This tool was developed by a task-force convened by Oklahoma Human Services Child Care Services, with representatives from Broken Arrow Public Schools Before & After Care, Center for Early Childhood Professional Development, Community Service Council of Greater Tulsa, Integris Fun and Fit, Jenks Public Schools Before & After School Child Care Enrichment, Oklahoma Partnership for Extended Learning (OPEL), Oklahoma State Department of Education 21st Century Community Learning Centers, Tulsa Public Schools Before & After School Programs, Union Public Schools Extended Day Programs, and YMCA Youth Development.

Name of person completing the scale: _____

Program name and K8 number: _____

Classroom name (if applicable): _____

Date of completion: _____

This self-assessment scale has been developed for use by Oklahoma Out-of-School Time programs and programs providing care for school age children. It is a Child Care Services-approved program assessment tool that meets the Quality Rating and Improvement System (QRIS) criteria for program evaluation by any program providing care for school age children, including Family Child Care Homes. The scale is intended to be used along with additional program evaluation practices (such as health and safety checklists, personnel and family surveys, and equipment inventories) to gather input about a program. This program feedback data is taken into consideration when making and implementing annual and ongoing program goals.

Introduction:

The *Oklahoma Quality Out-of-school Time Program Scale: Self- Assessment* was designed using the content areas and teacher skills identified in the *Oklahoma Core Competencies for Out-of- School Time Practitioners* as necessary to deliver quality programs.

The purpose of this scale is for program administrators to assess the quality of practices provided in their program. It can be used in many ways. The simplest way is for the administrator to go through the scale line by line and complete the checklist for the overall program. For programs with multiple educators and/or classrooms, a more in-depth and higher quality assessment can be accomplished by completing the scale separately for each teaching personnel or classroom. A very high quality assessment can be achieved in programs with multiple personnel and/or classrooms when each educator uses the tool to self-assess their classroom, the administrator uses the tool to assess the practices of each personnel or classroom, and then the administrator meets with each educator or classroom personnel to discuss and compare findings.

Continuous quality improvement is recognized as one of the key indicators of quality care. Program evaluation helps identify program strengths and weaknesses, provide a quality environment for the children and youth in care, and increase family awareness regarding the importance of their child/ youth's care.

This document includes best practices and it is unlikely that any educator, classroom, or program is accomplishing (or values) them all. The intent is for this tool to be used to identify one or two practices you'd like to work on (goals), make concrete plans (what? when? who?), and then carry out the plan.

Directions:

The program administrator:

- completes the name of the person completing the scale, program name, classroom name (if there are multiple classrooms and if each one is evaluated separately), and date on page one.

- observes and evaluates the program for each quality practice and records on pages two through 13. Whether the practice occurs seldom (S), often (O), or usually (U).

- may use the "Notes" section to jot down any observations related to the quality practices evaluated in each section.

This scale is an assessment tool approved by Child Care Services. Completion of this scale meets the Oklahoma QRIS program evaluation requirement for program assessment when it is completed within the first year of approval for Three, Four, or Five Star and every three years thereafter.

Three, Four, and Five Star programs establish program goals at least annually based on information gathered from the completed assessment, health and safety checklists, and family and personnel surveys and develop written goals (that include professional development and educational needs of program personnel) as well as program policy and procedures.

Child & Youth Growth and Development

Educators understand that each child/youth has different interests, abilities, and personalities. Educators understand typical benchmarks for growth and development, participate in ongoing learning and reflection, and use this knowledge to provide a program that meets the multiple needs of children/youth. Best practice supports the nature of each child/youth by including and supporting all areas of development (physical, cognitive, language, literacy, and social-emotional).

Quality Practices	Seldom	Often	Usually	Notes
Strong, positive relationships are developed with each child/ youth.	☐	☐	☐	
Hands-on experiences are provided for children/youth such as play, active participation, and structured small group activities.	☐	☐	☐	
Classroom practices are based on child development information.	☐	☐	☐	
Classroom practice is adapted to meet the diverse needs of children/youth and families.	☐	☐	☐	
A cross-cultural learning environment is fostered.	☐	☐	☐	
A variety of open-ended materials are provided to develop critical thinking, creativity, and support child/youth voice and choice (such as MakerSpace, creative writing, and drawing).	☐	☐	☐	

Health/Wellness, Safety & Nutrition

Healthy practices help children/youth learn and thrive. Educators provide safe, healthy environments and also teach and model healthy practices.

