in the director's staff file.

MET / NOT MET

S-DQT-04 DIRECTOR RESPONSIBILITIES

Ensure all caregiver staff have a formal training plan.

MET / NOT MET

P-DEQT-01 CENTER-BASED PROVIDERS FORMAL EDUCATION SCORING (points-based)

All Ages Except School-Age Only Programs

- Score of 0: None
- Score of 1:
 - Valid child care administrator's credential; or
 - Over 2 years ,up to 4 years, as a director in a TRS or currently recognized nationally accredited provider
- Score of 2:
 - Valid Child Development Credential (CDA), or Child Care Professional (CCP) Credential with 6 college credit hours in business management; or
 - 9 college credit hours in ECE and 9 credit hours in business management; or
 - 60 college credit hours with 9 college credit hours in child development and 6 college credit hours in business management; or
 - A child care administrator's certificate from a community college with at least 15 college credit hours in child development and 3 college credit hours in business management, or
 - Over 4 years, up to 8 years as a director in a TRS or TRS-recognized nationally accredited provider
- Score of 3:
 - AA/AAS in ECE or closely related field with 12 college credits in ECE and 6 credit hours in business management; or
 - At least a BA/BS with 12 hours college credit hours in ECE and 6 credit hours in business management; or
 - Over 8 years as a director in a TRS or currently recognized nationally accredited provider

- Non-expiring director's certificate from DFPS

P-DEQT-02* LCCH AND RCCH PROVIDERS FORMAL EDUCATION SCORING (points-based)

All Ages Except School-Age Only Programs

- Score of 0: None
- Score of 1: Valid child care administrator's credential; or 5 to 9 years as a director in a TRS or currently recognized nationally accredited provider
- Score of 2: Valid Child Development Credential(CDA), or Child Care Professional (CCP) Credential with 3 college credit hours in business management; or 9 college credit hours in ECE and 9 credit hours in business management; or 60 college credit hours with 6 college credit hours in child development and 3 college credit hours in business management; or A child care administrator's certificate from a community college with at least 15 college credit hours in child development and 3 college credit hours in business management, or 72 clock hours of training in child development and 30 clock hours in business management; or 10 to 14 years as a director in a TRS or TRS-recognized nationally accredited provider
- Score of 3: AA/AAS in ECE or closely related field with 6 college credits in ECE and 3 credit hours in business management; or At least a BA/BS with 12 hours college credit hours in ECE and 3 credit hours in business management; or 15 or more years as a director in a TRS or currently recognized nationally accredited provider

P-DEQT-04 DIRECTOR EXPERIENCE (All Facilities Except School-Age Only Programs)

- Score of 0: None
- Score of 1: 2 years of experience in early childhood
- Score of 2: 3 years of experience in early childhood
- Score of 3: 4 or more years of experience in early childhood

P-DEQT-06 DIRECTOR TRAINING CERTIFICATES (All Facilities Except School-Age Only Programs)

- N/A allowed if director is a new hire or provider is an initial applicant
- Score of 0: None
- Score of 1: Of the 36 hours, a minimum of 6 hours is in program administration, management and supervision
- Score of 2: Of the 36 hours, a minimum of 6 hours is in program administration and 3 hours is in Infant/Toddler or Pre-K guidelines
- Score of 3: Of the 36 hours, a minimum of 6 hours is in program administration and 3 hours is in Infant/Toddler and 3 hours is in Pre-K guidelines

P-DEQT-03* SCHOOL-AGE ONLY PROGRAMS FORMAL EDUCATION SCORING

- Score of 0: None
- Score of 1: Valid Child Care Administrator's Credential
- Score of 2: Valid Child Care Administrator's Credential certificate from a community college with at least 15 college credit hours in ECE or related field and three college

credit hours in management; or Valid CDA or CCP credential with six college credit hours in management; or Nine college credit hours in child development and nine college credit hours in management; or Sixty college credit hours with nine college credit hours in ECE or a related field and 6 hours in management

- Score of 3: AA/AAS in ECE or closely related field with 6 credit hours in business management; or At least a BA/BS in a closely related field and 6 credit hours in business management

P-DEQT-05* SCHOOL-AGE ONLY PROGRAMS DIRECTOR EXPERIENCE

- Score of 0: None
- Score of 1: 1 year of experience in afterschool child care
- Score of 2: 2 years of experience in afterschool child care
- Score of 3: 3 or more years of experience in afterschool child care

S-COTQ-01 CAREGIVER ORIENTATION, 1 All facility types except RCCH

Before beginning child care duties all caregiver staff 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 caregiver starts working in the classroom and is observed in the caregiver's staff file by the TRS assessor and includes the following topics:

- A. Texas Rising Star (TRS) program and criteria
- B. Policies of the facility
- C. An overview of the developmental needs/expectations of children in the assigned age group
- D. The planned daily activities of the facility

MET / NOT MET

S-COTQ-02 CAREGIVER ORIENTATION, 2 All facilities

Before beginning child care duties, all volunteers and substitute caregivers are provided orientation that defines the task to which they are assigned. Orientation documentation is observed in the caregiver's staff file by the TRS assessor. It is dated on/prior to the date the caregiver starts working in the classroom.

MET / NOT MET / N/A

S-COTQ-03 CAREGIVER STAFF TRAINING Center-based programs serving 0-5 years

An individualized plan provides for a minimum of 30 clock hours of child care related training specific to the age of children in their care.

MET / NOT MET/ N/A

S-COTQ-04 FULL -TIME CAREGIVER STAFF TRAINING School-age Only Programs

An 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.

MET / NOT MET/ N/A

S-COTQ-05 PART-TIME CAREGIVER STAFF TRAINING School-age Only Programs

An 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) was in the caregiver's staff file.

MET / NOT MET/ N/A

S-COTQ-06 CAREGIVER STAFF TRAINING All facilities

All child care staff participates in training according to the approved plan.

The training certificates do align to the individualized written training plan.

MET / NOT MET/ N/A

S-COTQ-07* CAREGIVER STAFF TRAINING RCCH and LCCH Facilities Only

Primary Caregiver has 36 hours of documented training, with a minimum of 12 clock hours of instructor-led training.

MET / NOT MET

S-COTQ-08* CAREGIVER STAFF TRAINING LCCH Facilities Only

If applicable, caregivers have 30 hours of documented training, with a minimum of 12 clock hours of instructor -led training (not including director-led training).

MET / NOT MET / N/A

P-CQT-01 CAREGIVER QUALIFICATIONS All facilities except school-age only programs
Not counting the center director, full-time caregiver staff must meet one of the following measures:

A. Have a Child Development Associate (CDA) credential, OR

B. Have a Certified Child Care Professional (CCP) credential, OR

C. Working toward 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 caregiver working with children in a licensed or registered facility; OR

D. Have two years full-time paid experience working with children as a caregiver in a licensed or registered child care facility while presently working toward a CDA or a CCP credential; OR

E. Have successfully completed 150 training clock hours within the last 5 years in child development, early childhood education or related field and two years of full time paid experience as a caregiver working with children in a licensed or registered facility; OR

F. Have a Bachelor's or Associate's degree; OR

G. Ten years of full time paid experiences as a caregiver in a TRS or TRS-recognized nationally accredited center.

Scoring: # of caregivers who meet one of the qualifications, divided by total number of caregivers, x 100 = % of staff.

Score of 0=Provider meets less than 0%- 29% of staff

Score of 1= Provider meets 30%-50% of staff

Score of 2= Provider meets more than 51-74% of staff

Score of 3= Provider meets 75% or more of staff

P-CQT-03 CAREGIVER STAFF TRAINING All facilities except school-age only programs
Caregiver training topics are aligned with core competencies

Scoring: # of training topics aligned with core competencies, divided by total number of training topics, x 100 = % of training aligned.

Score of 0= 0%-49% of the training is aligned with core competencies

Score of 1= 50%-64% of the training topics aligned with core competencies

Score of 2= 65%-79% of the training topics aligned with core competencies

Score of 3= 80% or more of the training topics aligned with core competencies

P-CQT-02* CAREGIVER QUALIFICATIONS School-age Only Programs

Not counting the center director, all caregiver staff must meet one of the following measures:

- A. Have a Child Development Associate (CDA) credential, or (CCP) credential, or working toward a CDA/CCP credential or AA in a related field; or
- B. Working towards an Associate's or Bachelor's degree or have successfully completed twelve college credit hours at an accredited university; or
- C. Have two years paid experience in a school-age program; or;
- D. Have two years paid experience working with children in a licensed program; or
- E. Have successfully completed 150 training clock hours within the last 5 years in child development, early childhood education or related field and two years of full time paid experience as a caregiver working with children in a licensed or registered facility. Or
- F. Have a Bachelor's or Associate's degree.

Scoring: # of caregivers who meet one of the qualifications, divided by total number of caregivers, x 100 = % of staff.

Score of 0=Provider meets <30% of staff

Score of 1= Provider meets 30% of staff

Score of 2= Provider meets more than 50% but less than 75% of staff

Score of 3= Provider meets 75% or better of staff

Classroom Assessment Record Form

Note: The items that has an “A” at the end of the number is an alternate measure that was created and tested during the research study.

TRS Assessment team enhanced the cover page to in order to capture the following data:

Cover Page

- School/Provider Name
- Teacher 1 Name
- Teacher 2 Name
- Teacher 3 Name
- Teacher 4 Name
- TRS Assessor Name
- Caregiver Role
 - Caregiver
 - Co-Caregiver
 - Assistant Caregiver
- Date
- DFPS Licensing Number

Page 2

The TRS Assessment team enhanced page 2 to in order to capture the following data:

- Language of Instruction
 - $\geq 50\%$ Spanish spoken
 - $<50\%$ Spanish spoken
 - No Spanish spoken
- Time In / Time Out of Classroom Observation
- Time In/ Time Out of Classroom Observation
- Time In/ Time Out of Classroom Observation
- Total Length of Observation (in minutes)
- Activities Observed (bubble all that apply)
 - Infants 0-17 months
 - Mealtime/Snacks
 - Diaper Change
 - Transitions
 - Playground
 - Tummy Time/ Play Time

- Toddler 18-35 months
 - Mealtime/Snacks
 - Whole Group
 - Centers
 - Transitions
 - Playground
 - Small Group (3-8 Children)
- Pre-K 3-4 years
 - Mealtime/Snacks
 - Whole Group
 - Centers
 - Transitions
 - Playground
 - Small Group (3-8 Children)
- School Age 5-12 years
 - Mealtime/Snacks
 - Homework Support
 - Centers
 - Transitions
 - Playground
 - Small Group (3-8 Children)
 - Whole Group
- Length of Mealtime/Snacks (in minutes)
- Length of Playground (in minutes)
- Age Group of Children
 - Infants
 - Toddlers
 - Preschool
 - School-Age
 - All Ages
- Ratings should be based on a 1-1.5 hour visit.

Page 3

The TRS Assessment team enhanced page 3 to in order to capture the following data:

- Engage School/Provider ID
- Master Coder 1 ID
- Engage Teacher 1 ID
- Engage Teacher 2 ID
- Engage Teacher 3 ID
- Engage Teacher 4 ID

CATEGORY 2 Caregiver-Child Interactions

Group Size: Age related groups (non-mixed ages)

Age Group Max Group Size

0-11 mo 10

12-17 mo 12

18-23 mo 14

24-35 mo 14

3 years 18

4 years 21

5 years 25

6-8 years 25

9-12 years 30

MET / NOT MET

Group Size: MIXED-Age Groups

Age Group Max Group Size

0-17 mo 10

13-23 mo 12

2-3 years 16

3-4 years 18

3-5 years 18

4-5 years 21

5-8 years 25

9-12 years 30

MET / NOT MET

Staff Ratios

AGE GROUP	SCORE: 0	SCORE: 1	SCORE: 2	SCORE: 3
0-11 mo	2:10	No additional points	2:9	1:4
12-17 mo	1:5 or 2:13	No additional points	2:9	1:4
18-23 mo	1:9	1:7	1:6	1:4
2 years	1:11	1:9	1:8	1:6
3 years	1:15	1:12	1:11	1:9
4 years	1:18	1:14	1:12	1:10
5 years	1:22	1:16	1:13	1:10
6-8 years	1:26	1:19	1:16	1:12
9-13 years	1:26	1:19	1:16	1:12

P-GSSR-01

Group Size and Ratios

- Number of Children Enrolled in Class
- Number of Teachers Present in Class

P-GSSR-01A

Group Size and Ratios

- Number of Children Present

Note: The above staff ratio measures do not apply to Licensed and Registered Homes.

