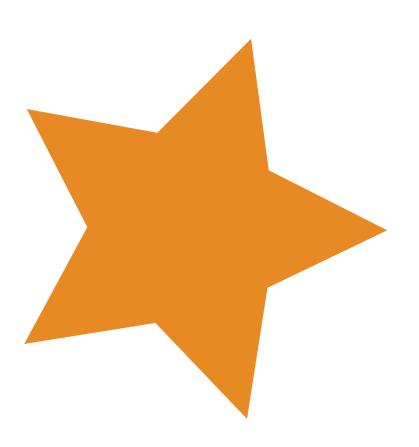# Oregon's
Quality Rating and Improvement System

Program Name: _____

License Number: _____

Date Completed: _____

Self-Assessment
for **Family Child Care** Programs

Instructions:

The Self-Assessment is a tool for you to reflect on your program. The Self-Assessment will not be considered as part of your rating. This tool is for you and is designed to help you evaluate where your program is now and identify areas you can improve in the future.

After reading each statement, reflect on your program and mark "yes," "no," or "partial."
- Select "yes" if you have fully implemented this item in your program.
- Select "no" if you have not implemented this item in your program.
- Select "partial" if you have somewhat implemented this item in your program or are having a hard time deciding.

Submit a copy of this 1) Self-Assessment with copies of your 2) Application, 3) Memorandum of Understanding, and 4) Certificate of Attendance at an Increasing Quality Training session.

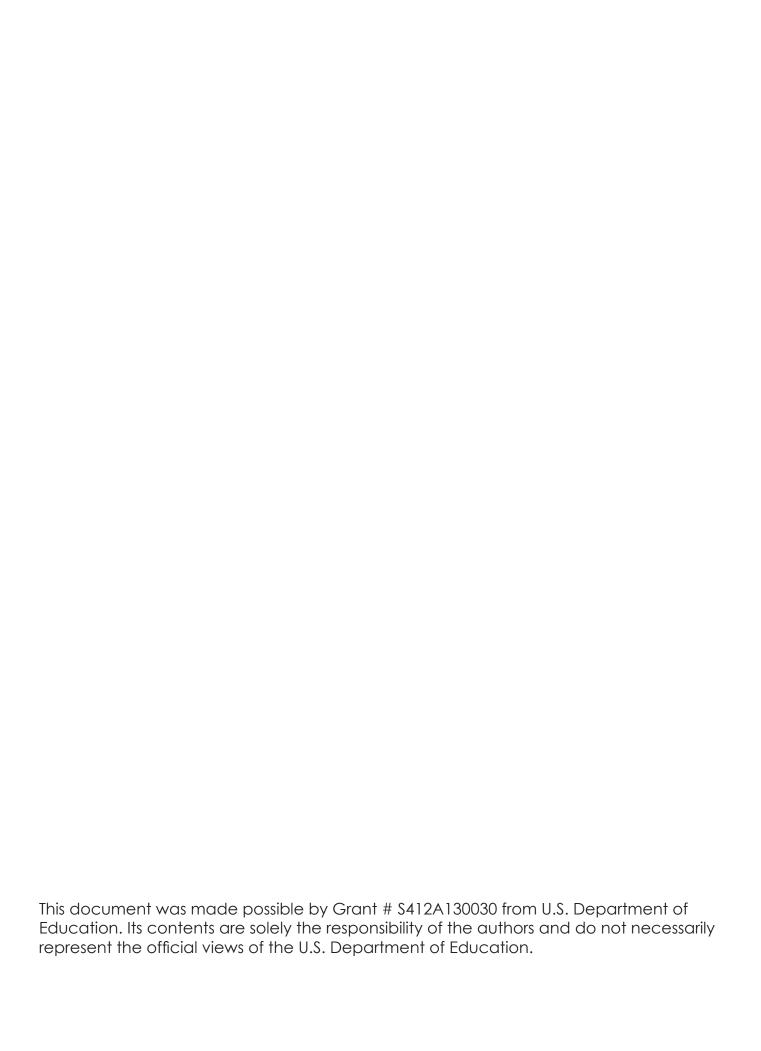# Children's Learning and Development

QRIS
Oregon's Quality Rating and Improvement System

Standard LD1

The program is guided by a written statement of philosophy.

Yes ☐	No ☐	Partial ☐	The program has a written philosophy that is available to staff, families, and visitors that states the program's values, beliefs, and program goals for: • children • families

Yes ☐	No ☐	Partial ☐	The program's philosophy explicitly ensures the inclusion of all children.