Quality Practices	Seldom	Often	Usually	Notes
Healthy lifestyles are modeled and encouraged including activity, nutrition, brain breaks/rest, and hygiene.	☐	☐	☐	
Techniques to prevent communicable disease are taught and implemented throughout the program.	☐	☐	☐	
Movement and play-based learning activities are integrated whenever possible.	☐	☐	☐	
Self-regulation or calming strategies such as yoga, meditation, breathing, and mindfulness are taught and practiced.	☐	☐	☐	
Informational materials and activities focusing on healthy lifestyles and nutrition are shared with families.	☐	☐	☐	
Child/youth screen time and technology use is implemented following program-set guidelines, such as limiting non-essential screen usage, technology implementation, primary screen usage, etc.	☐	☐	☐	
Technology use is actively monitored to ensure children/youth safety.	☐	☐	☐	

Child & Youth Observation and Assessment

Observation and objective assessments are used to obtain information for program planning, adapting activities, and equipment to meet the needs of individuals and groups, and to determine a child/youth's need for extra support. Assessments are systematic and ongoing. They are developmentally, linguistically, and culturally responsive. Observations may be used to support the needs of children/youth who are experiencing challenges with behavior, homelessness, hunger, and other environment stressors.

Quality Practices	Seldom	Often	Usually	Notes
Child/youth observations and/or assessments are aligned with the program's mission statement and goals.	☐	☐	☐	
Child/youth observation and or assessments are completed at least annually and results are shared with families and staff working directly with the children/youth.	☐	☐	☐	
The effects of behavioral, environmental, and cultural factors are considered when performing observations and assessments of children/youth.	☐	☐	☐	
Observation/assessment results are used to inform lesson planning and to individualize learning experiences based on child/youth needs, interests, and strengths.	☐	☐	☐	
Professional experts are consulted to interpret observation or assessment results and develop strategies/services when situations fall outside program staff's formal training and expertise.	☐	☐	☐	

Family, School and Community Partnerships

Programs foster a culture of respect and celebration for the diversity of family values, strengths, customs, and traditions. They work collaboratively with families, schools, and agencies/organizations to meet the needs of children/youth and to encourage the community's involvement with child/youth development. Respectful, reciprocal partnerships are built across settings to promote optimal development for children, youth and families.

Quality Practices	Seldom	Often	Usually	Notes
Confidential personal information about children/youth/ families is protected and only discussed in private with family members or personnel with a valid professional need to know.	☐	☐	☐	
Two-way communication is developed with families to build trusting relationships, enhance support, and participation.	☐	☐	☐	
Families are consulted on matters concerning the well-being of their children/youth, including goals and concerns.	☐	☐	☐	
Family involvement in program activities is tracked and changes made, when needed, to promote effective family engagement.	☐	☐	☐	
Families are offered information about community resources to meet their needs.	☐	☐	☐	
The practice of frequent self-reflection is used to adjust responses to others and to proactively build and sustain positive relationships.	☐	☐	☐	
Relationships are built with families, schools, culturally relevant organizations, and other community partners to expand and enhance program offerings.	☐	☐	☐	
Issues with colleagues and family members are proactively resolved by speaking openly with them.	☐	☐	☐	

Learning Environments and Curriculum: METHOD

Programs create a high-quality learning environment and implement age-appropriate curriculum and program activities that meet individual needs, capabilities, and interests in a safe, play-based manner. Best practice promotes physical, social-emotional, cognitive, and creative development both indoors and out.