Warm and Responsive Style

P-WRS-01 Provides physical and emotional security (creates a warm, safe, and nurturing environment.)

- Score 0 if caregiver exhibits 1 or more harsh negative behaviors
 - Score 1 if behavior can be typically characterized as neutral with no evidence of harsh negative behaviors; some moderately negative behaviors may be present; positive behaviors are infrequent
 - Score 2 if caregiver uses a mix of neutral to positive behaviors with no negative behaviors.
 - Score 3 if behavior is characterized as positive with no negative behaviors
-

P-WRS-02 Uses frequent positive nonverbal behaviors to increase feelings of acceptance

- Score 0 if caregiver rarely uses positive non-verbal behavior; Negative non-verbal behavior is observed
 - Score 1 if caregiver does not use negative non-verbal behaviors; Caregiver uses a few positive non-verbal behavior behaviors
 - Score 2 if caregiver uses several positive non-verbal behaviors but multiple missed opportunities are observed
 - Score 3 if caregiver frequently uses positive non-verbal behaviors
 - Frequency (Topic/Activity)
 - Frequency Max Met After (minutes)
-

P-WRS-02A Uses frequent positive nonverbal behaviors to increase feelings of acceptance

- Score 0 if harsh negative non-verbal behavior is observed (physical threat, rough touch/repositioning, gestures)
- Score 1 if caregiver does not use negative non-verbal behaviors, never or infrequently displays positive non-verbal behavior

- Score 2 if caregiver sometimes uses positive non-verbal behaviors but multiple missed opportunities are noted
 - Score 3 if caregiver frequently uses positive non-verbal behaviors to increase acceptance or calm children
-

P-WRS-03 Has a patient, relaxed style that helps maintain calmness in the classroom

- Score 0 if caregiver behavior is characterized as rushed, overwhelmed, or impatient, which may be contributing to anxiety or stress in the classroom
 - Score 1 if caregiver behavior is mixed with periods of rushed, overwhelmed, impatient behavior, children may not appear affected by this caregiver style
 - Score 2 if caregiver typically maintains calm demeanor, during periods of stress or conflict shows signs of stress or anxiety
 - Score 3 if caregiver style is relaxed and calm, responds to children's signs of stress or rising tension among children in a calm manner
-

P-WRS-04 Notices and attends to children's needs and signals (i.e., very few missed signals)

- Score 0 if caregiver is rarely aware of the signals and needs of the children; 0-1 instance of awareness and response are observed.
 - Score 1 if caregiver is observed being aware of few children's signals and needs; 2-3 instance of awareness and response are observed
 - Score 2 if caregiver is observed being aware of several children's signals and needs; 4-5 instances of awareness are observed
 - Score 3 if caregiver is frequently aware of children's signals and needs; 6 or more instances of awareness and response are observed
 - Frequency (Topic/Activity)
 - Frequency Max Met After (minutes)
-

P-WRS-04A Notices and attends to children's needs and signals (i.e., very few missed signals)

- Score 0 if caregiver frequently ignores or is unaware of the signals and needs of children
 - Score 1 if caregiver sometimes misses children's signals and needs though some instances of awareness and response are noted
 - Score 2 if caregiver generally attends to children's needs and signals though some missed signals are noted
 - Score 3 if caregiver can be characterized as keenly aware of children's signals and needs; highly tuned-in to children
-

P-WRS-05 Responds promptly and sensitively to children's cognitive and affective signals (acknowledges and expands on children's attempts at communication, play, and expression of needs.)

- Score 0 if caregiver responds negatively to children's cognitive or affective signals, one or more instances of negative language or non-verbal behavior in response to a child(ren), responses typically characterized as cold or flat
 - Score 1 if caregiver responses are generally neutral with no harsh negative behaviors, rare instances of sensitive responses may be noted
 - Score 2 if caregiver response style is typically warm and positive with no evidence of negative responses
 - Score 3 if caregiver response style is highly supportive with children typically receiving warm and sensitive responses to affective and cognitive signals
-

P-WRS-06 Shows flexibility and an ability to adjust one's own behavior to meet the needs, interests, and abilities of individual/groups of children

- Score 0 if caregiver shows little tolerance for individual differences, caregiver exhibits one or more behaviors that show strong rejection of a particular child(ren) or an inability to adjust to child(ren) needs
 - Score 1 if caregiver generally shows tolerance for individual children though one or more mild instances of rejection/failure to adjust were noted
 - Score 2 if caregiver consistently demonstrated fairness, acceptance, and ability to adjust though some opportunities for improvement were noted
 - Score 3 if caregiver responds well to individual differences and needs among children; no instances of rejection or unfairness are noted
-

Language Facilitation and Support

P-LFS-01 Listens to children attentively and responds appropriately to their language, vocalizations, and non-verbal attempts at communication.

- Score 0 if caregiver is observed rarely responding to children's attempts at verbal and non-verbal communication; 0-1 instance listening and responding observed
 - Score 1 if caregiver is observed on few occasions responding positively to children's attempts at communication; 2-3 instances of listening and responding observed
 - Score 2 if caregiver is observed on several occasions responding positively to children's attempts at communication; 4-5 instances of listening and responding observed
 - Score 3 if caregiver frequently responds to children's attempts at communication; 6 or more instances of listening and responding observed
 - Frequency (Topic/Activity)
 - Frequency Max Met After (minutes)
-

P-LFS-01A Listens to children attentively and responds appropriately to their language, vocalizations, and non-verbal attempts at communication.

- Score 0 if caregiver frequently ignores or is unaware of children's attempts at verbal and non-verbal communication, or caregiver exhibits one or more instances of harsh negative behavior in response to attempts at communication
 - Score 1 if caregiver sometimes misses children's attempts at communication, some missed opportunities or instances of neutral to positive response to language initiation are noted
 - Score 2 if caregiver generally responds positively to children's attempts at communication, very few missed opportunities to respond to children's attempts at communication have been noted
 - Score 3 if caregiver behavior can be characterized as highly responsive to children's attempts at communication
-

P-LFS-02 Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior/ accomplishments

- Score 0 if caregiver is rarely observed using positive language to provide positive reinforcement or encouragement, 0-1 instances observed
 - Score 1 if caregiver is observed on few occasions using positive language to provide positive reinforcement or encouragement, 2-3 instances observed
 - Score 2 if caregiver is observed on several occasions using positive language to provide positive reinforcement or encouragement, 4-5 instances observed
 - Score 3 if caregiver frequently provides positive verbal responses and encouragement, 6 or more instances observed
 - Frequency (Topic/Activity)
 - Frequency Max Met After (minutes)
-

P-LFS-02A Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior/ accomplishments

- Score 0 if there is an absence of positive language to provide positive reinforcement or encouragement
 - Score 1 if there are few instances of positive language to provide positive reinforcement or encouragement praise/encouragement, delivery may seem flat or disinterested
 - Score 2 if there are several instances of language to provide positive reinforcement and encouragement, praise/encouragement is generally characterized as warm and supportive
 - Score 3 if caregiver provides frequent positive verbal responses and encouragement that can be characterized as warm and supportive, when working with older children provides more descriptive praise and encouragement
-

P-LFS-03 Uses language to add meaning/expand on child(ren)'s interests or agenda

- Score 0 if caregiver rarely uses language to build on a child(ren)'s interest or agenda; 0-1 instances observed
- Score 1 if caregiver is observed on few occasions using language to build on child(ren)'s interest or agenda; 2-3 instances observed
- Score 2 if caregiver is observed on several occasions using language to build on child(ren)'s interest or agenda; 4-5 instances observed
- Score 3 if caregiver frequently uses positive language to build/expand on child(ren)'s interest or agenda; 6 or more instances observed
- Frequency (Topic/Activity)
- Frequency Max Met After (minutes)

P-LFS-03A Uses language to add meaning/expand on child(ren)'s interests or agenda

- Score 0 if caregiver does not use language to expand or build on a child(ren)'s interest or agenda, when language is used to expand/build it is of very poor quality
- Score 1 if few neutral to positive instances of caregiver using language to build/expand on child(ren)'s interest or agenda have been noted
- Score 2 if several positive instances of caregiver using language to build/expand on child(ren)'s interest or agenda have been noted
- Score 3 if caregiver frequently uses positive language to build/expand on child(ren)'s interest or agenda.

P-LFS-04 Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play.)

- Score 0 if caregiver is rarely observed providing language stimulation; frequent instances of low verbal engagement /withdrawal observed
- Score 1 if caregiver is observed a few times offering language stimulation; several instances of low verbal engagement/ withdrawal observed
- Score 2 if caregiver is observed several times offering language stimulation; few instances of low verbal engagement/withdrawal were noted
- Score 3 if caregiver frequently observed offering language stimulation; rare instances of low verbal engagement withdrawal
- Frequency (Topic/Activity)
- Frequency Max Met After (minutes)

P-LFS-04A Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play.)

- Score 0 if caregiver rarely provides language stimulation, communication may be limited to providing required directions or discipline

- Score 1 if caregiver uses language to provide directions or behavioral support/guidance as needed, several additional instances of language support noted across the observation period
- Score 2 if caregiver provides frequent language stimulation across a variety of activities/contexts, some instances of low verbal engagement/withdrawal were noted
- Score 3 if caregiver provides frequent language stimulation throughout the day, very few instances of low verbal engagement were noted

P-LFS-05 Uses specific labels and descriptors throughout the day (“It’s time to drink your bottle” versus “here, take this.” “Hand me the blue marker in that cup,” versus “give me that [points to marker]”)

- Score 0 if caregiver rarely uses specific labels and descriptors
- Score 1 if caregiver uses a few specific labels and descriptors but variety/breadth is limited
- Score 2 if caregiver uses several varieties of labels and descriptors; use of specific labels and descriptors is not limited to one or two contexts during the observation period
- Score 3 if caregiver frequently uses a wide variety of labels and descriptors throughout the observation period
- Frequency (Topic/Activity)
- Frequency Max Met After (minutes)

P-LFS-05A Uses specific labels and descriptors throughout the day (“It’s time to drink your bottle” versus “here, take this.” “Hand me the blue marker in that cup,” versus “give me that [points to marker]”)

- Score 0 if caregiver rarely uses specific labels and descriptors
- Score 1 if caregiver sometimes uses specific labels and descriptors but variety/breadth is limited, use of specific labels may be confined to a limited period(s) during the observation
- Score 2 if caregiver uses a variety of labels and descriptors, use of specific labels and descriptors is not limited to one or two activities/contexts during the observation period
- Score 3 if caregiver uses a wide variety of labels and descriptors throughout the observation period

P-LFS-06 Provides children with frequent opportunities to talk with caregivers throughout the day (small group, whole group, outdoor play, mealtimes.

- Score 0 if caregiver rarely encourages children to communicate; 0-1 instances observed
- Score 1 if caregiver encourages children to communicate; 2-3 instances observed
- Score 2 if caregiver encourages children to communicate several times; 4-5 instances observed

- Score 3 if caregiver frequently encourages children to use language throughout the observation period; 6 or more instances observed
 - Frequency (topic/activity number)
 - Frequency Max Met after (Minutes)
-

P-LFS-06A Provides children with frequent opportunities to talk with caregivers throughout the day (small group, whole group, outdoor play, mealtimes).