Yes ☐	No ☐	Partial ☐	The program's philosophy is used to guide decisions, including decisions related to: • curricular activities • activities to promote partnerships with families • professional development • hiring of staff, if applicable

Standard LD2

The program uses a curriculum that supports all children's learning and development.

Yes ☐	No ☐	Partial ☐	The program uses a curriculum that supports all children's learning and development and that: • is based on theory and research • produces positive child outcomes • specifies outcomes for key areas of development • specifies instructional details for care and education provider/teacher to follow • specifies adult-child interaction details for care and education provider/teacher to follow • balances adult-directed and child-initiated activities

None

None

Standard LD3	The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.

Yes No Partial ⭐⭐⭐

The program uses a basic indoor environmental arrangement that supports children's learning and development, including physical space that:

- is accessible to all children enrolled in the program
- is divided or arranged into interest or play areas
- can be arranged into quiet and active play areas as needed
- has a place for children to be alone
- allows children and adults to move around freely
- has enough for equipment needed by children with disabilities

Yes No Partial ⭐⭐⭐⭐

The program's indoor environment includes at least one place to display materials related to learning. Displays:

- are at child's eye level
- reflect current activities
- are age-appropriate
- reflect a majority of child-generated (not commercially or adult-created materials)
- contain some three-dimensional items (for example, sculptures, textured collages, popsicle stick art, mobiles, etc.)

Yes No Partial ⭐⭐⭐⭐⭐

The program's indoor environment includes displays that:

- represent various cultures, ethnic groups, and races
- represent different ages, genders, and abilities
- show children and adults in non-stereotypical roles

Standard LD4	The program provides appropriate indoor furnishings that support children's learning and development.

Yes ☐ **No** ☐ **Partial** ☐ ⭐⭐⭐

The program uses basic indoor furnishings that support children's learning and development, including:

- sufficient furnishings available for routine care
- sufficient furnishings available for play
- sufficient furnishings available for relaxation/comfort
- sufficient furnishings available for learning
- furnishings in good repair
- shelves or containers with toys, books, etc., organized and within the reach of children
- shelves or containers with toys, books, etc., labeled with words

Yes ☐ **No** ☐ **Partial** ☐ ⭐⭐⭐⭐

The program uses indoor furnishings that support children's learning and development, including:

- shelves or containers with toys, books, etc., labeled with words in the languages of all children in the classroom, as appropriate

Yes ☐ **No** ☐ **Partial** ☐ ⭐⭐⭐⭐⭐

The program uses indoor furnishings that support children's learning and development, including:

- shelves and/or containers with toys, books, etc., labeled with words in the languages of all the children in the program, as appropriate
- shelves and containers labeled with pictures

Standard LD5

The program provides appropriate and well-maintained outdoor gross motor area with equipment that is accessible to all children in the program.

Yes ☐ No ☐ Partial ☐ ★★★

Outdoor gross motor equipment that:
- addresses a variety of skills (for example, climbing, throwing, catching, balancing, pedaling, and steering)
- is appropriate for the ages and abilities of children

Yes ☐ No ☐ Partial ☐ ★★★★

Portable gross motor equipment for play is available (for example, balls, sports equipment, tricycles, jump ropes, hula hoops, etc.).

Yes ☐ No ☐ Partial ☐ ★★★★★

The program has adequate space for indoor gross motor activities when weather doesn't permit going outdoors.

Standard LD6

The program uses materials that support children's learning and development.

Yes ☐ No ☐ Partial ☐ ★★★

The program uses basic materials that support children's learning and development. These materials:
- support children's development (including cognitive, language, motor, social, and emotional)
- are accessible
- are in sufficient quantity
- are rotated periodically
- include a variety of books
- include writing utensils and materials

Yes ☐ No ☐ Partial ☐ ★★★★

The program uses basic materials with enhancements that support children's learning and development. These materials (for example, play figures, puzzles, visuals, and pictures):
- show people of various ethnic groups in non-stereotypical roles
- represent the culture of the community
- provide opportunities for self-direction and choice

Yes ☐ No ☐ Partial ☐ ★★★★★

The program uses a wide selection of materials that support children's learning and development. These materials (for example, dress-up clothes, play foods, pictures, and other displays):
- represent two or more cultures
- show similarities in day-to-day routines and activities
- include some written materials in the children's home language(s)

Standard LD7
The program uses planned curriculum activities that support children's learning and development.

