

Texas Early Childhood Program Standards Comparison Tool

The Texas Early Childhood Program Standards Comparison Tool is a collaboration between the Texas Early Learning Council and the Texas Head Start State Collaboration Office. The Comparison Tool is an online, searchable database of early childhood program standards, categorized by broad topics and more specific sub-topics. Early childhood programs in Texas must adhere to state program standards. Some programs also follow other standards established by the federal government, for example Head Start programs and programs on military bases.

Additionally, early childhood programs can choose to participate in national or state accreditations; these accreditations are developed, by government agencies or national organizations, to indicate a higher quality designation to programs that choose to participate. There is great variability in program standards—from the state and federal government, as well as accreditations. The Comparison Tool will help stakeholders learn more about these early childhood program standards.

Federal and state program standards, as well as other national and state program accreditations are included in the Comparison Tool. The Texas Early Childhood Standards Comparison Tool is the most comprehensive tool available nationwide, allowing stakeholders to research early childhood program standards and accreditations through an easy-to-use, online database. *Flip to the back to see a screenshot of the Comparison Tool!*

Visit the new Comparison Tool now!

Join our email listserv and follow us on Facebook and Twitter (@txearlylearning) to receive updates on all the Council's initiatives, including the Comparison Tool.

What national and state program standards and accreditations are included in the new Comparison Tool?

National Program Standards:

- Head Start Performance Standards
- DOD Military Child Care Standards

Texas Program Standards:

- Child Care Licensing Minimum Standards—Child Care Centers, Child Care Homes, and Before and After School Care

- Texas Pre-kindergarten laws

National Accreditations:

- DOD Effectiveness Rating and Improvement System (ERIS)
- Association for Christian Schools International (ACSI)
- National AfterSchool Association (NAA)
- National Accreditation Commission (NAC)
- National Association for the Education of Young Children (NAEYC)
- National Association for Family Child Care (NAFCC)
- National Early Childhood Program Accreditation (NECPA)

Texas Accreditations:

- Texas Rising Star—Child Care Centers and Child Care Homes

How will the Comparison Tool be used?

Practitioners and Administrators can learn more about state regulations of their program and about accreditations that are available to their program, as well as opportunities to collaborate with other programs.

Policymakers can learn more about the similarities and differences between state and federal standards and accreditations, and how different agencies and organizations define quality. Policymakers can also use the Comparison Tool to identify ways to influence collaboration between early childhood sectors.

The Texas Early Childhood Program Standards Comparison Tool is online at:

<http://thssco.uth.tmc.edu/comparisontool>

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When you visit the Comparison Tool, you will see the easy-to-use search feature. To begin, choose up to three agencies or organizations to compare their standards.

Then, choose a way to search the standards—by sorting through categories and subcategories, or by keyword.

Welcome to the Texas Early Childhood Program Standards Comparison Tool!

The Texas Early Childhood Program Standards Comparison Tool is a searchable database of early childhood program standards, categorized by topic. Federal and state program standards, as well as other national and state program accreditations, are included in the tool. The goal of the tool is to provide information about various program standards and accreditations to support increased collaboration among early childhood programs.

HOME | PURPOSE | HOW TO USE | AGENCY INFO | DEFINITIONS | STANDARDS AT A GLANCE

STEP 1: Choose up to three 1

<input type="checkbox"/> ACSE REACH Accreditation	<input type="checkbox"/> National After School Association – Council on Accreditation (NAA COA)
<input type="checkbox"/> Child Care Licensing Minimum Standards: Child Care Centers (Texas DFPS)	<input type="checkbox"/> National Association for the Education of Young Children (NAEYC)
<input type="checkbox"/> Child Care Licensing Minimum Standards: Child Care Homes (Texas DFPS)	<input type="checkbox"/> National Association for Family Child Care (NAFCC)
<input type="checkbox"/> Child Care Licensing Minimum Standards: School-Age & Before & After School Care (Texas DFPS)	<input type="checkbox"/> National Early Childhood Program Accreditation (NECPA)
<input type="checkbox"/> DOD Military Child Care & Effectiveness Rating & Improvement System (ERIS) Standards	<input type="checkbox"/> Texas Pre-Kindergarten Laws
<input type="checkbox"/> Head Start/Early Head Start Program Performance Standards	<input type="checkbox"/> Texas Rising Star Provider Certification Guidelines – Centers (TWC)
<input type="checkbox"/> National Accreditation Commission (NAC – Association for Early Learning Leaders)	<input type="checkbox"/> Texas Rising Star Provider Certification Guidelines – Homes (TWC)