- Score 0 if caregiver rarely encourages children to communicate with the caregiver
 - Score 1 if some attempts at eliciting language were observed but attempts were confined to a limited period during the observation; caregiver may only encourage brief or limited language use
 - Score 2 if caregiver encourages language across a variety of settings/activities, some instances of encouraging children to use expanded language were observed
 - Score 3 if caregiver encourages children to use language through the observation period, many instances of encouraging children to use expanded language were observed
-

P-LFS-07 Allows children time to respond to questions before providing the answer or asking another question.

- Score 0 if caregiver rarely provides children adequate time to respond to questions before providing the answer or asking another question
 - Score 1 if rushed/too brief wait time was sometimes observed, a few instances of providing children time to respond to questions before providing the answer or asking another question were observed
 - Score 2 if caregiver typically provides children time to respond to questions before providing the answer or asking another question several times; very few instances of rushed/too brief wait time observed
 - Score 3 if caregiver frequently provides children time to respond to questions before providing the answer or asking another question
 - Frequency (topic/activity number)
 - Frequency Max Met after (Minutes)
-

P-LFS-07A Allows children time to respond to questions before providing the answer or asking another question.

- Score 0 if caregiver rarely provides children adequate time to respond to questions before providing the answer or asking another question
- Score 1 if rushed/too brief wait time was sometimes observed, some instances of providing children time to respond to questions before providing the answer or asking another question were observed

- Score 2 if caregiver typically provides children time to respond to questions before providing the answer or asking another question, very few instances of rushed/too brief wait time observed
 - Score 3 if caregiver almost always provides children time to respond to questions before providing the answer or asking another question
-

P-LFS-08 Engages children in conversations (3-5 turns) about a variety of topics (their likes, dislikes, family, books, lessons.); or provides commentary and encourages back and forth vocalization/gestures with infants and toddlers

- Score 0 if caregiver rarely or never engages individual children in conversation; 0-1 instances observed
 - Score 1 if a few instances of caregiver engaging in conversation with individual children were noted; 2-3 instances observed
 - Score 2 if several instances of caregiver engaging in conversation with individual children; 4-5 instance observed
 - Score 3 if caregiver frequently engages in conversations with individual children; 6 or more instances observed
 - Frequency (each caregiver behavior)
 - Frequency Max Met after (Minutes)
-

P-LFS-09 Expands on children's understanding or initiation by elaborating on what children say or draw attention to

- Score 0 if caregiver rarely or never follows up children's initiations with more specific information or background knowledge
 - Score 1 if a few instances of following up children's initiations with more specific information or background knowledge were noted; some missed opportunities were observed
 - Score 2 if several instances of following up children's initiations with more specific information or background knowledge were noted; a few missed opportunities may have been observed
 - Score 3 if caregiver typically follows up children's initiations with more specific information or background knowledge
 - Frequency (topic/activity number)
 - Frequency Max Met after (Minutes)
-

P-LFS-09A Expands on children's understanding or initiation by elaborating on what children say or draw attention to

- Score 0 if caregiver rarely or never follows up children's initiations with more specific information or background knowledge
- Score 1 if a few instances of following up children's initiations with more specific information or background knowledge were noted; some missed opportunities were observed

- Score 2 if several instances of following up children's initiations with more specific information or background knowledge were noted; a few missed opportunities may have been observed
- Score 3 if caregiver typically follows up children's initiations with more specific information or background knowledge

P-LFS-10 Extends children's language and/or models for children how to express complete ideas or sentences (child gestures and says ball" and adult says "you see the red ball.")

- Score 0 if caregivers rarely or never extends children's language or models communicating complete ideas/sentences
 - Score 1 if a few instances of extending children's language or modeling communicating complete ideas/sentences were noted
 - Score 2 if several instances of extending children's language or modeling communicating complete ideas/sentences were noted
 - Score 3 if caregiver frequently extends children's language or models communicating complete ideas/sentences
 - Frequency (Topic/Activity Count)
 - Frequency Max Met after (Minutes)
-

P-LFS-10A Extends children's language and/or models for children how to express complete ideas or sentences (child gestures and says ball" and adult says "you see the red ball.")

- Score 0 if caregivers rarely or never extends children's language or models communicating complete ideas/sentences
 - Score 1 if a few instances of extending children's language or modeling communicating complete ideas/sentences were noted
 - Score 2 if several instances of extending children's language or modeling communicating complete ideas/sentences were noted
 - Score 3 if caregiver frequently extends children's language or models communicating complete ideas/sentences
-

Play-Based Interactions and Guidance

P-PBIG-01 Supports a playful attitude on an ongoing basis by creating opportunities for children to make believe, make choices, and adjust activities to their own interests

- Score 0 if caregiver does not engage children in activities involving songs, books, pretend play, or games; 1 or more instances of caregiver feedback that demeans children's attempts at these types of play
- Score 1 if caregiver engages children in at least 1 songs, books, pretend play, or games; these opportunities are caregiver-directed

- Score 2 if caregiver engages children in at least 2 songs, books, pretend play, or games; these opportunities are typically child-directed
 - Score 3 if caregiver engages children in at least 3 songs, books, pretend play, or games; these opportunities are typically child-directed
 - Frequency (Topic/Activity Count)
 - Frequency Max Met after (Minutes)
-

P-PBIG-01A Supports a playful attitude on an ongoing basis by creating opportunities for children to make believe, make choices, and adjust activities to their own interests

- Score 0 if caregiver rarely engages children in activities involving songs, books, pretend play, or games; 1 or more instances of caregiver feedback that demeans children's attempts at these types of play
 - Score 1 if caregiver sometimes engages children in songs, books, pretend play, or games; these opportunities can be characterized as directive or highly constrained
 - Score 2 if caregiver sometimes engages children in songs, books, pretend play, or games; these opportunities typically allow children opportunities to be playful and make choices about how to engage
 - Score 3 if caregiver frequently engages children in songs, books, pretend play, or games; these opportunities typically allow children opportunities to be playful and make choices about how to engage
-

P-PBIG-02 Participates and expands on play initiated by children to reinforce language, ideas, and social development

- Score 0 if caregiver does not build on play initiated by the child(ren); caregiver frequently redirects child(ren) rather than building on their agenda/interest
 - Score 1 if caregiver participates in at least 1 play initiated by children though language support or expansion is minimal; caregiver may redirect child(ren) a few times rather than building on their interest
 - Score 2 if caregiver participates in at least 2 play initiated by children some instances of good language support and expansion were noted; caregiver rarely redirects child(ren) rather than building on their interest
 - Score 3 if caregiver participates in at least 3 play initiated by children; frequent good language support and expansion; caregiver rarely redirects child(ren) rather than building on their interest
 - Frequency (Topic/Activity Count)
 - Frequency Max Met after (Minutes)
-

P-PBIG-03 Provides guidance when children are working to complete a task/play rather than using overly directive strategies

- Score 0 if caregiver is frequently overly directive; caregiver does not model, demonstrate, or discuss possible solutions/approaches
 - Score 1 caregiver is overly directive in several instances; caregiver provides few instances of guidance that helps children complete a task in a manner that encourages problem solving / flexibility are observed
 - Score 2 caregiver is overly directive in a few instances; caregiver provides several instances of guidance while children are working to complete a task/play
 - Score 3 if caregiver is rarely overly directive; caregiver frequently provides guidance while children are working to complete a task/play rather than using overly directive strategies
 - Frequency (Topic/Activity Count)
 - Frequency Max Met after (Minutes)
-

Support for Children's Regulation

P-SCR-01 Models and encourages emotional expression (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions, makes connections between actions and emotional reactions.)

- Score 0 if caregiver rarely models and encourages emotional expression; 0 instances of engaging children in intentional activities aimed at increasing emotional awareness or understanding
 - Score 1 if a few instances of modeling and encouraging emotional expression were noted; 0 instances of engaging children in an intentional activity aimed at increasing emotional awareness or understanding
 - Score 2 if a few instances of modeling and encouraging emotional expression were noted with at least 1 intentional activity aimed at increasing emotional awareness or understanding
 - Score 3 if several instances of modeling emotional expression were noted with at least 1 intentional activity aimed at increasing emotional awareness or understanding
 - Frequency (Topic/Activity Count)
 - Frequency Max Met after (Minutes)
-

P-SCR-02 Providing children with short explanations that help them understand why they are feeling a certain way

- Score 0 if caregiver never provided children short explanations to help them understand why they were feeling a certain way; 1 or more instances of caregiver providing negative reinforcement or feedback when children were attempting to express emotions
- Score 1 if 1-2 instances of caregiver providing explanations to help child(ren) understand why they are feeling a certain way, explanations can be characterized as too lengthy, overly complex, or difficult for children to understand

- Score 2 if 1-2 instances of caregiver providing short explanations that are simple and clear enough for children to understand; may also have 1-2 instances of weaker explanations
 - Score 3 if caregiver provides 3 or more short explanations that are simple and clear enough to help children understand how a child(ren) are feeling
 - Frequency (Topic/Activity Count)
 - Frequency Max Met after (Minutes)
-

P-SCR-03 Explains logical consequences for behaviors rather providing arbitrary consequences

- Score 0 if caregiver rarely verbalizes consequences for behavior and these consequences are typically illogical; Verbalizes 1 or more punitive or harsh consequences for behavior
 - Score 1 if caregiver explains consequences for behavior on a few occasions though those consequences are typically illogical; rare instances of explaining logical consequences observed
 - Score 2 if caregiver explains logical consequences for behavior on several occasions; rare instances of explaining illogical consequences observed
 - Score 3 if caregiver frequently verbalizes logical consequences for behavior
 - Frequency (Topic/Activity Count)
 - Frequency Max Met after (Minutes)
-

P-SCR-03A Explains logical consequences for behaviors rather providing arbitrary consequences

- Score 0 if caregiver rarely verbalizes consequences; these consequences are typically illogical; Verbalizes 1 or more punitive or harsh consequences for behavior
 - Score 1 if caregiver sometimes explains consequences though consequences are typically illogical; rare instances of explaining logical consequences may have been noted
 - Score 2 if caregiver sometimes explains logical consequences for behavior; rare instances of explaining illogical consequences may have been noted
 - Score 3 if caregiver frequently verbalizes logical consequences for behavior
-

P-SCR-04 Encourages self-regulation by consistently implementing program rules and routines (signals transitions, referring to the sequence and structure of the day, balancing structured and unstructured playing and learning opportunities).