Quality Practices	Seldom	Often	Usually	Notes
Child/youth growth and learning is supported through fun, engaging, hands-on experiences, materials, relationships, and play.	☐	☐	☐	
A rich, informal learning atmosphere is nurtured that expands on and reinforces concepts learned in the daytime classroom.	☐	☐	☐	
Educators are actively involved with children/youth, adapting activities to accommodate physical and developmental abilities and encouraging participation.	☐	☐	☐	
There is enough time for all activities—children/youth are not rushed, have time to complete, and activities are planned for those who finish early.	☐	☐	☐	
A variety of activities go on at the same time, some planned and some spontaneous.	☐	☐	☐	
Teaching and learning approaches are connected to the experiences and cultures of the community.	☐	☐	☐	
Classrooms are reflective of the diverse population of the classroom, such as with equipment, books, posters, activities, guest readers, speakers, and artists.	☐	☐	☐	
Program spaces are child/youth friendly and foster ownership and respect, such as displaying child/youth work, and having comfortable and inviting furniture/décor.	☐	☐	☐	
New routines and skills are clearly explained and planned practice times included with the understanding that it takes many repetitions to learn a new skill or develop a new behavior.	☐	☐	☐	
Materials and supplies are ready and there are enough for all children/youth to be involved in activities.	☐	☐	☐	

Learning Environments and Curriculum: METHOD (Continued)				
Child/youth are prepared for transitions including between daily activities, new classrooms or teachers, and new programs or schools.	☐	☐	☐	
Opportunities are available for children/youth to make meaningful choices and develop skills in decision-making, planning, and goal setting.	☐	☐	☐	
Leadership opportunities are included for all children/youth.	☐	☐	☐	
Opportunities are available for children/youth to help plan program content, activities, and schedule to ensure the program is engaging and interesting to participants.	☐	☐	☐	
Child/youth reflection time upon activity completion is used to expand learning and connect activities to real life.	☐	☐	☐	
Observation, evaluation, and direct input from children/youth are used to improve child/youth experiences.	☐	☐	☐	

Learning Environments and Curriculum: PROMOTING SOCIAL, EMOTIONAL & COGNITIVE DEVELOPMENT

Social emotional learning is critical for child/youth academic success, emotional, and physical health. Social emotional learning includes establishing healthy relationships and creating safe and positive environments. Educators teach social and emotional skills to individuals and groups and plan formal and informal opportunities to master these skills. Programs reinforce and strengthen learning by extending concepts learned during the school day.

Quality Practices	Seldom	Often	Usually	Notes
Trusting, nurturing, and supportive relationships are intentionally built with each child/youth, with families, peers, support staff, volunteers, and supervisors.	☐	☐	☐	
Open-ended questions, non-judgmental language, and expanding on child/youth ideas are used to nurture voice and choice.	☐	☐	☐	
Social skills (such as active listening, suspending judgment, and asking questions to understand) are modeled and activities provided to practice these skills.	☐	☐	☐	
Strategies are used to help children/youth learn to identify, express, and regulate emotions.	☐	☐	☐	
Multiple and diverging views are valued by providing opportunities for children/youth to express and share ideas, perspectives, and feelings in respectful ways.	☐	☐	☐	
To strengthen empathy and cooperation, children/youth are encouraged to identify and question their own assumptions and to understand how others might see the same topic differently.	☐	☐	☐	
Routines and activities are adapted to meet the social-emotional needs of children/youth, taking into consideration the impact of change, stress, and transitions.	☐	☐	☐	
Structured opportunities are provided to help children/youth build relationships with peers.	☐	☐	☐	
Educators recognize their own authority is something earned by demonstrating care and support.	☐	☐	☐	

Learning Environments and Curriculum: PROMOTING SOCIAL, EMOTIONAL & COGNITIVE DEVELOPMENT (Continued)				
Individual creative expression is nurtured, including art, dance, music, and writing.	☐	☐	☐	
Time is provided for projects and self-guided explorations.	☐	☐	☐	
Supplemental programming to build skills, confidence, and ongoing interests in STEAM and other academic concepts are planned to further reinforce classroom learning.	☐	☐	☐	

Interactions with Children and Youth

Authentic, appropriate relationships are developed with children/youth, colleagues, families, and communities. Relationships support child/youth development of self-regulation, self-concept, coping mechanisms, positive interactions, and ability to learn well.

