



Initial Assessment Report

(Official)

Gloria D. Lacson FC.,
 INC., DBA., Sweet
 Angels Day Care
 11242 HARVEST BEND
 BLVD
 HOUSTON, TX 77064
 (281)970-9110

Facility Information: **Gloria D. Lacson FC., INC., DBA., Sweet Angels Day Care**

LWDB: Gulf Coast WDB - 28 DFPS License Number/Operator #: 1685090 Owner: Massoud Shamsoddin Director: Gladys	Age Range(s) Served: From: Infants 0-17 mos Through: School Age 5-12 yrs old Regulating Entity: State of Texas (CCL) Type of Facility: Licensed Center, All Ages [LC(AA)] Type of National Accreditation: N/A
--	--

Initial ASSESSMENT RESULTS

Date of Report: 12/01/2023

Assessed by: Asha Ortiz

Agreement Effective Date: 12/01/2023

Assessment Visit Completed: 11/30/2023

Agreement Termination Date: 11/30/2026

Overall Star Rating

Calculated	Verified
2	2

Category	Structural	Avg. Score	Star
1 - Director and Staff Qualifications and Training	MET	1.00	2
2 - Teacher-Child Interactions	N/A	2.00	3
3 - Program Administration	MET	1.36	2
4 - Indoor/Outdoor Environment	N/A	1.89	3
Calculated Star Rating:			2

Date discussed with Provider: 12/01/2023

Provider Name and Signature:

TRS PROVIDER CERTIFICATION SCORES

Gloria D. Lacson FC., INC., DBA., Sweet Angels Day Care

Gulf Coast WDB - 28

1685090

STRUCTURAL REQUIREMENTS

Director And Staff Qualifications And Training		
Director Qualifications		
S-DQT-04	DIRECTOR TRAINING	N/A
Teacher Qualifications		
S-COTQ-01	STAFF ORIENTATION	Met
S-COTQ-03	STAFF TRAINING	N/A
Structural Requirement Measure Rating for Category 1: MET		

Program Administration		
Family Education		
S-FE-01	<p>Family Education Parents are provided with written policies and procedures that include the following:</p> <ul style="list-style-type: none"> • Program philosophy and goal • Curriculum goals • Family participation • Drop-off and pickup procedures • Parent conferences • Fee structure • Late payments and refund information • Absences • Clothing guidelines • Inclement weather policy • Withdrawal from program procedures (in case of an event that causes the center to no longer be able to provide care for a child) • Physical activity • Screen time policies • Nutrition education and procedures • Breastfeeding policies and resources (programs that serve infants ages 0–17 months) • Procedure to allow parents to update contact information at all times without staff assistance 	Met
Family Involvement		
S-FI-02	Director/Parent/Teacher Collaboration Regarding Challenging Behavior Program has a written policy/process for addressing challenging behaviors of children. The policy/process includes teacher and/or director having 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 of their child's progress.	Met
S-FI-03	The director and teachers should be able to provide evidence that they are working together with the parents about decisions regarding the child's experience, which may include written reports for children and a parent communication log.	Met
S-FI-04	Community Resources Information about community resources is available to the parent/family.	Met
Program Management		
S-PM-01	Program Management Program supports families and children who may need additional accommodations, to include home language, special needs/differing abilities, and cultural backgrounds.	Met
Structural Requirement Measure Rating for Category 3: MET		

TRS PROVIDER CERTIFICATION SCORES

Gloria D. Lacson FC., INC., DBA., Sweet Angels Day Care

Gulf Coast WDB - 28

1685090

PROCESS MEASURES

Director And Staff Qualifications And Training		
Director Qualifications		
P-DEQT-01	FORMAL EDUCATION	0
P-DEQT-04	DIRECTOR EXPERIENCE	3
Teacher Qualifications		
P-CQT-01	TEACHER QUALIFICATIONS	0
Process Measure Rating for Category 1 : 2 ★		

Teacher-Child Interactions		
Staff Ratios and Group Size		
P-GSSR-01	Group Size	TRS-Dinosaurs Infants : 3 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 3
P-GSSR-02	Staff to Child Ratio	TRS-Dinosaurs Infants : 3 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 3
Warm and Responsive Style		
P-WRS-01	Creates a warm, safe, and nurturing environment.	TRS-Dinosaurs Infants : 3 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 3
P-WRS-02	Uses frequent positive nonverbal behaviors to increase feelings of acceptance	TRS-Dinosaurs Infants : 3 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 3
P-WRS-03	Has a patient, relaxed style that helps maintain calmness in the classroom	TRS-Dinosaurs Infants : 3 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 3

