



PROGRAM QUALITY FRAMEWORK FOR FAMILY CHILD CARE PROGRAMS

CATEGORY

5



Self-Assessment

Leadership and Professional Learning



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 5.A: Act ethically and responsibly as caretakers of children.

Family Child Care Educators	One way this can look	How this looks in my program
Demonstrate good judgment and ability to handle emergency situations, mandated reporting, or other incidents appropriately.	<i>Modeling calm completion of tasks during emergencies.</i>	
Follow practical, ethical, and legal considerations and professional guidelines in sharing information (protecting children's privacy), making referrals, communicating with colleagues, and supporting young children with specific learning needs.	<i>When discussing a child with a specialist, share only necessary information, ensuring compliance with privacy laws.</i>	
Create and implement policies and procedures that protect all staff, children, and families.	<i>Developing, sharing, and practicing non-emergency and emergency policies and procedures such as fire drills or routinely counting children in care with children.</i>	
Use child assessments appropriately to make referrals or access resources.	<i>Working with families to review screening data such as the Ages and Stages Questionnaire (ASQ) to make decisions about child referrals for special education services.</i>	

Monitor and manage special education requirements.	Ensuring that an Individualized Family Service Plan or Individualized Education Program are followed with appropriate accommodations in place by asking questions for clarification.	
Continually reflect on and seek to address the impacts of structural racism and implicit bias.	Regularly assessing interactions with children to ensure fair treatment and address any biases in expectations or discipline methods.	

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 5.B: Pursue improvement and professional growth and engage in reflective practice.

Family Child Care Educators	One way this can look	How this looks in my program
Engage in education, professional development, and self-reflection to stay updated on research and best practices, promote continuous learning, and improve practices.	<i>Regularly attending workshops, community of practice groups, and conferences focused on the latest research in early childhood education.</i>	
Pursue professional development in response to the unique needs/interests of children and families.	<i>Frequently assessing the needs of your community and filling any gaps in knowledge/skills that may be necessary to meet the needs of children/families.</i>	
Engage in a professional community of educators as part of ongoing professional learning and continuous improvement that helps to build collaborative professional relationships and supports reflective practice.	<i>Meeting regularly with other program leaders in the community to share experiences, resources, and challenges and reflect on ways to improve practice.</i>	
Ensure that the program meets licensing regulations; responds to non-compliances with a plan on how to come into compliance, and improve the quality of practice.	<i>Regularly reviewing licensing requirements and conducting an internal audit.</i>	
Work collaboratively with educators, families, EEC, other agencies, and community partners to improve program quality.	<i>Using program data such as the results of a family survey to establish goals for improvement.</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.