Quality Practices	Seldom	Often	Usually	Notes
Classroom rules and procedures are developed with children/youth, including respectful communication and disagreements, so that each child/youth in the classroom feels included, safe, and protected.	☐	☐	☐	
Classroom rules are posted, regularly reviewed, and modified as needed.	☐	☐	☐	
Educators seek to understand the context of each child/youth's situation, understanding that there are reasons for all child/youth behavior.	☐	☐	☐	
Positive behavior support, such as logical consequences and mediation, are used to address issues with classroom rules rather than punishment.	☐	☐	☐	
Educators look for ways to de-escalate confrontations and help children/youth learn to calm themselves and self-soothe.	☐	☐	☐	
An inclusive, anti-bullying environment is maintained in respect to race, gender identity, sexual orientation, religious beliefs, income, and abilities.	☐	☐	☐	
A sense of belonging for all children/youth is created with practices such as greeting everyone by name when they arrive, using a warm tone of voice, respectful language, making eye contact, and using open-ended questions.	☐	☐	☐	
Teachers display cultural competence by learning about each children/youth's hobbies, interests, and identity, inviting the use of home language or dialect in the classroom, and including activities that take into account the language and culture of the children/youth/families.	☐	☐	☐	
Specific, descriptive, precise, sincere feedback is used regarding what a child/youth did well.	☐	☐	☐	

Program Planning and Development

Programs implement policies, procedures, and systems to support high quality experiences for children/youth, families, and staff. Used effectively, these tools support fiscal soundness and stable, capable management and staff.

Quality Practices	Seldom	Often	Usually	Notes
The program has current written policies and procedures for the day-to-day operation that program personnel are familiar with and are made readily available.	☐	☐	☐	
Staff, families, and stakeholders are made aware of program's mission and goals.	☐	☐	☐	
Policies and procedures are maintained that reinforce positive health practices.	☐	☐	☐	
Policies are implemented to develop relationships between families, the program, and schools.	☐	☐	☐	
Positive working conditions are provided for personnel, such as employee benefits, adult-sized furniture, and designated break and lunch times away from program responsibilities.	☐	☐	☐	
A marketing strategy publicizing the program and its achievements is implemented within the schools and broader community.	☐	☐	☐	
Program personnel reflecting the diversity of the community are recruited and hired.	☐	☐	☐	
Personnel are trained to communicate and work effectively with families, one another, support staff, volunteers, and supervisors.	☐	☐	☐	
Strategies are developed for coordinating with schools and relevant community-based organizations, such as negotiating optimal use of shared spaces and coordinating professional development opportunities.	☐	☐	☐	
Long-term plans are developed for sustaining the program.	☐	☐	☐	
Personnel are trained about program policies and procedures as needed to ensure understanding and implementation.	☐	☐	☐	

Program Planning and Development (Continued)				
Opportunities are offered for families and the community to learn about children/youth/family issues, such as child development, social-emotional learning, and the prevention of child abuse and neglect.	☐	☐	☐	
Regular classroom observation with verbal and written feedback is provided for educators.	☐	☐	☐	

Professional Development

Program culture is committed to continuous learning and advocating for best practices and policies. Professionalism is built upon individual integrity, responsibility, ethical practices, and commitment to professional standards. Personnel are supported in professional development.

Quality Practices	Seldom	Often	Usually	Notes
Supervisors regularly evaluate staff professional development plans, identify needs, and arrange opportunities for professional development tied to individual and program quality improvement plans.	☐	☐	☐	
Program and policies that affect the overall quality of services for all children, youth, and families are advocated for.	☐	☐	☐	
Self-reflection, self-assessment, and problem-solving strategies are used to promote professional growth for the benefit of self and others.	☐	☐	☐	
Educators working together with the same group or in the same room have at least biweekly paid planning time together.	☐	☐	☐	
Policies and procedures are communicated to staff about ways to create a safe, anti-bullying environment.	☐	☐	☐	
Policies and procedures are implemented around social media use, such as friending or following children/youth/ families/colleagues on social media.	☐	☐	☐	
Staff meetings include planned opportunities for staff to share new professional knowledge and materials with one another and enjoyable social opportunities.	☐	☐	☐	

Program Continuous Quality Improvement

Programs engage in systemic, ongoing evaluation for purposeful improvement. Input from children/youth, personnel, families, and the community inform the evaluation process. Program planning reflects the needs of both individual and groups of children/youth.