Yes ☐ **No** ☐ **Partial** ☐ ★★★

The program uses basic curriculum activities that support children's learning and development and include:

- adaptations that allow all children, including those with disabilities, to participate
- activities designed to promote understanding of cultures represented in the program
- opportunities for children to use books independently
- reading by adults to groups of children daily
- opportunities for children to use writing materials

Yes ☐ **No** ☐ **Partial** ☐ ★★★★

The program uses a variety of curriculum activities that support children's learning and development and include:

- activities that promote understanding of cultures beyond those represented in program
- activities that address content areas (math, science, social studies, etc.)
- adults reading one-on-one with children daily
- adults writing what children say and taking dictation from children

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Yes ☐ **No** ☐ **Partial** ☐ ★★★★★

The program uses a wide selection of curriculum activities that support children's learning and development that include:

- interactions with persons who are culturally or linguistically diverse (these can be program staff, parents, or community members invited into the program)
- some activities in each child's home language, such as singing or storytelling

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Standard LD8
The program uses daily routines that support children's learning and development.

Yes ☐ **No** ☐ **Partial** ☐ ★★★

The program uses basic daily routines, including:

- child-initiated activities balanced with adult-directed activities
- one-on-one activities
- activities that are done in small groups of children
- daily planned activities for outdoor play, or similar activities indoors when weather or air quality does not permit outdoor play

---

Yes ☐ **No** ☐ **Partial** ☐ ★★★★

The program uses a variety of daily routines, including:

- whole-group activities (for example, gatherings such as circle time) that are held for short periods of time appropriate for the ages and individual needs of children
- many opportunities for children to be part of self-selected small groups

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Yes ☐ **No** ☐ **Partial** ☐ ★★★★★

The program uses a wide selection of daily routines, including:

- extended blocks of time for children to engage in sustained interactions and explorations with adults and peers
- few whole-group transitions
- minimal waiting time
- planning for outdoor activities

Standard LD9	The program uses information from screening and assessment to measure children's learning and development in order to make referrals and do program planning.

	The program conducts a screening on each child within 45 days of when the child enters the program and on an annual basis in order to refer children for specialized assessment when indicated, using the Ages and Stages Questionnaire (ASQ).
Yes ☐ No ☐ Partial ☐	**Note:** This indicator is not applicable for school-age children.

Yes ☐ No ☐ Partial ☐	The program conducts assessment of learning and development for each child at least two times during the year and plans learning activities based on assessment information. The assessment aligns with Head Start Child Development and Early Learning Framework and Oregon's Early Childhood Foundations: Birth to Three.

Yes ☐ No ☐ Partial ☐	Samples of children's work, written accounts of specific observations, and information from family members are collected on an ongoing basis to supplement assessment.

Standard LD10	Group size, child-staff ratios, and staffing patterns are appropriate for the children's age and positively affect children's emotional development, cognitive development, safety, and health.

Yes ☐ No ☐ Partial ☐	Children spend a majority of their day with a consistent care provider.

Yes ☐ No ☐ Partial ☐	The program's staffing and enrollment practices exceed licensing standards in at least one classroom of any age group.

	None

Standard LD11

The program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior, and instructional support.

Yes ☐ No ☐ Partial ☐ ★★

The program has written guidelines for adult-child interactions that support children's social and emotional needs and that specifically encourage adults to:

- use open-ended questions to engage in frequent conversations with children
- be in close physical proximity to children
- join children's activities
- use positive comments and encouragement with children
- acknowledge and validate children's emotions
- focus interactions on children's activities and interests

Yes ☐ No ☐ Partial ☐ ★★★★

The program has written guidelines for adult-child interactions that support children's learning, language, and concept development and that specifically encourage adults to:

- provide feedback on children's ideas, comments, and work
- use repetition and extension
- use self-talk and parallel talk
- use scaffolding to help children understand concepts, answer questions, or complete activities

Yes ☐ No ☐ Partial ☐ ★★★★★

Adults who interact with children make use of appropriate emotional support, classroom organization, and instructional support.

Standard LD12

The program facilitates and supports children's positive social and emotional development.

