



PROGRAM QUALITY FRAMEWORK FOR FAMILY CHILD CARE PROGRAMS

CATEGORY

3



Self-Assessment

Family and Community Engagement



MASSACHUSETTS
**Department of
Early Education and Care**

INTRODUCTION TO THE PROGRAM QUALITY FRAMEWORK SELF-ASSESSMENT

Program quality touches all areas of a family child care program. Because of this, it is important for family child care educators to regularly assess and refine their program quality practices through a process of continuous quality improvement or CQI.

Responsive & Supportive Interactions, Environment, Curriculum & Assessment, Business Practices, Leadership & Professional Learning, and Family & Community Engagement are the domains of program quality that can be measured, assessed, and refined through a process of CQI. The **Program Quality Framework Self-Assessment** is one tool that family child care educators can use to assess program quality in relation to the Program Quality Framework for Family Child Care Programs when engaging in the CQI process.

As with all aspects of CQI, when family child care educators engage with the Program Quality Framework Self-Assessment, it is important to think flexibly about the ways the practices can look in their program. To aid family child care educators in their assessment of program quality and engage in CQI goal setting, the Program Quality Framework Self-Assessment offers examples of practice to consider. **However, there are many ways that quality can be identified in programs and the examples listed here are one way they can look.** The Program Quality Framework Self-Assessment provides a tool for family child care educators to identify the ways that programs demonstrate their unique quality practices through the lens of the EEC Program Quality Framework.

How To Use the Program Quality Framework Self-Assessment

To complete the Program Quality Framework Self-Assessment family child care educators should:

- 1. Review** each priority area and its related actions by reading the practices in the left column and the example of **one** way the practice might look in the middle column. The information in these columns will help family child care educators to understand what quality looks like in a family child care program.
- 2. Observe** their program in action and look for ways that the priority area is present in their setting.
- 3. Record** the ways that their program demonstrates this action in the column on the far right. The information in this column will be their unique program data to review, discuss and interpret.
- 4. Discuss** the program's overall reflections for each priority area as a team and assign each priority area a number by entering the appropriate number using the following descriptors into the score box:
 - **3** = We demonstrate this priority area in full and consistently.
 - **2** = We demonstrate this priority area sometimes or partially.
 - **1** = We do not demonstrate this priority area yet.
- 5. Use** the findings from this program self-assessment as a starting point to guide quality improvement goal setting and planning (see Continuous Quality Improvement Playbook for more information).

PRIORITY AREA 3.A: Proactively communicate with families.

Family Child Care Educators	One way this can look	How this looks in my program
Build and maintain mutual relationships with families.	<i>Using surveys or frequent discussions to learn about each family's values, languages, and needs.</i>	
Engage families in discussions about their children's progress.	<i>Involving families in goal-setting for their child by sharing observations and data at family/teacher conferences.</i>	
Help prepare families for their children's ongoing growth, development, and future transitions.	<i>Providing accessible resources on child development, and future milestones and transitions with families to help them prepare.</i>	
Invite families to share about their traditions, cultural values, home language, and experiences.	<i>Inviting families to share cultural traditions through storytelling, recipes, music, or projects.</i>	
Support families by identifying additional supports, resources, and services that might be helpful.	<i>Providing a family resource center with information regarding additional support services and resources outside the program entrance.</i>	

Additional Notes:



SCORE

- 3 = We demonstrate this priority area in full and consistently.
- 2 = We demonstrate this priority area sometimes or partially.
- 1 = We do not demonstrate this priority area yet.

PRIORITY AREA 3.B: Show respect for families.

Family Child Care Educators	One way this can look	How this looks in my program
Use strategies appropriate to each family when communicating, including language and format, and showing sensitivity to families facing challenges.	<i>Asking families for their preferred communication methods and offering translated materials such as a family newsletter.</i>	
Adapt children’s goals, learning activities, and supports based on family input.	<i>Involving families in setting goals for their children based on their values, home practices, and interests and incorporating these into daily plans and routines.</i>	
Additional Notes:		
SCORE 3 = We demonstrate this priority area in full and consistently. 2 = We demonstrate this priority area sometimes or partially. 1 = We do not demonstrate this priority area yet.		



PRIORITY AREA 3.C: Engage with the community.

Family Child Care Educators	One way this can look	How this looks in my program
Establish and maintain relationships with agencies and institutions that can support the program in achieving its goals.	<i>Maintaining regular communication with partners via meetings and updates or by inviting them to serve on the program advisory council.</i>	
Establish and maintain relationships with social service providers in the community and help families to access these services.	<i>Identifying local agencies and organizations that align with program goals and sharing this information in a family resource center.</i>	
Advocate for the needs of the program and its families in the community among service agencies and local government organizations.	<i>Participating in advocacy campaigns or information sessions to share the importance of supporting early childhood education.</i>	
Stay informed about changes in policies related to early education and care and related family services.	<i>Joining early childhood education networks such as National Association for the Education of Young Children and other professional resources to stay informed on current practices.</i>	
Cooperate on neighborhood interests and needs.	<i>Collaborating with local agencies to address neighborhood issues such as access to parks, safe transportation, or family-friendly spaces.</i>	

Partner with local businesses and organizations to develop community-based learning experiences for children.	<i>Collaborating with local businesses such as local farms, museums, or stores to establish field trips, guest speakers, and other learning activities for children.</i>	
Additional Notes:		
SCORE	3 = We demonstrate this priority area in full and consistently. 2 = We demonstrate this priority area sometimes or partially. 1 = We do not demonstrate this priority area yet.	