- Score 0 if caregiver does not refer to or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior; 2 or more instances of referencing/implementing harsh or developmentally inappropriate rules and routines
- Score 1 if caregiver refers to or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior at least 1 time; 0-1 instance of

implementing/referencing developmentally inappropriate rules or routines; no implementation/references to harsh rules or routines

- Score 2 if caregiver refers to or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior at least 2 times; no instances of implementing or referencing developmentally inappropriate or harsh rules or routines
 - Score 3 if caregiver refers to or encourages child(ren) to follow rules and routines that help children learn to regulate their own behavior at least 3 times; no instances of implementing or referencing developmentally inappropriate or harsh rules or routines
 - Frequency (context)
 - Frequency Max Met After (minutes)
-

P-SCR-05 Demonstrates flexibility and tolerance for minor mishaps and misbehaviors

- Score 0 if there were 3 or more instances of intolerant response to minor mishaps/misbehaviors; 1 or more harsh negative responses to such behaviors
 - Score 1 if there were 2 or more instances of intolerant response to minor mishaps/misbehaviors; no harsh negative responses to such behaviors
 - Score 2 if there were 1 instance of intolerant response to minor mishaps/misbehaviors; no harsh negative responses to such behaviors
 - Score 3 if there were 0 instances of intolerant or harsh response to minor mishaps/misbehaviors
 - Frequency (each caregiver behavior)
 - Frequency Max Met After (minutes)
-

P-SCR-06 Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur

- Score 0 if caregiver rarely recognize rising tension in time to act; unable to help children understand logical consequences of their actions before problem behaviors occur
 - Score 1 if caregiver recognizes rising tensions in time to act; typically, unable to help children understand logical consequences of their actions before problem behaviors occur
 - Score 2 if caregiver recognizes rising tensions in time to act; typically able to help children understand logical consequences of their actions before problem behaviors occur
 - Score 3 if caregiver frequently recognizes rising tensions in time to act; or no instances of rising tensions; frequently able to help children understand logical consequences of their actions before problem behaviors occur
 - N/A
 - Frequency (each caregiver behavior)
 - Frequency Max Met After (minutes)
-

P-SCR-06A Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur

- Score 0 if caregiver does not use logical consequences to help children understand logical consequences of their actions before problem behaviors occur.
 - Score 1 if caregiver rarely uses logical consequences to help children understand logical consequences of their actions before problems behaviors occur.
 - Score 2 if caregiver sometimes uses logical consequences to help children understand logical consequences of their actions before problem behavior occur
 - Score 3 if caregiver often uses logical consequences to help children understand logical consequences of their actions before problem behaviors occur
-

P-SCR-07 Assists children when needed in their communications and interactions with peers

- Score 0 if caregiver rarely assists children in their communications and interactions with peers; 1 or more instances of assistance in peer interactions that encourages negative or hurtful behavior among peers
- Score 1 if caregiver sometimes assists children in their communications and interactions with peers; assistance is typically poor; no instances of assistance that encourages negative or hurtful behavior among peers
- Score 2 if sometimes assists children in their communications and interactions with peers; assistance is typically good; no instances of assistance that encourages negative or hurtful behavior among peers
- Score 3 if caregiver frequently assists children in their communications and interactions with peers; assistance is typically good; no instances of assistance that encourages negative or hurtful behavior among peers
- N/A
- Frequency (topic/activity)
- Frequency Max Met After (minutes)

Category 3: Curriculum

Lesson Plans and Curriculum

P-LPC-02 Social and Emotional Development Infants and Toddlers
Activities and teacher strategies appropriate for both infants and toddlers that support teachers/staff to promote social and emotional development are well described with information on how to encourage involvement including types of materials and books to use to be able to actively involve infants and toddlers.

- 0: < 3 per month
- 1: 1-2 per week

- 2: 3-4 per week
 - 3: daily
-

P-LPC-02A Social and Emotional Development Infants and Toddlers

Planned activities with supporting learning objectives that promote trust and emotional security, self-awareness, self-regulation, relationships with others.

- 0: < 3 per month
 - 1: 1-2 per week
 - 2: 3-4 per week
 - 3: daily
-

P-LPC-03 Language and Communication Development Infants and Toddlers

Activities and teacher strategies appropriate for both infants and toddlers that support teachers/staff to promote language and communication development are well described with information including questioning techniques and ways to provide child friendly explanations to encourage involvement including types of materials and books to use to be able to actively involve infants and toddlers.

- 0: < 3 per month
 - 1: 1-2 per week
 - 2: 3-4 per week
 - 3: daily
-

P-LPC-03A Language and Communication Development Infants and Toddlers

Planned activities with supporting learning objectives that promote listening and understanding, communication and speaking and emergent literacy.

- 0: < 3 per month
 - 1: 1-2 per week
 - 2: 3-4 per week
 - 3: daily
-

P-LPC-04 Cognitive Development Infants and Toddlers

Activities and teacher strategies appropriate for both infants and toddlers that support teachers/staff to promote cognitive development are well described with information on how to encourage involvement including types of materials (blocks and other manipulatives) to use to actively involve infants and toddlers.

- 0: < 3 per month
 - 1: 1-2 per week
 - 2: 3-4 per week
 - 3: daily
-

P-LPC-04A Cognitive Development Infants and Toddlers

Planned activities with supporting learning objectives that promote exploration, discovery, problem solving, memory, imitation and make believe.

- 0: < 3 per month
 - 1: 1-2 per week
 - 2: 3-4 per week
 - 3: daily
-

P-LPC-05 Social and Emotional Preschool

Planned daily activities are implemented to support social and emotional development including trust and emotional security, self-awareness, self-regulation, and relationships with others, engaging children's interests and active involvement.

- 0: < 2 per month
 - 1: > 2 per month
 - 2: 1 per week
 - 3: 2 per week
-

P-LPC-05A Social and Emotional Preschool

Planned activities with supporting learning objectives that promote self-concepts, self-regulations, relationships with others and social awareness

- 0: < 2 per month
 - 1: > 2 per month
 - 2: 1 per week
 - 3: 2 per week
-

P-LPC-06 Language and Communication Preschool

Planned daily activities are implemented to support language and communication development including listening and understanding, communication and speaking to engage children's interests and active involvement.

- 0: < 3 per month
 - 1: 1-2 per week
 - 2: 3-4 per week
 - 3: daily
-

P-LPC-06A Language and Communication Preschool

Planned activities with supporting learning objectives that promote listening comprehension, speaking conversations, speech productions, vocabulary skills and sentence structure.

- 0: < 3 per month
 - 1: 1-2 per week
 - 2: 3-4 per week
 - 3: daily
-

P-LPC-07 Emergent Literacy – Reading Preschool

Activities for phonological awareness, print knowledge, and letter sound relations engaging children's interests and involvement

- 0: < 3 per month
 - 1: 1-2 per week
 - 2: 3-4 per week
 - 3: daily
-

P-LPC-07A Emergent Literacy – Reading Preschool

Planned activities with supporting learning objective that promote motivation to read, phonological awareness, alphabet knowledge, comprehension of text, read aloud skills and print concepts.

- 0: < 3 per month
 - 1: 1-2 per week
 - 2: 3-4 per week
 - 3: daily
-

P-LPC-08 Emergent Literacy- Writing Preschool

Activities for book and print knowledge and opportunities for early writing, in line with each child's level of engaging children's interests and involvement

- 0: < 3 per month
 - 1: 1-2 per week
 - 2: 3-4 per week
 - 3: daily
-

P-LPC-08A Emergent Literacy- Writing Preschool

Planned activities with supporting learning objectives that promote motivation to write (including scribbling, drawing, journaling etc), writing process and convention in writing.

- 0: < 3 per month
 - 1: 1-2 per week
 - 2: 3-4 per week
 - 3: daily
-

P-LPC-09 Mathematics Preschool

Activities for mathematics, in line with each child's level of development in this area, engaging children's interests and involvement

- 0: < 3 per month
 - 1: 1-2 per week
 - 2: 3-4 per week
 - 3: daily
-

P-LPC-09A Mathematics Preschool

Planned activities with supporting learning objectives that promote counting, adding to/ taking away, geometry, measurement, classification and patterns.

- 0: < 3 per month
- 1: 1-2 per week
- 2: 3-4 per week
- 3: daily

P-LPC-10 Science Preschool

Activities for science skill development in line with each child's level of development in this area, engaging children's interests and involvement

- 0: < 2 per month
- 1: 2-3 per month
- 2: 1 per week
- 3: 2 per week

P-LPC-10A Science Preschool

Planned activities with supporting learning objectives that promote physical science, life science earth science and space science(observation and experimenting)

- 0: < 2 per month
- 1: 2-3 per month
- 2: 1 per week
- 3: 2 per week

P-LPC-11 Social Studies Preschool

Activities for the development of social studies knowledge about people, their environment, various cultures, community building, and citizenship.

- 0: < 2 per month
- 1: 2-3 per month
- 2: 1 per week
- 3: 2 per week

P-LPC-11A Social Studies Preschool

Planned activities with supporting learning objectives that involve the interaction and understanding of people past and present,economic, geography and citizenship.

- 0: < 2 per month
- 1: 2-3 per month
- 2: 1 per week
- 3: 2 per week

P-LPC-12 Fine Arts Preschool

Activities for the development of fine arts skills that include art, music and/or dramatic expression for engaging children's interests and involvement

- 0: < 2 per month
- 1: 2-3 per month
- 2: 1 per week

- 3: 2 per week

P-LPC-12A Fine Arts Preschool

Planned activities with supporting learning objectives that promotes art (painting, drawing, creating, graphics, sculptures etc), music and dramatic expression.

- 0: < 2 per month
- 1: 2-3 per month
- 2: 1 per week
- 3: 2 per week

P-LPC-14 Technology Preschool

Activities for the development of technology skills and knowledge are well described to support children's use and understanding of different forms of technology. Examples of appropriate technology may include technology tools encompasses a broad range of digital devices such as computers, tablets, multi-touch screens, interactive whiteboards, mobile devices, cameras, DVD and music players, audio recorders, electronic toys, games, e-book readers and older analog devices still being used such as tape recorders, VCR's VHS tapes, record and cassette players, light tables, projectors, and microscopes.

- 0: < 2 per month
- 1: 2-3 per month
- 2: 1 per week
- 3: 2 per week

P-LPC-14A Technology Preschool

Planned activities with supporting learning objectives that promote the uses of digital learning tools, such as computers and handheld devices.

- 0: < 2 per month
- 1: 2-3 per month
- 2: 1 per week
- 3: 2 per week
- N/A if the provider has clearly states in their parents handbook that the uses of technology goes against center philosophy

P-LPC-15 Physical Activity and Motor Development Infants

Activities appropriate for infants, toddlers, and preschool children that support teachers and staff to promote physical health, activity, and motor development for engaging children's interests and involvement.

- 0: < 2 activities scheduled per month
- 1: Infants have supervised tummy time daily. Evidence in curriculum that infants spend, while awake, less than 30 minutes an hour in any confining equipment such as a crib, infant seat, swing, high chair or play pen

- 2: Infants have supervised tummy time daily at least 2-3 times per day for short periods or as tolerated. Daily planned physical activities for infants safely support developmental milestones (i.e.- head and neck support, rolling, floor sitting, kicking, crawling, reaching and grasping for objects).
- 3: Infants have supervised tummy time daily (3-5 min and gradually increased) at least 2-3 times per day for short periods or as tolerated. Daily planned physical activities for infants safely support developmental milestones (i.e.- head and neck support, rolling, floor sitting, kicking, crawling, reaching and grasping for objects)

P-LPC-15A Physical Activity and Motor Development Infants

Planned activities with supporting learning objectives that promote development and control over gross motor (large muscles) fine motor (small muscles).

- 0: < 2 activities scheduled per month
- 1: Infants have supervised tummy time daily. Evidence in curriculum that infants spend, while awake, less than 30 minutes an hour in any confining equipment such as a crib, infant seat, swing, high chair or play pen
- 2: Infants have supervised tummy time daily at least 2-3 times per day for short periods or as tolerated. Daily planned physical activities for infants safely support developmental milestones (i.e.- head and neck support, rolling, floor sitting, kicking, crawling, reaching and grasping for objects).
- 3: Infants have supervised tummy time daily (3-5 min and gradually increased) at least 2-3 times per day for short periods or as tolerated. Daily planned physical activities for infants safely support developmental milestones (i.e.- head and neck support, rolling, floor sitting, kicking, crawling, reaching and grasping for objects)

P-LPC-15 Physical Activity and Motor Development, continued. Toddlers

Note: Physical activity can occur in 10 minute intervals throughout the day.

- 0: < 2 activities scheduled per month
- 1: A total of at least 15-30 minutes of physical activity (structured or unstructured) is scheduled every 8 hour day (15 minutes total per 4 hour day). Activities are balanced between indoor and outdoor areas; however across a week a number of days may be unbalanced.
- 2: A total of at least 30-60 minutes of physical activity is scheduled every 8 hour day (30-45 minutes total per 4 hour day). Both free play and structured /teacher-led physical activities occur.
- 3: A total of at least 60-90 minutes of physical activity is scheduled every 8 hour day (45-60 minutes total per 4 hour day). At least 30 min of this activity is free play and at least 30 minutes is structured / teacher-led.

P-LPC-15B Physical Activity and Motor Development, continued. Toddlers

Planned activities with supporting learning objectives that promote development and control over gross motor (large muscles) fine motor (small muscles).