Teacher-Child Interactions		
P-WRS-04	Notices and attends to children's needs and signals	TRS-Dinosaurs Infants : 2 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 3
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.)	TRS-Dinosaurs Infants : 3 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 3
P-WRS-06	Demonstrates an ability to adjust one's own behavior to meet the needs, interests, and abilities of individuals/groups of children	TRS-Dinosaurs Infants : 3 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 0
Language Facilitation and Support		
P-LFS-01	Listens to children attentively and responds appropriately to their language, vocalizations, and nonverbal attempts at communication	TRS-Dinosaurs Infants : 2 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 3
P-LFS-02	Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior/accomplishments	TRS-Dinosaurs Infants : 2 TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 0
P-LFS-03	Uses language to add meaning or expand on children's interests or agenda	TRS-Dinosaurs Infants : 2 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 0
P-LFS-04	Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play.)	TRS-Dinosaurs Infants : 2 TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 3
P-LFS-05	Uses descriptive language (specific labels and descriptors)	TRS-Dinosaurs Infants : 3 TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 0

Teacher-Child Interactions		
P-LFS-06	Provides children with frequent opportunities to talk with caregivers (small group, whole group, outdoor play, and mealtimes).	TRS-Dinosaurs Infants : 2 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 0
P-LFS-07	Allows children time to respond to questions before providing the answer or asking another question.	TRS-Dinosaurs Infants : 3 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 3
P-LFS-08	Engages children in conversations (3–5 turns) about a variety of topics or provides commentary and encourages back-and-forth vocalization/ gestures with infants and toddlers	TRS-Dinosaurs Infants : 1 TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 3
P-LFS-09	Expands on children’s understanding or initiation by elaborating on what children say or draw attention to	TRS-Dinosaurs Infants : 0 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 0
P-LFS-10	Extends children’s language and/or models for children how to express complete ideas or sentences	TRS-Dinosaurs Infants : 2 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 0
Play-Based Interactions and Guidance		
P-BIG-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	TRS-Dinosaurs Infants : 1 TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 0
P-BIG-02	Participates and expands on play initiated by children to reinforce language, ideas, and social development	TRS-Dinosaurs Infants : 2 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 0
P-BIG-03	Provides guidance when children are working, in order to progressively build skills and knowledge rather than using overly directive strategies	TRS-Dinosaurs Infants : 1 TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 0

Teacher-Child Interactions		
P-BIG-04	Provides opportunities for and/or facilitates children's social interactions with their peers	TRS-Dinosaurs Infants : 1 TRS-Dragons Toddler : 0 TRS-Leapers Pre School : 0 TRS-Rockets School Age : 0
Support for Children's Regulation		
P-SCR-01	Models or 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).	TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 0
P-SCR-02	Providing children with short explanations that help them understand why they are feeling a certain way	TRS-Dragons Toddler : 0 TRS-Leapers Pre School : 0 TRS-Rockets School Age : 0
P-SCR-03	Explains logical consequences for behaviors rather than providing arbitrary consequences	TRS-Dragons Toddler : 0 TRS-Leapers Pre School : 1 TRS-Rockets School Age : 0
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.)	TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 1
P-SCR-05	Demonstrates flexibility and tolerance for minor mishaps and misbehaviors	TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 0
P-SCR-06	Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur.	TRS-Dragons Toddler : 0 TRS-Leapers Pre School : 0 TRS-Rockets School Age : 0
P-SCR-07	Assists children in their communications and interactions with peers.	
P-SCR-08	Encourages children to assist with routines and procedures that help build self-help skills	TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 1
Instructional Formats and Approaches to Learning		
P-IFAL-01	Intentional instructional activities that are both caregiver and child initiated are balanced throughout the planned daily activities.	TRS-Dinosaurs Infants : 3 TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 0