Yes ☐ No ☐ Partial ☐ ★★★

The program has a written policy on behavior management that encourages the use of:

- clear expectations
- proactive/preventative strategies
- redirection of misbehavior

Yes ☐ No ☐ Partial ☐ ★★★

The program provides direct instruction and support on children's social skills, including:

- empathy
- self-regulation
- problem solving

Yes ☐ No ☐ Partial ☐ ★★★★★

Adults who interact with children make use of appropriate adult-child interactions that support children's positive social and emotional development.

Health and Safety

Oregon's Quality Rating and Improvement System

Standard HS1

Children are provided instruction and support to independently manage health and hygiene practices.

Yes ☐	No ☐	Partial ☐	★	Children are provided positive support and instruction at the individual ability level of the child during toileting. Instruction is provided: • in a positive manner • using naturally occurring opportunities • on an individual basis
Yes ☐	No ☐	Partial ☐	★	Children are provided instruction on preventing germ transmission (for example, instruction on frequent and thorough hand-washing, using a tissue to wipe nose, sneezing and coughing in elbow, and not sharing drinks). Instruction is provided: • in a positive manner • using naturally occurring opportunities • on an individual basis • during group activities
Yes ☐	No ☐	Partial ☐	★	At least once per year, children are provided instruction on how and when to brush teeth (for example, staff or dental hygienist demonstrating techniques, providing brushes and having children practice technique, etc.) and have opportunities to practice tooth brushing.

Standard HS2

Children are provided instruction and support on safety rules and expectations.

Yes ☐	No ☐	Partial ☐	★	The program has a set of safety rules for children posted in a visible place.
Yes ☐	No ☐	Partial ☐	★	Program personnel use both: • formal instruction • naturally occurring opportunities to teach safety rules and expectations that apply both in the program and in the community.
			★	None

Standard HS3

Healthy eating habits are supported and encouraged.

Yes ☐ No ☐ Partial ☐ ★★★

Program personnel encourage healthy eating habits during mealtime by:

- sitting with children during meals and snacks
- engaging in conversations with children
- encouraging conversations between children
- providing appropriate portion sizes

Yes ☐ No ☐ Partial ☐ ★★★★

Program personnel encourage healthy eating habits during mealtime by:

- encouraging children to try foods but not requiring them to eat specified foods or amounts
- providing information about good nutrition and eating habits
- dividing children into small groups
- providing child-size serving utensils for children to use
- having children help during meals (setting the table, serving themselves, clearing the table or their place setting)
- offering fresh fruit and vegetables at least twice a week

Yes ☐ No ☐ Partial ☐ ★★★★★

Program personnel provide instruction about healthy nutrition, including instruction on eating from the USDA guidelines (ChooseMyPlate.gov), how foods help bodies grow (preschool), and how good nutrition helps keep bodies healthy (school-age). Instruction is delivered:

- in a positive manner
- using naturally occurring opportunities
- on an individual basis
- during group activities

Standard HS4

Healthy fitness habits are supported and encouraged.

Yes ☐ No ☐ Partial ☐ ★★★

Program personnel use natural opportunities to:

- increase physical activity
- plan daily moderate-to-vigorous physical activity

Yes ☐ No ☐ Partial ☐ ★★★★

Program personnel provide instruction on the importance of physical activity.

★★★★★

N/A

Standard HS5			Program personnel collaborate with health and related service professionals to address the individual health needs of children, as applicable.

Yes ☐	No ☐	Partial ☐	★★★	The program's policy indicates willingness to include children with special health needs (temporary or ongoing) and to make the necessary exceptions and accommodations.
Yes ☐	No ☐	Partial ☐	★★★★	Program personnel consult and collaborate with health care and related service professionals to meet children's special health care needs, as applicable.
			★★★★★	None

Standard HS6			Program uses screen time appropriately. Screen time includes all electronic media, such as television, video/DVD, electronic games, computers, tablets, smart phones, or any other screened electronic devices. This does not include augmentative communication or other electronic devices that are used by children with disabilities as part of their educational program.

Yes ☐	No ☐	Partial ☐	★★★	Appropriate screen time use means: • parents are informed if electronic media are used in the program • screen content is appropriate for ages of children, nonviolent, and culturally sensitive • at least one alternative activity is available while electronic media is used • program's use of screen viewing encourages active child involvement • electronic media is not on during non-viewing time and is not allowed during meals or snack time • no screen time is allowed for children younger than two years of age • adults do not use electronic media for personal use during the care day
			★★★★	None
Yes ☐	No ☐	Partial ☐	★★★★★	Appropriate screen time use means: • program uses screen time intentionally • screen time is related to instructional goals (i.e., supports and extends children's current interests and experiences, is discussed with children, etc.) • screen media is free of advertisement and brand placement • screen time is limited to no more than one hour per day

Personnel Qualifications

Oregon's Quality Rating and Improvement System

Standard PQ1

The program's leader is presently qualified through education, training, and experience.