- 0: < 2 activities scheduled per month

- 1: A total of at least 15-30 minutes of physical activity (structured or unstructured) is scheduled every 8 hour day (15 minutes total per 4 hour day). Activities are balanced between indoor and outdoor areas; however across a week a number of days may be unbalanced.
- 2: A total of at least 30-60 minutes of physical activity is scheduled every 8 hour day (30-45 minutes total per 4 hour day). Both free play and structured /teacher-led physical activities occur.
- 3: A total of at least 60-90 minutes of physical activity is scheduled every 8 hour day (45-60 minutes total per 4 hour day). At least 30 min of this activity is free play and at least 30 minutes is structured / teacher-led.

P-LPC-15 Physical Activity and Motor Development, continued. Preschool/School Age
 Note: Physical activity can occur in 10 minute intervals throughout the day.

- 0: < 2 activities scheduled per month
- 1: A total of at least 30-60 minutes of physical activity (structured or unstructured) is scheduled every 8 hour day (30 minutes total per 4 hour day). Activities are balanced between indoor and outdoor areas; however across a week a number of days may be unbalanced.
- 2: A total of at least 60-90 minutes of physical activity is scheduled every 8 hour day (30-45 minutes total per 4 hour day). Both free play and structured /teacher-led physical activities occur. Activities are balanced between indoor and outdoor activities the majority of the week.
- 3: A total of at least 90-120 minutes of physical activity is scheduled every 8 hour day (45-60 minutes total per 4 hour day). At least 30 min of this activity is free play and at least 30 minutes is structured / teacher-led. Implementation of the daily schedule consistently reflects a balance of indoor/outdoor activities.

P-LPC-15C Physical Activity and Motor Development, continued. Preschool/School Age
 Planned activities with supporting learning objectives that promote development and control over gross motor (large muscles) fine motor (small muscles).

- 0: < 2 activities scheduled per month
- 1: A total of at least 30-60 minutes of physical activity (structured or unstructured) is scheduled every 8 hour day (30 minutes total per 4 hour day). Activities are balanced between indoor and outdoor areas; however across a week a number of days may be unbalanced.
- 2: A total of at least 60-90 minutes of physical activity is scheduled every 8 hour day (30-45 minutes total per 4 hour day). Both free play and structured /teacher-led physical activities occur. Activities are balanced between indoor and outdoor activities the majority of the week.
- 3: A total of at least 90-120 minutes of physical activity is scheduled every 8 hour day (45-60 minutes total per 4 hour day). At least 30 min of this activity is free play and at least 30 minutes is structured / teacher-led. Implementation of the daily schedule consistently reflects a balance of indoor/outdoor activities.

Planning for Special Needs and Respecting Diversity

P-PSNRD-01 Consideration for children in a Bilingual/ESL program.

Plan includes specific strategies for using child's home language to support the development of English language skills. This could include supports such as visual and gestural cues to promote learning.

- 0: < 2 strategies or activities per month
- 1: 2-3 strategies/activities per month
- 2: 1 strategy/activity per week
- 3: 2 strategies/activities per week

P-PSNRD-02 Consideration for students with disabilities

Plan includes specifications on how to make accommodations for children with disabilities.

Accommodations should include, but not be limited to, those that support learning for children with visual, motoric, and/or auditory problems.

- 0: < 2 strategies or activities per month
- 1: 2-3 strategies/activities per month
- 2: 1 strategy/activity per week
- 3: 2 strategies/activities per week

P-PSNRD-03 Consideration for students from culturally diverse backgrounds

Activities and teacher strategies are included that address the many cultures of children's families that attend the program (e.g., songs, customs, nursery rhymes, books, celebrations, foods)

- 0: < 2 strategies or activities per month
 - 1: 2-3 strategies/activities per month
 - 2: 1 strategy/activity per week
 - 3: 2 strategies/activities per week
-

Instructional Formats and Approaches to Learning

P-IFAL-02 Intentional instructional activities that are both teacher and child initiated are balanced throughout the planned daily activities

- Not Met
- There is some evidence of a balance of instructional activities being either directed by the teacher or child; however, may be many times when teacher is directing or lack of learning activities being implemented

- There is moderate evidence of a balance of instructional activities being either directed by the teacher or child; however, there may be sometimes when the balance is not apparent
- Instructional activities are consistently balanced between teacher directed and child initiated

P-IFAL-03 Routine and transition times are used as opportunities for incidental learning.

- Not Met
- There is some evidence of routine and transition times being used for incidental learning; however staff often misses the opportunity to make effective use of these times for learning
- There is moderate evidence of routine and transition times being used for incidental learning; however staff may sometimes miss the opportunity to make effective use of these times for learning
- Routine and transition times are consistently used as time for incidental learning

P-IFAL-04 Transition times are planned to avoid frequent disruption of children's activities and long waits between activities

- Not Met
- Staff shows some evidence of organization and preparation; however there are often disruptions and long waits between children's learning activities.
- Staff shows moderate evidence of organization and preparation; however there are some disruptions and long waits between children's learning activities.
- Staff is consistently well organized and prepared resulting in no disruptions and long waits between children's learning activities.

P-IFAL-05 Repeated exposure of a new concept (e.g. vocabulary word) in different learning contexts (e.g. lunch, circle time, outdoors) across the day.

- Not Met
- There is some evidence that the staff is using repeated exposure of a new concept in different learning contexts; however there are many times throughout the day when learning opportunities are missed.
- There is moderate evidence that the staff is using repeated exposure of a new concept in different learning contexts; however there are some times throughout the day when learning opportunities are missed.
- There is consistent evidence that the staff is using repeated exposure of a new concept in different learning contexts.

P-IFAL-06 Implemented learning activities are organized to build skills and knowledge progressively by moving the child from current developmental levels to the targeted developmental benchmarks

- 0: Not Met

- 1: There is some evidence that the staff implement the activities in ways that build on the child's current developmental level. There often may be times when staff support is minimal or inappropriate for children to learn because it is not aligned with the child's level of understanding.
- 2: There is moderate evidence that the staff implement the activities in ways that build on the child's current developmental level. There are few times when staff support is minimal or inappropriate for children to learn because it is not aligned with the child's level of understanding.
- 3: There is strong evidence the staff consistently implements the activities in ways that build on the child's current developmental level. Staff is observed to do this by asking children questions they can respond to, providing problems or tasks (e.g. building a block structure) that the child can successfully solve with support.

Category 4: Nutrition and Indoor/Outdoor Environment

Nutrition (required measures)

S-N-01 Program Practices

Written policies include the following:

- a) liquids and food hotter than 110 degrees F are kept out of reach.
- b) All staff are educated on food allergies and they take precautions to ensure children are protected.
- c) on days that providers serve meals, prepared food that is brought into the program to be shared among children is commercially prepared OR prepared in a kitchen that is inspected by local health officials.
- d) that healthy snacks (as listed by the Texas Department of Agriculture) are available for school aged children as students arrive.
- e) on days that providers serve meals, milk, fresh fruit and vegetables are available for children who bring lunches from home.

MET / NOT MET/ N/A

S-N-02 Home Lunch Practices

- a) Include in written policies/procedures to ensure the safety of food brought from home, including refrigeration or other means to maintain appropriate temperatures.
- b) Programs have policies in place outlining strategies to educate children and their parents on nutrition.
- c) Programs provide parents with information about foods that may cause allergic reactions.

d) Providers provide sample menus of healthful lunches for parents whose children bring food from home. Parents are encouraged to provide meals with adequate nutritional value.

MET / NOT MET/ N/A

S-N-03 Menu Planning

The provider documents one of the following options:

A. 12 months of menus that have been reviewed and approved by:

A1. a dietitian licensed by the Texas State Board of Examiners of Dietitians

(http://www.dshs.state.tx.us/dietitian/dt_roster.shtm)

A2. a certified child care health consultant (healthy child care Texas); OR

A3. an individual with a Bachelor's or graduate degree with a major in human nutrition, food and nutrition, nutrition education, dietetics, or food systems OR

B. Provider menu policies are structured to provide children with a variety of foods with different colors and textures to include whole grains, fresh fruits and vegetables; less processed items; and foods that meet the Dietary Guidelines for Americans guidelines established by the USDA.

Sample menus must be provided. OR

C. The Provider is participating in and in good standing with Child and Adult Care Food Program (CACFP).

MET / NOT MET/ N/A

S-N-04 BREASTFEEDING EDUCATION Infants

Policies specify that, upon request, a compilation of breastfeeding education and support resources in the community is provided to parents.

MET / NOT MET/ N/A

Nutrition (points-based measures)

P-N-01 Items to Observe: Yes/No Indicators All Ages

-Drinks are offered with food

-Seconds of healthy options are available

-Children are not hurried to finish eating

-Children are not viewing television during mealtime

-Food is not used as a reward or punishment

-Children are encouraged to engage in conversation during meal time

-Children have the opportunity to feed themselves consistent with their developmental levels

Scoring:

- Score 0: 0 points
- Score 1: 1-2 items observed
- Score 2: 3-5 items observed
- Score 3: 6-7 items observed

P-N-02 Caregivers model appropriate dining etiquette. Toddler and Older

- Score 0: Never
- Score 1: Rarely
- Score 2: Sometimes
- Score 3: Often

P-N-02A Caregivers model appropriate dining etiquette. Toddler and Older

- Score 0: Caregivers rarely (0-1) model appropriate dining etiquette.
- Score 1: Caregivers model appropriate dining etiquette a few (2-3) times.
- Score 2: Caregivers model appropriate dining etiquette several (4-5) times.
- Score 3: Caregivers frequently (6+) model appropriate dining etiquette.

P-N-03 Infants are held (if developmentally appropriate) and talked to in reassuring tones while bottle fed. Infants (0-12 Months)

- Score 0: No evidence
- Score 1: Some Infants were held during feeding but no positive speech directed at the infant was observed; score 0 if negative speech or handling was observed
- Score 2: All infants were held during bottle feeding. However, there was limited speech or reassuring tones observed; no negative speech or tone used
- Score 3: All infants were held during bottle feeding and were talked to in reassuring tones.

P-N-04 Caregivers feed infants on the infant's cue, such as the infant opening the mouth and making suckling noises or moving hands at random, unless the parent and the child's physician give written instructions otherwise. The caregivers also stop feeding upon satiety. Caregivers observe satiation indicators such as the infant keeping the mouth closed, turning away from the bottle, and paying increased attention to surroundings Infants (0-17 Months)

- Score 0: No evidence
- Score 1: Caregivers often use pacifiers when they observe some infant feeding cues. In some instances they begin feeding infants. Feeding is not consistently discontinued when there are signs of satiety.
- Score 2: Caregivers are patient and responsive when observing infant cues, and when observing signs of satiety. Pacifiers are rarely used in place of feeding when cues are observed. Feeding is regularly discontinued when infants turn away from the bottle, have increased awareness of surroundings, begin to close the mouth, or say "no".
- Score 3: As often as possible, the same caregiver works with the same infant and becomes familiar with his feeding cues. The caregivers are patient, gentle, and responsive to cues and signs of satiety. Pacifiers are not used in place of feeding when cues are presented.

P-N-05 Meals are served to children seated in small groupings with their assigned caregivers when not helping with the meal service routine or providing necessary assistance to children.

Children are encouraged to sample a variety of food of different colors and textures. Toddler, Preschool, and School-age

- Score 0: No evidence
- Score 1: Meals are served to children in their assigned groups; caregivers join the children, but do not interact with the children or encourage the children to engage in conversation.
- Score 2: Meals are served to children in their assigned groups; caregivers join the children, and interact with the children or encourage the children to engage in conversation.
- Score 3: Caregivers are seated with children, they engage and encourage them. Meals are served to children in small groups.

P-N-06 Preschool All children may assist with mealtime activities, with staff supervision.

Children are encouraged to serve themselves as their abilities permit (ex. set tables, put out napkins, scoop food using sturdy serving spoons, pour milk from child sized pitchers).

Items to observe:

-Children are encouraged to set tables, put out napkins, clean place mats etc.

