Spark Self-Assessment
Domain: Family Partnerships

The Spark Self-Assessment is a reflective tool designed to help you evaluate your program, identify areas for growth, and set improvement goals. The Domains, Standards and Indicators are identical to the Spark portfolio.

While it can support progress toward completing your portfolio, it is not required to use this tool. It can also serve as a valuable guide for setting goals for a Quality Improvement Cycle.

As you review the standards and indicators at each star level, use the 7-point rating scale to assess how well your program implements the practice.
- **Circle 7** if the practice is already a strong and consistent part of your program.
- **Circle 1** if the practice is not currently in place.
- **Use your best judgment** to determine where your program falls on the scale.

Evaluate your program at each star level, even if you don't plan to complete a portfolio for every level. You will decide which star levels to submit and which goals to focus on.

If you rate any standard at any star level **4 or lower**, you can choose it as a **Quality Improvement (QI) Cycle** goal to strengthen your program and make progress on completing your Spark portfolio.

Domain: Family Partnerships (FP)

Standard FP1: The program uses family input and feedback to guide program planning and policy decisions.

Why is this important?	Using family input and feedback to guide program planning and policy decisions is crucial because it ensures the program aligns with the needs, values, and preferences of the families it serves. When families have a voice in decision-making, it helps create a more responsive, inclusive, and supportive environment for children. Collecting feedback through annual surveys allows the program to assess family satisfaction and identify areas for improvement. Additionally, ongoing opportunities for families to share their thoughts strengthen the partnership between families and the program, leading to better outcomes for children. This collaborative approach fosters trust, promotes community involvement, and ensures that the program evolves to meet the changing needs of families.

Star Level	Indicators of Meeting the Standard	This is already a strong practice ——————————— There is room for improvement
3	The program surveys families once a year in their preferred language and uses their input in making program and policy decisions.	7------6------5------4------3------2------1
4	The program collects information on an ongoing basis to make program and policy decisions, using email, suggestion box, notebooks, etc.	7------6------5------4------3------2------1
5	Families attend family meetings and/or serve on advisory groups to provide input on program and policy decisions.	7------6------5------4------3------2------1

Standard FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.	
Why is this important?	Fostering respectful, two-way communication with families is key to meeting the individual needs of children. By collecting information at enrollment, programs can better understand each child's background and needs. Regular communication ensures families are informed about any changes and updates. Consulting families about their child's interests and progress, and involving them in setting learning goals, helps create a more personalized learning experience. It's also important to provide information in ways that are understandable to all families, addressing differences in language, literacy, or ability, so that every family can be an active partner in their child's development.

Star Level	Indicators of Meeting the Standard	This is already a strong practice There is room for improvement
3	The program collects information from families upon enrollment and provides a method for communicating changes.	7------6------5------4------3------2------1
4	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.	7------6------5------4------3------2------1
5	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.	7------6------5------4------3------2------1

Standard FP3: Families are encouraged to be regular and frequent participants in the program.			
Why is this important?	Encouraging families to be regular participants in the program strengthens the partnership between families and the program, benefiting children's development. Inviting families to visit and share their cultural backgrounds, traditions, and beliefs creates an inclusive environment. By seeking family input for activities and encouraging them to lead or assist in special events, the program reflects the diverse interests and values of the families, enriching the learning experience. This involvement fosters a sense of belonging and builds a stronger, connected community.		
Star Level	**Indicators of Meeting the Standard**	**This is already a strong practice**	**There is room for improvement**
3	The program encourages all families to visit and observe at any time.	7------6------5------4------3------2------1	
4	The program learns about all families' cultural backgrounds, traditions, beliefs, home language, and interests, and requests ideas and/or suggestions from families for activities.	7------6------5------4------3------2------1	
5	The program encourages families to assist or lead in planning and conducting special activities to share their cultural backgrounds, traditions, beliefs, home language, interests, and abilities.	7------6------5------4------3------2------1	

Standard FP4: The program provides support and information to assist families in meeting their child's needs and goals.

Why is this important?	Providing support and information to assist families in meeting their child's needs and goals is crucial for promoting overall well-being and success and helping families access the support they need to address various challenges. Ensuring families are informed about available community resources allows them to make informed decisions and take advantage of services that benefit their child's development. It is also important to provide current and accurate information, as this ensures families have the most up-to-date resources to meet their child's needs effectively. This support strengthens the partnership between families and the program, contributing to each child's overall growth and development.

Star Level	Indicators of Meeting the Standard	This is already a strong practice There is room for improvement
3	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.	7------6------5------4------3------2------1
4	The program helps families to locate and use specific community resources as needed.	7------6------5------4------3------2-----1
5	The program provides current information for families about opportunities and resources available in the community.	7------6------5------4------3------2-----1

Goal Documentation

If you rated any standards as 4 or below and wish to set a goal for that standard, please check the corresponding box in the table below. You can select multiple goals from the same standard or choose goals from different standards. Next, provide a brief description of the goal(s) you plan to work on for each standard. You don't need to have all the details yet, as you will have the chance to elaborate further when documenting your goals for the Quality Improvement (QI) Cycle.

Example:

Check the box if choosing a goal in the standard	**Standards**
☑	LD2: The program uses a curriculum that supports all children's learning and development.
What goal/s would you like to work on?	I would like to find a curriculum that meets the needs of the 3-year olds that are in my program. I would also like to take training on how to use it.

Check the box if choosing a goal in the standard	**Standards**
☐	FP1: The program uses family input and feedback to guide program planning and policy decisions.
What goal/s would you like to work on?	
☐	FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.
What goal/s would you like to work on?	
☐	FP3: Families are encouraged to be regular and frequent participants in the program
What goal/s would you like to work on?	

Check the box if choosing a goal in the standard	Standards
☐	FP4: The program provides support and information to assist families in meeting their child's needs and goals.
What goal/s would you like to work on?	

Next Steps:

If you choose to use any of these goal/s for a **Spark Quality Improvement (QI) Cycle**, you can record them on the **QI Cycle Documentation Form**. This is an on-line form that is emailed to programs after they complete a **Spark Participation Application** and indicate they wish to do a **QI Cycle**. The link to the **Spark Participation Application** can be found at oregonspark.org.

In the **QI Cycle Documentation Form**, you'll find resources to support you in identifying and achieving your goals and a space to outline the steps you'll take to reach them. After 12 months, you will complete a **QI Cycle Reflection Form** to report on your progress and/or achievement of your goals. At that point, you can begin a new **QI Cycle** with additional goals.