Teacher-Child Interactions		
P-IFAL-02	The daily schedule demonstrates a balance of both teacher- and child-initiated planned daily activities	TRS-Dinosaurs Infants : 3 TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 0
P-IFAL-03	Routine and transition times are used as opportunities for incidental learning	TRS-Dinosaurs Infants : 2 TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 0 TRS-Rockets School Age : 0
P-IFAL-04	Transition times are planned to avoid frequent disruption of children's activities and long waits between activities	TRS-Dinosaurs Infants : 0 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 0
P-IFAL-05	Repeated exposure of a new concept is used in different learning contexts across the day	TRS-Dinosaurs Infants : 0 TRS-Dragons Toddler : 1 TRS-Leapers Pre School : 1 TRS-Rockets School Age : 0
Process Measure Rating for Category 2 : 3 ★		

Program Administration		
Family Education		
P-FE-01	The program conducts an orientation with the family at enrollment. A signed and dated copy of the content of the orientation is kept in the child's file.	0
P-FE-02	The program provides families with opportunities to better understand the child's growth and development.	1
Family Involvement		
P-FI-01	Parents have structured opportunities to provide input that may influence the program.	1
P-FI-02	Parent/teacher conferences are held. Conferences can be held in person or by phone.	3
P-FI-03	Families are invited to participate in program-related activities.	0
Program Management		
P-PM-01	Program Management Program offers staff formal compensatory supports to encourage staff retention	1
P-PM-02	Program demonstrates health and nutrition policies for children and parents that are structured to ensure the program supports whole child development	3
P-PM-03	Program uses a developmentally appropriate curriculum that aligns with early learning guidelines/standards	0
P-PM-04	Program provides support to teachers for curriculum planning	0
P-PM-05	Program supports the use of assessments (formal and/or informal) that measure children's developmental progress.	3
P-PM-06	Program encourages and supports teachers' use of assessments to guide their instructional planning for the children in their class.	3
Process Measure Rating for Category 3 : 2 ★		

Indoor/Outdoor Environment		
Indoor Learning Environment		
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 is provided that may change throughout the day	TRS-Dinosaurs Infants : 1 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 3
P-ILE-02	Equipment and materials portray people in a manner that is non-stereotypical and culturally sensitive	TRS-Dinosaurs Infants : 0 TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 2
P-ILE-03	Developmentally appropriate visual teacher- and children-created visual materials and realistic pictures are displayed at children's eye level	TRS-Dinosaurs Infants : 0 TRS-Dragons Toddler : 1 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 0
P-ILE-04	Equipment and materials reflect children's interests, appear inviting to children, and are arranged so children know where to find things and may easily select and return items	TRS-Dinosaurs Infants : 1 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 1
P-ILE-05	Equipment and materials encourage hands-on manipulation of real objects	TRS-Dinosaurs Infants : 0 TRS-Dragons Toddler : 1 TRS-Leapers Pre School : 1 TRS-Rockets School Age : 1
Outdoor Learning Environment		
P-OLE-01	Outdoor environment allows children to engage in natural small groupings with activities that are linked to and reinforce indoor learning	TRS-Dinosaurs Infants : 1 TRS-Dragons Toddler : 3 TRS-Leapers Pre School : 3 TRS-Rockets School Age : 2
P-OLE-02	Outdoor environment provides children with the opportunity to care for living things and appreciate nature	TRS-Dinosaurs Infants : 2 TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 2
P-OLE-03	Outdoor environment and natural and manufactured equipment and materials provide partial shade and motivate children to be physically active and engage in active play such as balancing, climbing, crawling, moving, pushing/pulling, riding, walking, and running	TRS-Dinosaurs Infants : 2 TRS-Dragons Toddler : 2 TRS-Leapers Pre School : 2 TRS-Rockets School Age : 1

Indoor/Outdoor Environment		
P-OLE-05	Outdoor equipment and materials encourage infants to experience the environment	TRS-Dinosaurs Infants : 2
Process Measure Rating for Category 4 : 3 ★		



Texas 
Rising Star

**Having met the Texas Rising Star
High Quality Child Care Standards,**

**Gloria D. Lacson FC., INC., DBA.,
Sweet Angels Day Care**

**Is hereby a
Two-Star certified program.**

Dec 01 2023

Issue Date

Nov 30 2026

Expiration Date

Texas Rising Star



two out of four star certification

Asha Ortiz

Signature

Gulf Coast WDB - 28

Local Workforce Development Board