-Children are encouraged to serve themselves as their abilities permit ex. scoop food using sturdy serving spoons, pour milk from child sized pitchers

-An orderly process is in place for taking turns and varying tasks.

Score 0: No evidence

Score 1: Minimal evidence

Score 2: Moderate evidence

Score 3: High/consistent evidence

Indoor Learning Environment (required measures)

S-ILE-01 All Ages

1. Indoor environment is arranged to facilitate a distinct division of active and quiet spaces
2. Nap/rest space is conducive for children to relax, rest or sleep as appropriate for the ages and abilities of children
3. Indoor environment includes space where children can play protected from interference by other children, yet be supervised by the caregiver
4. Equipment/materials are clean and in good repair and no parts are missing. Providers supply a checklist of cleaning and maintenance tasks they use to ensure a safe and sanitary environment for children.
5. Equipment/materials are readily available and adapted to allow for equal participation by all children.

MET / NOT MET

S-ILE-02 Infants & Toddlers

1. Indoor environment includes sufficient quantity of sleeping, diapering and feeding equipment to accommodate the number of children served
 2. Indoor environment includes sufficient space to allow for different kinds of experiences such as tummy time, active play, quiet play, and messy play
 3. Diapering areas include items that enhance cognitive and communication skills such as mobiles or colorful hanging objects
 4. Indoor environment includes space and equipment where caregivers and mothers can sit comfortably and hold infants while feeding or breastfeeding
- MET / NOT MET / N/A

S-ILE-03 School Age

Indoor environment is arranged to include a quiet place with age appropriate tables, chairs and appropriate lighting to facilitate completion of homework.

MET / NOT MET

Indoor Learning Environment (points-based measures)

P-ILE-01 Indoor environment is arranged to facilitate division of interest areas for play (as developmentally appropriate) and allow children to move easily from one area to another. For infants, a variety of stimulating opportunities for learning that may change throughout the day

- Score 0: No evidence of division of play space into interest areas or fewer than three areas are arranged.
- Score 1: At least three different kinds of interest areas with appropriate equipment/materials and sufficient space that allows for active, quiet, and messy play areas.
- Score 2: Developmentally appropriate equipment/materials arranged to facilitate play in 4 interest areas materials and sufficient space that allows for active, quiet, and messy play areas.
- Score 3: At least 7 interest areas arranged in the classroom which provide for different kinds of learning experiences. Developmentally appropriate equipment/materials are arranged for independent use. Interest centers are routinely changed to add variety.

P-ILE-02 Equipment/materials portray people in a manner that is nonstereotypical and culturally sensitive

- Score 0: No artifacts/key indicators visible
- Score 1: 1-2 types artifacts/key indicators visible
- Score 2: 3-4 types artifacts/key indicators visible
- Score 3: 5 types artifacts/key indicators visible

P-ILE-03 Developmentally appropriate visual caregiver - and children - created materials are displayed at children's eye level

- Score 0: Print materials are not displayed at child's eye level and do not include realistic pictures or child created work
- Score 1: Colorful realistic pictures reflecting nature, people, and objects are displayed but are not at the children's eye level
- Score 2: Realistic pictures of children's family members, pets, and other familiar people and places are or arts or crafts created by the children are displayed at the children's eye level.
- Score 3: Realistic pictures of children's family members, pets, and other familiar people and places and arts or crafts created by the children are displayed at the children's eye level

P-ILE-04 Equipment/materials reflect children's interest, appear inviting to children, and are arranged so children know where to find things and may easily select and return items

- Score 0: Equipment/materials are not displayed on low open shelving within children's reach. Available materials do not spark children's interest in play; may result in behavior issues.
- Score 1: Shelving is open and available at a height accessible to children, but it is limited
- Score 2: Open shelving and crates are distributed throughout the classroom at an appropriate height for children; children are welcome to retrieve materials
- Score 3: Shelving, open baskets and totes are labeled with words and pictures of materials at an appropriate height for easy reach; children are encouraged to retrieve materials and place them back in their correct place.

P-ILE-05 Equipment/materials encourage hands on manipulation of real objects

- Score 0: No evidence of real objects accessible to children for play.
- Score 1: Minimal evidence of age appropriate real objects accessible in the classroom.
- Score 2: Moderate evidence of age appropriate real objects accessible in the classroom.
- Score 3: High/consistent evidence of age appropriate real objects accessible and evident in various interest areas in the classroom.

P-ILE-06 Equipment/materials facilitate social interaction and experiencing the environment through all five senses

- 0: Lack of variety of materials; children lack interest in activities/play. Interaction among children is limited; behavior problems exist due to boredom
- 1: Children are allowed to move freely so natural groupings and interactions can occur. Variety of equipment and materials
- 2: Equipment/materials provide opportunities for children to work together or alone; provide a variety of experiences and are rotated to provide interest
- 3: High/consistent evidence that children are allowed to make choices to work and play in large and small groups or alone; variety of equipment/materials that allow children to experience the learning environment through all five senses.

Outdoor Learning Environment (points-based)

P-OLE-01 Outdoor environment and activities are linked to and reinforce indoor learning.

- Score 0 if no evidence is observed
- Score 1 if 1 activity is observed
- Score 2 if 2 activities are observed
- Score 3 if 3 or more activities are observed

P-OLE-02 The outdoor environment provides children with the opportunity to care for living things and appreciate nature/beauty

- Score 0: No evidence of living/natural elements present in the outdoor environment
- Score 1: 1-2 living/natural elements present in the outdoor environment
- Score 2: 3-4 living natural elements present in the outdoor environment
- Score 3: 5 or more living/natural elements present in the outdoor environment

P-OLE-03 Outdoor environment and natural and manufactured equipment/ materials, provides partial shade, motivates children to be physically active and engage in active play such as balancing, climbing, crawling, moving, pushing/pulling, riding, walking, and running

- Score 0: Outdoor environment lacks variety and interest. Insufficient equipment/materials result in boredom; behavior challenges or injuries result from misuse of equipment
- Score 1: Some outdoor equipment/materials are available for all children to use without undue competition or long delays
- Score 2: A variety of outdoor equipment and materials are available for all children to use without undue competition or long delays
- Score 3: Many outdoor equipment and materials are readily accessible for all children to use without undue competition or long delays. Sufficient variety allows children to make choices. Equipment/materials are rotated to maintain children's interest

P-OLE-04 Natural outdoor environment supports social emotional development including but not limited to areas that invite social gatherings, tummy time, dramatic play, group games, music and movement, and spaces for quiet and calm activities

- Score 0: No natural design elements or interest areas. Outdoor environment does not support play in large and small groups or space for privacy
- Score 1: Minimal evidence of natural design elements and interest areas that support social emotional development
- Score 2: Moderate evidence of natural design elements and interest areas that support social emotional development
- Score 3: High/consistent evidence of natural design elements and interest areas that support social emotional development

P-OLE-05 Outdoor equipment/materials encourage infants to experience the environment through all five senses Infants

- 0: Equipment and materials lack variety, are not age appropriate, limited to one or two of the five senses
- 1: Equipment may include strollers or buggy to facilitate exploring outdoors
- 2: Design elements and equipment include grassy areas for blankets, balls, pillows, blocks, infant swings
- 3: Design elements and equipment include foam blocks for climbing, tunnels for crawling and natural elements such as birdfeeders, bird baths and birdhouses for observation

Category 5: Parent Education and Involvement

Parent Education (required)

S-PE-01 Parents are provided with written policies and procedures which include:

- Curriculum goals
- Family participation
- Drop off/pick up procedures
- Parent conferences
- Fee structure
- Late payments and refund information
- Absences
- Clothing guidelines
- Inclement weather policy
- Separation procedures
- Physical activity
- Screen time policies
- Physical activity and screen time policies
- Procedure in place to allow parents to update contact information at all times without staff assistance
- Policies are reviewed annually and updated if necessary.

MET / NOT MET

S-PE-02 The program has systems in place for communication between the facility and parents.

MET / NOT MET

S-PE-03* A designated area is maintained where daily activity schedules, menus and other important notices are available to parents.

MET / NOT MET

Parent Education (points-based)

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 of 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.
- Encourage 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 educational portion of program begins to limit disruptions. Consistent routines in preparing 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 parent(s) and caregiver and the parents and child it is best if parent 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.

___ 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

P-PE-02 The provider provides families with opportunities to better understand the child's growth and development.

Score of 0= Not met

Score of 1= Posting of parent resources within the community.

Score of 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.

Score of 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.

Parent Involvement (required)

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.

MET / NOT MET

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 daily reports for children and parent communication log.

MET / NOT MET

S-PI-04 Introduction to community resources available to the parent/family.

MET / NOT MET

Parent Involvement (points-based)

P-PI-01 Parents have structured opportunities to provide input that may influence the program.

- Score 0: Not met
- Score 1: Director seeks out parent suggestions either verbally or written and can provide evidence.
- Score 2: The center/home has an on-going process to receive and review suggestions and recommendations from the parents (e.g. suggestions box, parent meetings).
- Score 3: Parents are offered an annual written evaluation and/or survey. Suggestions and evaluation results are integrated into the program operation when applicable.

P-PI-02 Parent/ caregiver conferences are held. Conferences can be held in person or by phone.

- Score 0: Not met
- Score 1: Parent caregiver conferences are available upon parent request.
- Score 2: 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.

- Score 3: A scheduled conference is offered to parents to exchange information a minimum of 2 times a year, no less than 5 months apart. System in place to share information with parents on an ongoing basis: Information from teacher observations and written assessment is shared.

P-PI-03 Parents are invited to participate in program related activities.

- Score 0: Not met
- Score 1: Parents are invited and encouraged to attend one event
- Score 2: Parents are invited and encouraged to attend two events
- Score 3: Parents are invited and encouraged to attend 3 or more events, special occasions, parent meetings, support group or other program-related activities.

“If you are the primary observer or conducting the observation alone, shade CONSISTENCY.
If you are the secondary observer, shade INTERRATER REL.”

- Project name:
 - Consistency
 - Interrater Rel.
 - Stability
- Participating in:
 - Texas Rising Star
 - Texas School Ready

Appendix 8: Data Sources for Capturing Category 1 Indicators

Table 1. Director Qualifications and Training

Indicator	Reporting via TECPDS	Review on- site in file
1. Director's Date of Hire	yes	yes
2. New Hire	yes	yes
3. High school/GED	yes	yes
4. Associates degree	yes	yes
5. Bachelor's degree	yes	yes
6. Master's degree	yes	yes
7. Doctorate degree	yes	yes
8. Valid Child Development Associate (CDA) Credential	yes	yes
9. Valid Child Care Professional (CCP) Credential	yes	yes
10. Valid Child Care Administrators Credential	yes	yes
11. Valid Child Care Administrator's certificate from a community college	yes	yes
12. Non-expiring director's certificate from DFPS	yes	yes
13. Number of credit hours in early childhood education	yes	yes
14. Number of credit hours in business management	yes	yes
15. Years of experience in ECE programs	no	yes
16. Years of experience in school-age programs	no	yes
17. Years of experience as a director in TRS or for a TRS- recognized nationally accredited provider	no	yes
18. Number of total college credit hours	yes	yes
19. Previous anniversary year dates	yes	yes
20. Number of clock hours in business management	yes	yes
21. Number of clock hours in child care related training	yes	yes
22. Number of hours in program administration, management or supervision	yes	yes
23. Number of clock hours infant, toddler, and three year old learning guidelines	yes	yes
24. Number of clock hours in Texas Pre-K Guidelines	yes	yes
25. Current Year before Anniversary Date	yes	yes
26. Number of clock hours in business management	yes	yes
27. Number of clock hours in child care related training	yes	yes
28. Number of hours in program administration, management or supervision	yes	yes
29. Number of clock hours infant, toddler, and three year old learning guidelines	yes	yes
30. Number of clock hours in Texas Pre-K Guidelines	yes	yes