Provider has achieved an Oregon Registry Step 7.5 or above.

Yes ☐ No ☐ Partial ☐

Provider has achieved:

- an Oregon Registry Step 8.5 or above
- 30 clock hours of community-based training or college course credit (3 quarter credits/2 semester credits) in the core knowledge category of Program Management

Yes ☐ No ☐ Partial ☐

Provider has achieved:

- an Oregon Registry Step 9 or above
- 60 clock hours of community based training or college course credit (6 quarter credits/4 semester credits) in the core knowledge category of Program Management

Yes ☐ No ☐ Partial ☐

Standard PQ2

(This standard refers to head teacher(s) and teacher(s) and is not applicable to family child care programs.)

None

None

None

Standard PQ3

The program's assistant II(s) are presently qualified to serve in their positions through education, training, and experience.

Yes ☐ No ☐ Partial ☐ ★★★

Achievement of Oregon Registry Step 3 or above for aide IIs:
- 50% are at Step 3 or above
- the remaining are enrolled and have achieved a step on the Oregon Registry

Yes ☐ No ☐ Partial ☐ ★★★★

Achievement of Oregon Registry Step 5 or above for or aide IIs:
- 50% are at Step 5 or above
- the remaining are enrolled and have achieved a step on the Oregon Registry

Yes ☐ No ☐ Partial ☐ ★★★★★

Achievement of Oregon Registry Step 7 or above for aide IIs:
- 50% are at Step 7 or above
- the remaining are enrolled and have achieved a step on the Oregon Registry

Standard PQ4

Program personnel continue to advance their knowledge and skills through participation in training and/or college course credits annually that are part of a professional development plan that will lead to advancement, up to Step 10, on the Oregon Registry.

Yes ☐ No ☐ Partial ☐ ★★★

Providers and assistant IIs receive 18 or more clock hours of training and/or equivalent college course credits annually. All personnel use the OCCD Professional Development Plan to track, plan and achieve professional development goals.

Yes ☐ No ☐ Partial ☐ ★★★★

Providers and assistant IIs receive 20 or more clock hours of training and/or equivalent college course credits annually.

Yes ☐ No ☐ Partial ☐ ★★★★★

Providers and assistant IIs receive 24 or more clock hours of training and/or equivalent college course credits annually.

Standard PQ5

Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.

Program personnel receive training in ethics and professional responsibility.

Yes No Partial
☐   ☐   ☐

Program personnel follow a clearly defined plan to maintain child and family confidentiality.

Yes No Partial
☐   ☐   ☐

None

Family Partnerships

Oregon's Quality Rating and Improvement System

Standard FP1

The program uses family input and feedback to guide program planning and policy decisions.

			★★★	The program surveys families once a year in their preferred language and uses their input in making program and policy decisions.
Yes	No	Partial		
☐	☐	☐		

			★★★★	The program collects information on an ongoing basis to make program and policy decisions (using email, suggestion box, notebooks, etc.).
Yes	No	Partial		
☐	☐	☐		

			★★★★★	Families attend family meetings and/or serve on advisory groups to provide input on program and policy decisions.
Yes	No	Partial		
☐	☐	☐		

Standard FP2

The program meets the individual needs of children through mutually respectful, two-way communication with families.

			★★★	The program collects information from families upon enrollment and provides a method for parents to communicate changes.
Yes	No	Partial		
☐	☐	☐		

			★★★★	Families are consulted about their child's interests and preferences, informed about their child's progress, and encouraged to contribute to learning and development goals, at least once a year.
Yes	No	Partial		
☐	☐	☐		

			★★★★★	The program provides forms and essential program information in a manner that is understandable to all families in the program, regardless of differences in language, literacy, or ability. This may be accomplished by using community resources, including other families.
Yes	No	Partial		
☐	☐	☐		

Standard FP3

Families are encouraged to be regular and frequent participants in the program.

Yes ☐	No ☐	Partial ☐	The program encourages all families to visit and observe at any time.
Yes ☐	No ☐	Partial ☐	The program learns about all families' cultural backgrounds, traditions, beliefs, home language, and interests, and requests ideas and/or suggestions from families for activities.
Yes ☐	No ☐	Partial ☐	The program encourages families to assist or lead in planning and conducting special activities to share their cultural backgrounds, traditions, beliefs, home languages, interests, and abilities.