Quality Practices	Seldom	Often	Usually	Notes
Current research and best practice are used to inform program continuous quality improvement.	☐	☐	☐	
Program-wide evaluation and continuous quality improvement are conducted.	☐	☐	☐	
A variety of methods are used to evaluate the program at least annually, such as health and safety checklists, child/youth, family and personnel surveys, equipment inventories, self-assessments, and assessments conducted by an outside professional.	☐	☐	☐	
Assessments are regularly conducted on program activities, child/youth engagement levels, and staff performance.	☐	☐	☐	
Annual measurable goals are written for program improvement based on information gathered from the variety of methods used to evaluate the program.	☐	☐	☐	
Progress made toward meeting annual goals is reviewed quarterly and goals are revised as needed.	☐	☐	☐	
Staff, children/youth, families, and other relevant stakeholders participate in program decision making, planning, and evaluation.	☐	☐	☐	

Sources

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Program Evaluation Self-Reflection and Goal Setting Tool

This tool is specifically designed for early childhood and out-of-school time (OST) program teams to use during the program evaluation (PE) process. The purpose of this tool is to help you think about and discuss current practices, evaluate and brainstorm short and long-term goals, and begin making improvements in your program.

Program	**Director / Site Coordinator**
Family Survey Date: _____	Staff Survey Date: _____
Health & Safety Checklist Date: _____	Equipment Inventory Date: _____
Self-Assessment Date: _____	Additional sources of data:

Review and Reflect on the Sources of Data Above

What are you most proud of the program's current practices?

What surprised you most about the information provided by the sources of data?

What stands out as areas of improvement? What changes could you make?

What areas will you focus on improving today?

Identify 3 specific goals to begin improvement to start implementing in the next month:

Directions for Filling Out the Chart Below:

1. Prioritize the 3 goals you have identified above.
2. Identify staff with strong knowledge of this item and create a team.
3. Set a date for team members to meet and brainstorm specifically about the identified goals.

Priority	Identified Goals	Team Members	Meeting Date
#1			
#2			
#3			

Program Evaluation Continuous Quality Improvement Plan (CQIP)

Program Evaluation Brainstorming & Implementation Template

Now that you have identified program goals, assembled a talented team, and established a date for brainstorming, it is time to create a plan of action, followed by a review. It is recommended that each work-group start by establishing their own ground rules (such as all ideas are welcome and respected, everyone contributes).

Directions for Brainstorming Meeting:

1. Identify a **goal** from previous page. Record in the chart below.
2. Identify a mutually agreed-upon team **leader** and an information recorder. Record team leader name in the chart below.
3. Identify **professional resources** (such as *All About the ECERS-R*, *Caring for Our Children*, *Oklahoma's Early Learning Guidelines*) and keep them at your fingertips along with family & staff survey results, Health & Safety Checklists, Equipment Inventories, Self-assessment results, and other sources of data you've collected. Record professional resources in the chart below.
4. Identify **why** the goal is important to your environment and the children and families you serve; record in the chart below.
5. **Talk, talk and talk** some more -- about the goal and how to improve this item within your environment. Review the **main points** of the discussion and record them in the chart below.
6. Create a **plan of action** and record in the chart; begin implementation within a realistic time-frame chosen by the team.
7. Meet to **review the effectiveness** of the plan implementation in regular intervals, such as within 2 weeks, 4 weeks, and 8 weeks, 3 months, and 6 months and record notes. Short term goals may be met in two months; longer-term goals need to be reviewed for a longer period of time to ensure consistent implementation. Amend action plans as needed.
8. When goals are completed, determine new goal priorities using updated data and resources. Begin the process again to ensure program continuous quality improvement.

Below is a template Continuous Quality Improvement Plan; additional rows will likely be needed to fully outline action plan steps.

Goal	Lead	Professional Resources	Purpose (why)	Main Points of Discussion	Plan of Action (what, when, who)	Results / Review of Effectiveness