Table 2. Caregiver Qualifications, Orientation, and Training

Indicator	Reporting via TECPDS	Review on- site in file
1. Date of Hire	yes	yes
2. Employed less than 90 days	yes	yes
3. Full time	yes	yes
4. Part time	yes	yes
5. Substitute	yes	yes
6. Volunteer	yes	yes
7. Caregiver Assigned to Infant	no	yes
8. Caregiver Assigned to Toddler	no	yes
9. Caregiver Assigned to Preschool	no	yes
10. Caregiver Assigned to School age	no	yes
11. Caregiver Orientation	no	yes
12. Training Plan	no	yes
13. Volunteer or Substitute Orientation	no	yes
14. High school/GED	yes	yes
15. Associates degree	yes	yes
16. Bachelor's degree	yes	yes
17. Master's degree	yes	yes
18. Doctorate degree	yes	yes
19. Some college hours (minimum of 12 college credit hours in child development, early childhood education related field)	yes	yes
20. Working towards Associate's or Bachelor's	yes	yes
21. Valid Child Development Associate (CDA) Credential	yes	yes
22. Valid Child Care Professional (CCP) Credential	yes	yes
23. Valid Child Care Administrators Credential	yes	yes
24. Working towards CDA	yes	yes
25. Working towards CCP	yes	yes
26. Number of credit hours in early childhood education	yes	yes
27. Number of credit hours in business management	yes	yes
28. Previous Anniversary Year	yes	yes
29. Number of clock hours in business management	yes	yes
30. Number of clock hours in child care related training	yes	yes
31. Hours appropriate to age group	yes	yes
32. Number of clock hours infant, toddler, and three year old learning guidelines	yes	yes
33. Number of clock hours in Texas Pre-K Guidelines	yes	yes
34. Current Year before Anniversary Date	yes	yes
35. Number of clock hours in business management	yes	yes
36. Number of clock hours in child care related training	yes	yes
37. Hours appropriate to age group	yes	yes

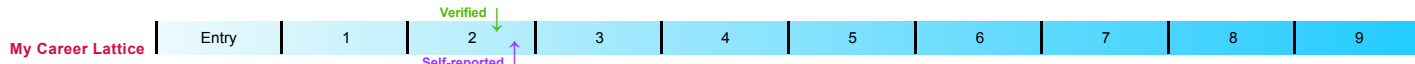
38. Number of clock hours infant, toddler, and three year old learning guidelines	yes	yes
39. Number of clock hours in Texas Pre-K Guidelines	yes	yes
40. Hours Aligned with Core Competencies	yes	yes
41. Total Clock Hours	yes	yes

Workforce ID: XXXXX

First Name: Practitioner

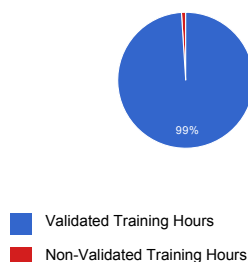
Last Name: Tecpds

Completion Date: 10/09/2019

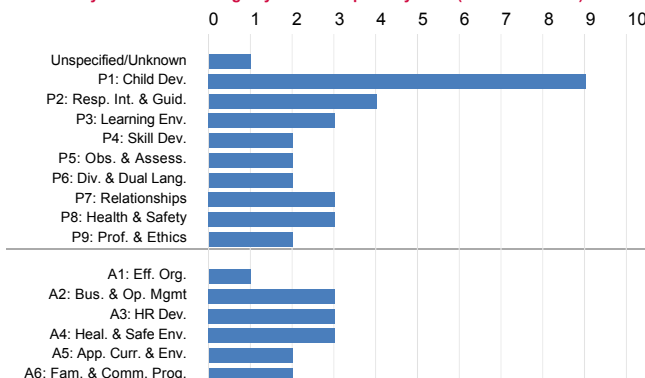


My Annual Training Overview

My Training Hours (Past 12 Months)



My Validated Trainings by Core Competency Area (Past 12 Months)

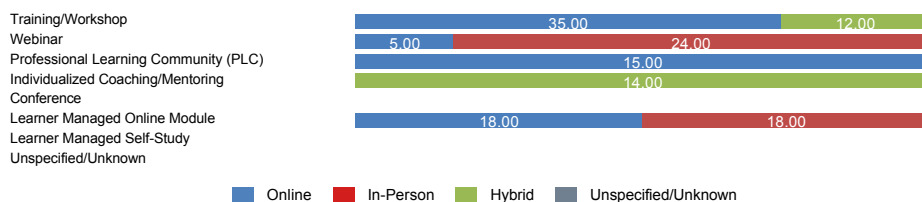


My Validated Training Hours by Child Care Licensing Delivery Method (Past 12 Months)

	Validated Trainings	All Trainings
Instructor-Led Training	48.00	49.00
Self-Instructional Training	93.00	93.00
Self-Instructional Training (Instructor Led)	0.00	0.00
Self-Study Training	0.00	0.00
Unspecified/Unknown	0.00	0.00
TOTAL	141.00	142.00

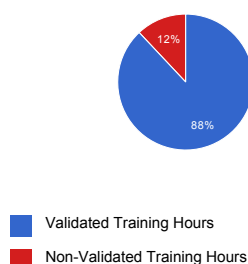
Validated training records have been verified by the Texas Early Childhood Professional Development System or your local workforce development board. Visit www.tecpds.org for more information.

My Validated Training Hours by TECPDS Learning Format (Past 12 Months)



My Career Training History

My Training Hours (All)



My Validated Trainings by Core Competency Area (All)



My Validated Training Hours by Child Care Licensing Delivery Method (All)

	Validated Trainings	All Trainings
Instructor-Led Training	65.00	84.00
Self-Instructional Training	103.00	117.00
Self-Instructional Training (Instructor Led)	30.00	30.00
Self-Study Training	40.00	40.00
Unspecified/Unknown	0.00	0.00
TOTAL	238.00	271.00

My Validated Training Hours by Learning Format

	Past 12 Months	Past 5 Years	Career
Training/Workshop	47.00	47.00	67.00
Webinar	29.00	29.00	29.00
Professional Learning Community (PLC)	15.00	15.00	30.00
Individualized Coaching/Mentoring	14.00	14.00	34.00
Conference	0.00	5.00	5.00
Learner Managed Online Module	36.00	46.00	46.00
Learner Managed Self-Study	0.00	0.00	15.00
Unspecified/Unknown	0.00	12.00	12.00
TOTAL	141.00	168.00	238.00

My Training Hours by Learning Format (Validated and Non-Validated)

	Past 12 Months	Past 5 Years	Career
Training/Workshop	48.00	52.00	72.00
Webinar	29.00	39.00	40.00
Professional Learning Community (PLC)	15.00	15.00	30.00
Individualized Coaching/Mentoring	14.00	19.00	39.00
Conference	0.00	5.00	5.00
Learner Managed Online Module	36.00	58.00	58.00
Learner Managed Self-Study	0.00	0.00	15.00
Unspecified/Unknown	0.00	12.00	12.00
TOTAL	142.00	200.00	271.00

Education

Education Type	Major Field of Study	Name of Institution	Year of Completion	View Transcript	Status	Validator	Date Validated
GED	test	test	2019	Download/View	Non Verified		
Master's Degree	A	A	2010	Download/View	Verified	TECPDS 1	05/12/2017
				Download/View	Non Verified		

Education - Coursework

Course Prefix	Course Title	# Credit Hours	Core Competency Area	Name of Institution	Early Childhood related?	Date Issued	Upload Certificate	Status	Validator	Date Validated
EDU XXXX	1	1.00	Child Growth and Development	Test College	YES	09/10/2019	View	Non Verified		
EDU XXXX	A	20.00	Child Growth and Development	Test College	NO		View	Verified	TECPDS 1	10/06/2017

Education - Credentials / Certifications

Credential / Certification Type	Credentiaing Agency	Date Issued	Expiration Date	Upload Certificate	Status	Validator	Date Validated
Teacher certification	Test Credentialing Agency	09/02/2019	09/09/2019	View	Non Verified		
		05/02/2017	05/02/2018	View	Verified	TECPDS 1	05/12/2017

Professional Development - Training

Learning Format	Delivery Type	Completion Date	Training Title	Core Competency Area	Registered Trainer	Trainer Name (if not registered)	# Clock Hours	Training Method	View Transcript	Status	Validator	Date Validated
Professional Learning Community (PLC)	Online/Distance	10/09/2019	Sample Training	Child Growth and Development Professionalism and Ethics Health, Safety and Nutrition Family and Community Relationships		Trainer	15.00	Self-Instructional Training	View	Verified	TECPDS 1	10/09/2019
Individualized Coaching/Mentoring	Hybrid	10/09/2019	Sample Training	Child Growth and Development		Trainer	5.00	Instructor-Led Training	View	Verified	TECPDS 1	10/09/2019
Training/Workshop	Online/Distance	10/09/2019	Sample Training	Child Growth and Development Business and Operations Management Human Resource Leadership and Development Maintaining a Healthy and Safe Environment		Trainer	24.00	Instructor-Led Training	View	Verified	TECPDS 1	10/09/2019
Webinar	Online/Distance	10/09/2019	Sample Training	Instituting Family and Community-Centered Programming Child Growth and Development Responsive Interactions and Guidance Learning Environment, Planning Framework, Curriculum and Standards		Trainer	5.00	Self-Instructional Training	View	Verified	TECPDS 1	10/09/2019
Individualized Coaching/Mentoring	Hybrid	10/09/2019	Sample Training	Unspecified/Unknown Implementing a Developmentally Appropriate Curriculum and Environment Maintaining a Healthy and Safe Environment Human Resource Leadership and Development Business and Operations Management	Registered Trainer	Registered Trainer	9.00	Self-Instructional Training	View	Verified	TECPDS 1	10/09/2019
Learner Managed Online Module	In person	10/09/2019	Sample Training	Professionalism and Ethics Professional Development Outlook Supporting Skill Development Family and Community Relationships Diversity and Dual Language Learners Health, Safety and Nutrition Child Growth and Development Responsive Interactions and Guidance Learning Environment, Planning Framework, Curriculum and Standards Observation and Assessment	Registered Trainer	Registered Trainer	18.00	Self-Instructional Training	View	Verified	TECPDS 1	10/09/2019
Learner Managed Online Module	Online/Distance	10/09/2019	Sample Training	Child Growth and Development	Registered Trainer	Registered Trainer	18.00	Self-Instructional Training	View	Verified	TECPDS 1	10/09/2019
Training/Workshop	Hybrid	07/26/2019	Sample Training	Child Growth and Development	Registered Trainer	Registered Trainer	2.00	Self-Instructional Training	View	Verified	TECPDS 1	07/26/2019
Training/Workshop	Online/Distance	06/06/2019	Sample Training	Responsive Interactions and Guidance		Unspecified/Unknown	11.00	Instructor-Led Training	View	Verified	TECPDS 1	10/09/2019