Standard FP4

The program provides support and information to assist families in meeting their child's needs and goals.

Yes ☐	No ☐	Partial ☐	The program provides basic information about resources in the community, including those focusing on health, mental health, services for children with disabilities, and social services.
Yes ☐	No ☐	Partial ☐	The program helps families to locate and use specific community resources as needed.
Yes ☐	No ☐	Partial ☐	The program provides current information for families about educational opportunities available in the community.

Administration and Business Practices

QRIS

Oregon's Quality Rating and Improvement System

Standard AB1

The program follows sound business practices, policies, and procedures that support financial sustainability.

Yes ☐ No ☐ Partial ☐ ★★★

The program maintains business records that include:

- income
- expenses
- tax records

Yes ☐ No ☐ Partial ☐ ★★★★

The program's business practices include planning activities such as business projections, a business plan, a budget, etc.

★★★★★ None

Standard AB2

In programs where there are multiple employees, the program assures a professional working climate.

Yes ☐ No ☐ Partial ☐ ★★★

The program has written personnel policies addressing:

- scheduling
- preparation and planning time
- meals and breaks
- procedures for program planning and establishing routines
- guidance and discipline
- professional ethics
- grievance procedures
- written job descriptions for each employee

Yes ☐ No ☐ Partial ☐ ★★★★

Space away from children is provided for planning, administrative activities, relaxation, and personal care.

★★★★★ None

Standard AB3

In programs where there are multiple employees, personnel are evaluated on their performance, including:

- adherence to program procedures
- adult-child interactions
- interactions with families
- interactions with staff and other professionals
- professionalism
- adherence to ethical standards

Yes ☐ No ☐ Partial ☐ ⭐⭐⭐ Employees are evaluated using a personnel performance rating tool and Family Survey.

Yes ☐ No ☐ Partial ☐ ⭐⭐⭐⭐ Employees are evaluated using a self-assessment.

Yes ☐ No ☐ Partial ☐ ⭐⭐⭐⭐⭐ Employees are evaluated using observations of adult-child interactions.

Standard AB4

In programs where there are multiple employees, the program promotes positive working relationships and professionalism.

Yes ☐ No ☐ Partial ☐ ⭐⭐⭐ Staff meetings are scheduled regularly and include team-building activities.

Yes ☐ No ☐ Partial ☐ ⭐⭐⭐⭐ Activities are scheduled regularly to build and maintain morale and cohesiveness. Activities may include peer-to-peer collaboration, teaching teams, support by colleagues, and mentoring.

Yes ☐ No ☐ Partial ☐ ⭐⭐⭐⭐⭐ Program personnel participate in professional organizations.

Standard AB5

A comprehensive program evaluation process is developed and performed on an annual basis. The evaluation examines the program's policies and procedures, care and education environment, curriculum, and administration and business practices. Evaluation sources include:

- family input/Family Survey
- program personnel feedback/input (or provider self-evaluation)

- rating scales or evaluation instruments (for example, ECERS-R/FCCERS-R, Preschool Program Quality Assessment)
- child outcome data from assessments
- outside evaluators

Yes ☐ No ☐ Partial ☐

Sources for the program evaluation include information from **three of the five** sources listed above.

Yes ☐ No ☐ Partial ☐

Sources for the program evaluation include information from **four of the five** sources listed above.

Yes ☐ No ☐ Partial ☐

Sources for the program evaluation include information from **five of the five** sources listed above.

Standard AB6

In programs where there are multiple employees, the program offers the following benefits to encourage retention:

- health insurance (medical, dental, vision, or supplemental)
- retirement option
- free or discounted child care
- paid time off (vacation, sick, personal)
- financial supports for training and/or education
- paid membership to a professional organization (NAEYC/OAEYC/NAFCC)

Yes ☐ No ☐ Partial ☐ ★★★ Program offers **one** of the benefits listed above.

Yes ☐ No ☐ Partial ☐ ★★★★ Program offers **two** of the benefits listed above.

Yes ☐ No ☐ Partial ☐ ★★★★★ Program offers **three** of the benefits listed above.

Congratulations on completing your Self-Assesment.

Keep a copy of this document in your own records for future reference. You will use this Self-Assessment in the future to complete your Quality Improvement Plan.