Choose a Category or Search by Keyword

STEP 2: Choose a Category 2
Please Select At Least One Agency

STEP 2: Keyword Search 2
Please Select At Least One Agency

STEP 3: Choose up to three
Please Select A Category

Curriculum & Learning Activities

General Curriculum & Learning Activities

Child Care Licensing Minimum Standards: Child Care Centers (Texas DFPS)	National Association for the Education of Young Children (NAEYC)	Texas Pre-Kindergarten Laws
<p>§746.2201 (Subchapter F, Developmental Activities and Activity Plan December 2010) Medium (a) Caregivers must provide planned activities designed to meet the individual needs and developmental level of each child. Medium (b) You must ensure that children who need special care due to disabling or limiting conditions receive the care recommended by a health-care professional or qualified professionals affiliated with the local school district or early childhood intervention program. These basic care requirements must be documented and on file for review at the child-care center during operating hours. Activities must integrate all children with or without special care needs. You may need to adapt equipment and vary methods to ensure that you care for children with special needs in a natural environment.</p> <p>§746.2203 (Subchapter F, Developmental Activities and Activity Plan December 2010) Medium - (a) Your director or each caregiver must develop a written activity plan. The plan must outline the daily routines and specific activities for each age group and the plan must be followed by the caregiver(s) responsible for that group. Medium - (b) The activity plan must be inclusive for all children in the group regardless of disabling or limiting conditions.</p> <p>§746.2205 (Subchapter F, Developmental Activities and Activity Plan December 2010) (a) The written activity plan must include at least the following: Medium - (1) The group the activity plan is designed for and dates (daily, weekly, or monthly) the plan covers; Medium - (2) A variety of activities daily;</p>	<p>3.E.09 - Throughout the day, teaching staff actively seek out children's ideas and discern how they understand things by</p> <ol style="list-style-type: none">observing,talking with, andlistening to them. <p>3.F.01 - Teachers use curriculum in all content and developmental areas as a flexible framework for teaching and to support the development of daily plans and learning experiences.</p> <p>3.F.02 - Play is planned for each day.</p> <p>2.A.01 - The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with its philosophy that address central aspects of child development.</p> <p>2.A.02 - A clearly stated curriculum or curriculum framework provides a coherent focus for planning children's experiences. It allows for adaptations and modifications to ensure access to the curriculum for all children.</p> <p>3.E.05 - Teachers use the needs and interests of infants to influence schedules, routines, and learning experiences.</p> <p>3.E.06 - Infants who show interest or pleasure in an activity are encouraged and supported in prolonging that activity.</p> <p>3.E.08 - Teachers use their knowledge of children's</p> <ol style="list-style-type: none">social relationships,interests,ideas, andskills <p>to tailor learning opportunities for groups and individuals.</p>	<p>Sec. 29.1532. Prekindergarten Program Requirements.</p> <p>(a) A school district's prekindergarten program shall be designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills.</p> <p>The Texas Education Agency requires local school districts to utilize one or more of the following curriculums, adopted by the State Board of Education in Proclamation 2011 (November 2011.)</p> <ol style="list-style-type: none">Frog Street Pre-K Texas SystemHighScope Preschool Curriculum and AssessmentOpening the World of Learning: Texas Comprehensive Pre-KScholastic Big Day for PreK Texas ProgramThe Texas DLM Early Childhood ExpressWe Can! Texas Classroom SystemTeaching Strategies System for Pre-K, Texas edition

In this example, the Comparison Tool is displaying results for “General Curriculum and Learning Activities” for three different sets of standards.

Visit the Comparison Tool to learn more about these standards and much more!