Learning Format	Delivery Type	Completion Date	Training Title	Core Competency Area	Registered Trainer	Trainer Name (if not registered)	# Clock Hours	Training Method	View Transcript	Status	Validator	Date Validated
Webinar	In person	02/24/2019	Sample Training	Child Growth and Development Establishing and Maintaining an Effective Organization Business and Operations Management Human Resource Leadership and Development Maintaining a Healthy and Safe Environment Implementing a Developmentally Appropriate Curriculum and Environment Instituting Family and Community-Centered Programming	Registered Trainer	Registered Trainer	24.00	Self-Instructional Training	View	Verified	TECPDS 1	10/09/2019
Training/Workshop	Hybrid	11/07/2018	Sample Training	Responsive Interactions and Guidance Learning Environment, Planning Framework, Curriculum and Standards Supporting Skill Development Observation and Assessment Diversity and Dual Language Learners Family and Community Relationships Health, Safety and Nutrition		Trainer	8.00	Instructor-Led Training	View	Verified	TECPDS 1	10/09/2019
Individualized Coaching/Mentoring	Online/Distance	11/11/2017	Sample Training	Child Growth and Development		Trainer	5.00	Instructor-Led Training	View	Non Verified		
Webinar	In person	10/03/2017	Sample Training	Responsive Interactions and Guidance Learning Environment, Planning Framework, Curriculum and Standards Supporting Skill Development		Trainer	10.00	Self-Instructional Training	View	Non Verified		
Learner Managed Online Module	In person	06/01/2017	Sample Training	Diversity and Dual Language Learners Family and Community Relationships		Unspecified/Unknown	12.00	Instructor-Led Training	View	Non Verified		
Unspecified/Unknown	Unspecified/Unknown	04/30/2017	Sample Training	Unspecified/Unknown		Trainer	12.00	Instructor-Led Training	View	Verified	TECPDS 1	10/06/2017
Professional Learning Community (PLC)	Online/Distance	09/28/2014	Sample Training	Observation and Assessment Observation, Assessment, and Documentation Diversity and Dual Language Learners Supporting Dual Language Learners Family and Community Relationships Health, Safety and Nutrition Professionalism and Ethics		Trainer	15.00	Self-Instructional Training (Instructor Led)	View	Verified	TECPDS 1	10/08/2018
Webinar	Online/Distance	02/05/2014	Sample Training	Professionalism and Ethics Professional Development Outlook		Trainer	1.00	Instructor-Led Training	View	Non Verified		
Individualized Coaching/Mentoring	Hybrid	10/05/2010	Sample Training	Unspecified/Unknown		Trainer	20.00	Self-Study Training	View	Verified	TECPDS 1	10/05/2018

Professional Development - CPE Training

CPE Strategies	Learning Format	Delivery Type	Completion Date	Training Title	Core Competency Area	Registered Trainer	Trainer Name (if not registered)	# Clock Hours	Training Method	View Transcript	Status	Validator	Date Validated
English Language Arts / Reading Journalism / Speech	Individualized Coaching/Mentoring	Online/Distance	09/27/2019	Sample Training	Observation and Assessment Diversity and Dual Language Learners		Trainer	1.00	Self-Study Training	View	Verified	TECPDS 1	09/27/2019
Diversity/Special Populations Mandated Other	Learner Managed Self-Study	Online/Distance	09/27/2019	Sample Training	Observation and Assessment		Trainer	500.00	Self-Study Training	View	Non Verified		
English Language Arts / Reading	Training/Workshop	Hybrid	09/27/2019	Sample Training	Responsive Interactions and Guidance		Trainer	1.00	Self-Instructional Training	View	Non Verified		
Journalism / Speech LOTE / Bilingual / ESL Math Social Studies	Webinar	Online/Distance	09/27/2019	Sample Training	Child Development: Domains, Stages, and Milestones Child Growth and Development		Trainer	2.00	Self-Instructional Training	View	Non Verified		
Journalism / Speech LOTE / Bilingual / ESL Math Social Studies PE / Health / Sports-Concussion Training Fine Arts Special Education / 504 / Gifted & Talented	Webinar	In person	09/26/2019	Sample Training	Responsive Interactions and Guidance Learning Environment, Planning Framework, Curriculum and Standards		Trainer	3.00	Instructor-Led Training	View	Non Verified		

CPE Strategies	Learning Format	Delivery Type	Completion Date	Training Title	Core Competency Area	Registered Trainer	Trainer Name (if not registered)	# Clock Hours	Training Method	View Transcript	Status	Validator	Date Validated
English Language Arts / Reading	Conference	Online/Distance	09/26/2019	Sample Training	Typical and Atypical Development Child Growth and Development		Trainer	1.00	Instructor-Led Training	View	Non Verified		
Counseling School Leadership and Administration	Training/Workshop	Hybrid	09/25/2019	Sample Training	Child Growth and Development		Trainer	1.00	Self-Instructional Training	View	Non Verified		
Math Special Education / 504 / Gifted & Talented	Learner Managed Self-Study	In person	08/30/2011	Sample Training	Supporting Skill Development		Trainer	20.00	Instructor-Led Training	View	Verified	TECPDS 1	09/27/2019
Journalism / Speech LOTE / Bilingual / ESL Math Social Studies PE / Health / Sports-Concussion Training	Training/Workshop	In person	01/10/1990	Sample Training	Child Growth and Development Child Development: Domains, Stages, and Milestones		Trainer	1.00	Instructor-Led Training	View	Non Verified		

Professional Development - Conferences

Conference Organizer:

Learning Format	Delivery Type	Completion Date	Training Title	Core Competency Area	Registered Trainer	Trainer Name (if not registered)	# Clock Hours	Training Method	Upload Certificate	Status	Validator	Date Validated
Training/Workshop	Hybrid	09/27/2019	Sample Training	Child Growth and Development		Trainer	1.00	Instructor-Led Training	View	Non Verified		
Training/Workshop	Hybrid	07/26/2019	Sample Training	Child Growth and Development		Trainer	2.00	Self-Instructional Training	View	Verified	TECPDS 1	07/26/2019
Conference	In person	10/03/2018	Sample Training	Establishing and Maintaining an Effective Organization		Trainer	5.00	Instructor-Led Training	View	Verified	TECPDS 1	10/05/2018
Training/Workshop	In person	10/01/2018	Sample Training	Child Growth and Development		Trainer	4.00	Self-Instructional Training	View	Non Verified		
Webinar	Online/Distance	09/30/2018	Sample Training	Child Growth and Development		Trainer	0.00	Instructor-Led Training	View	Non Verified		
Learner Managed Online Module	Online/Distance	10/03/2017	Sample Training	Business and Operations Management Human Resource Leadership and Development		Trainer	10.00	Self-Instructional Training	View	Verified	TECPDS 1	10/08/2018
Learner Managed Self-Study	Hybrid	09/29/2014	Sample Training	Maintaining a Healthy and Safe Environment Knowledge and Enforcement of Regulations Health Implementing a Developmentally Appropriate Curriculum and Environment Teaching Practices Instituting Family and Community-Centered Programming		Trainer	15.00	Self-Instructional Training (Instructor Led)	View	Verified	TECPDS 1	10/05/2018
Training/Workshop	In person	10/05/2010	Sample Training	Unspecified/Unknown		Trainer	20.00	Self-Study Training	View	Verified	TECPDS 1	10/08/2018

Employment

Number of Years Working in the Field of Early Childhood: 3-5 Years

Type Setting	Full-Time or Part-Time	Center/Facility Name	Start Date	End Date	Job Title	Address	Status	Validator	Date Validated
		Test FCC	02/01/2016	01/16/2019	Teacher		Non Verified		
		Test Center 1	01/28/2019	02/05/2019	Teacher		Non Verified		
		Test Elementary	07/24/2018	02/06/2019	Teacher		Non Verified		
		Test Center 2	07/24/2018	02/06/2019	Teacher		Non Verified		
		New Test School	08/13/2018	03/02/2019	Teacher		Non Verified		
Early Head Start	Full Time	My Test School	09/19/2019	09/27/2019	Assistant Teacher	123 Main Street	Non Verified		
Head Start	Full Time	Sample School 1	02/03/2019		Other	123 Main Street	Verified	TECPDS 1	03/08/2019
Public School	Part Time	Test School 1	02/03/2019		Other	123 Main Street	Verified	TECPDS 1	03/08/2019
Child Care Center	Part Time	Test School 2	02/03/2019		Owner/Operator	123 Main Street	Verified	TECPDS 1	03/08/2019
Child Care Center	Part Time	Test School 3	02/03/2019		Other	123 Main Street	Verified	TECPDS 1	03/08/2019
Child Care Center	Full Time	Test Center 3	02/03/2019		Owner/Operator	123 Main Street	Verified	TECPDS 1	03/08/2019
Faith Based Organization	Part Time	Test Center 4	02/03/2019		Owner/Operator	123 Main Street	Verified	TECPDS 1	03/08/2019
Child Care Center	Full Time	Test Center 5	04/28/2014	05/12/2017	Owner/Operator	123 Main Street	Verified	TECPDS 1	05/12/2017

Miscellaneous Document Upload

Title	Type	Create Date	Upload File
My training log 2019	Training Log	02/22/2019	View
My resume	Resume	02/22/2019	View
Resume 1	Resume	02/22/2019	View
New Training Log	Training Log	02/22/2019	View
New Training Log	Training Log	03/05/2019	View
New Resume	Resume	03/08/2019	View
Updated Training Log	Training Log	03/08/2019	View
2018-19 Resume	Resume	03/08/2019	View

Appendix 9: TRS Assessment Training and Certification Program Description

Development of the Texas Rising Star (TRS) Assessment Training and Certification Program was included in the scope of work for the current study. The program's design optimizes remote, web-based delivery, offering opportunities for more efficient staff training over time. It provides both mentors and assessors the training related to the program guidelines and the five categories contained within the TRS assessment, along with specialized ongoing support for the specific roles of assessor and mentor. Standardizing training and certifying staff ensures that the TRS certification process is reliable and credible across the state. The training and certification program includes a tiered approach of learning and practice through self-study online modules, small group facilitated sessions for additional support, and individualized support for staff needing one-on-one assistance:

- Initial training and certification on the TRS assessment
- Ongoing quarterly reliability training for TRS assessors to maintain reliability over time
- Ongoing professional learning communities (PLC) for TRS mentors focused on coaching and mentoring strategies and continuous quality improvement

The TRS Assessment Training and Certification Program includes several components designed to support TRS assessors and mentors to become certified on the TRS assessment, support assessors in maintaining reliability over time, and supporting mentors. The program's tiered training plan coordinates additional support with online training content, ensuring TRS assessors and mentors have opportunities to achieve and maintain role-based expectations. The tiered training plan includes:

- **Tier 1: Self-Study Learning Modules.** As part of the initial training and certification on the TRS assessment, TRS assessors and mentors will complete a series of online learning modules through self-study. The learning modules include a detailed description and exemplar, coding clarification, and note-taking strategies to score each item across facility types and age groups. The self-study includes guided practice with immediate feedback on scoring accuracy. Finally, each learning module includes a coding certification assignment to ensure assessors and mentors achieve reliability in each subcategory, with additional tiers of support (detailed below) integrated into the training program for those unable to achieve reliability through self-study.
- **Tier 2: Small Group Facilitated Sessions.** Offered for each self-study learning module, small group facilitated sessions are available to support TRS assessors and mentors who do not meet the reliability criteria. These sessions are modeled on debrief sessions that occurred during the current study's training procedure, led by an expert coder to is available to answer questions, make coding clarifications, and review supplemental coding assignments to improve reliability in specific subcategories of need. Upon achieving reliability through the increased support, users can advance in the self-study training. For those unable to advance, individualized support is provided (detailed below).
- **Tier 3: Individualized Feedback Sessions.** Offered only to assessors and mentors who need one-on-one support to achieve reliability, the individualized feedback sessions are led by an expert coder who is available to answer questions and make coding clarifications for the user's specific needs. Upon achieving reliability through the increased support, users can advance in the self-study training. For those unable to advance, TWC will determine whether the user will continue with the training program.

The TRS Assessment Training and Certification Program includes a series of self-study learning modules on the TRS assessment tool (across all facility types and age groups) and its implementation on CLI Engage:

- Introduction to the TRS Assessment Training and Certification Program and expectations for TRS assessors and mentors
- Facility-level items (categories 1, 4, and 5), detailed by subcategory

- Classroom-level items (categories 2 and 3), detailed by subcategory
- Coding practice assignments for all facility types and age groups, with immediate feedback on scores
- Recording TRS assessment scores on CLI Engage
- Final TRS assessment certification exam, comprised of coding practice at facility- and classroom-level

After all TRS assessors and mentors achieve initial reliability on the TRS assessment, ongoing support will be offered to maintain reliability (assessors) and use of coaching/mentoring strategies (mentors).

Quarterly reliability training is required for all assessors to maintain reliability; each quarter, all assessors will complete a coding reliability assignment on one facility type and one classroom age group, followed by a group feedback session. TRS mentors are required to join **ongoing mentor PLC** to discuss coaching and mentoring strategies, support for directors and teachers, and continuous quality improvement.