

The goal of this self-assessment is to help child care providers become aware of important indicators of quality. This self-assessment tool is not a test or pass/fail exam, but instead is a tool that supports an intentional review of program policies and delivery of services. The focus is on improvement. It consists of two parts.

Part 1 is a self-assessment of:

- Space and Furnishings, Personal Care Routines, Literacy and Language Components, Activities, Promoting Acceptance of Diversity, Interaction, Program Structure, and Provisions for Children with Disabilities

Part 2 is a self-assessment of:

- Human Resource Policies and Practices, Professional Development

How To Use This Tool

When completing the YoungStar Self-Assessment it is important to honestly assess the work of the program. It is for all classrooms and all staff to complete. The team approach is a key factor in improving practice throughout a program.

This YoungStar Self-Assessment can be used in a variety of ways to meet your program's needs, such as:

- Complete one section of the self-assessment at a time,
- Complete the entire self-assessment,
- Work with a mentor to complete the self-assessment. It is important that the work of self-assessment not fall on one person.
- The self-assessment tool can be used by the program director and individually by classroom teachers. The team approach is a key factor in improving practice throughout a program.

This self-assessment is intended to reinforce, not replace, licensing standards. Items in the self-assessment represent high quality standards that are above and beyond what are included in the licensing standards. In the process of using the self-assessment, consider the many aspects of the early child care classroom pertaining to children's play. Focus specifically on required areas, the types and quantities of materials used, the amount of time dedicated to play, any barrier that prevents children from using materials, and the interactions that occur while children are engaged in play with learning materials. As you document materials in the classroom, look at what is provided for children's independent use.

ACTION PLAN: Action plans are an opportunity to think about how you will improve your program in each quality component section. At the bottom of each section is a grid for the program/classroom to identify areas for improvement and brainstorm those ideas, feelings and practices that need to be prioritized. These action steps are then transferred to the Quality Improvement Plan document available from the YoungStar Regional Office. The purpose of this tool is to help you get started on looking at your current practices, sorting through your feelings, and begin making improvement in your classrooms and center. A key element to the process is having brain storming conversations with staff and others.

Use this opportunity to reflect on the assessment results and think about:

- 1) What impressed you about your current practices?
- 2) What surprised you about your current practices?
- 3) Were there any safety/supervision issues that may put children at risk?
- 4) What general areas do you foresee getting started on improving the quality today?
- 5) How about the near future?

How To Self-Assess PART 1

Read each item carefully.

Step 1: Decide if the stated indicator is “Not Met” = showing little evidence to support statement. Check the corresponding box for that indicator. For the indicators that are checked “Not Met”, the program is encouraged to adapt to fully meet the criteria stated in the “Better” and/or “Best” column. These items should be addressed on the Action Plan and prioritized for the Quality Improvement Plan.

Step 2: Decide if the stated indicator “Meets” = shows some evidence to support statement. Check the corresponding box for that indicator. For the areas that are checked as “Meets”, the program is encouraged to adapt to fully meet the criteria stated in the “Better” and/or “Best” column. These items should be addressed on the Action Plan and prioritized for the Quality Improvement Plan. If it does meet the indicator, move to step 3.

Step 3: Decide if the stated indicator has evidence in the program to support a “Better” rating. Check the corresponding box for that indicator. These items may be addressed on the Action Plan and prioritized for the Quality Improvement Plan. If it does meet the indicator, move to step 4.

Step 4: Decide if the stated indicator has evidence in the program to support a “Best” rating.

Definitions of ratings:

Not Met = There is little evidence to support statement

Better = There is sufficient evidence to support statement

NA = Statement does not apply to the child care program.

Meets = There is some evidence to support statement

Best = There is a great deal of evidence to support statement

DEFINITION OF TERMS PART 1:

Accessible: Children are able to reach and use materials independently. Non-Mobile children are brought materials by staff to use.

Much of the Day: Children are able to reach and use materials for a majority of the time that they are awake and able to play. Non-mobile children are brought materials. No child is prevented from playing with materials for a total of 20 minutes of more per day for infants and toddlers or at least one-third of the time the children are in attendance for 2 ½ - 5 year olds.

NA Permitted: If there are no children with disabilities enrolled or children with disabilities do not need the materials for participation in the environment NA is permitted.

HOW TO ASSESS PART 2

As a child care center director, the human resources and policy development are not to be solved alone. A leadership role is necessary to develop a vision of high-quality child care and engaging in the use of model work standards can benefit you, your staff and the center. This part of the self-assessment will serve as a working tool for setting goals to improve current work standards. Engage teaching staff in developing an action plan for change.

YES = Consistently Met

NO = Partially Met or Unmet

COMMENTS = Barriers/challenges or strengths that are present

Plan for improvements now and in the future – YoungStar...Start Early. Start Smart. Start Here

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



Facility Name _____ Ages in Care _____ to _____ Date Completed _____

Name of Person Completing Self-Assessment _____ Position _____

SPACE AND FURNISHINGS	Not Met	Meets	Better	Best	Not Applicable
Space used in children to play and have free movement, play materials, and furnishings	<input type="checkbox"/> Space is very confined	<input type="checkbox"/> Limited space	<input type="checkbox"/> Sufficient space	<input type="checkbox"/> Ample space	
Lighting, ventilation, temperature control, and sound-absorbing materials	<input type="checkbox"/> Lacking	<input type="checkbox"/> Adequate	<input type="checkbox"/> Some direct natural lighting available	<input type="checkbox"/> Can be controlled	
Space is maintained and clean	<input type="checkbox"/> In poor repair and poorly maintained	<input type="checkbox"/> Generally in good repair and reasonably clean and well-maintained (Evidence of daily cleaning)	<input type="checkbox"/> In good repair and very well-maintained	<input type="checkbox"/> Floors, walls, and other built-in surfaces made of easy-to-clean materials where needed	
Space for children is accessible to children and adults with disabilities	<input type="checkbox"/> Not accessible	<input type="checkbox"/> Accessible to all currently using child care space (NA Permitted)	<input type="checkbox"/> Accessible to all children and adults (NA Permitted)	<input type="checkbox"/> Accessible whether or not individuals are involved in the program	

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

SPACE AND FURNISHINGS	Not Met	Meets	Better	Best	Not Applicable
Furniture used for routine care and learning (feeding, sleeping, diapering/toileting, storage of children's possessions, open shelves for toys)	<input type="checkbox"/> Not enough	<input type="checkbox"/> Sufficient (including individual storage for child possessions)	<input type="checkbox"/> Furniture is suitable to children's sizes and for individual care of infants/toddlers	<input type="checkbox"/> Routine care furniture accessible, convenient and sufficient in quantity	
Furniture used for play and learning	<input type="checkbox"/> Not enough	<input type="checkbox"/> Enough for all ages/abilities of children enrolled	<input type="checkbox"/> Storage is available for extra toys and supplies	<input type="checkbox"/> Sand/water table, woodwork bench or easel used <input type="checkbox"/> Furniture for toddlers is child-sized (NA Permitted)	
Furniture is maintained and clean	<input type="checkbox"/> Need to be better maintained and cleaned more often	<input type="checkbox"/> Reasonably clean and well-maintained	<input type="checkbox"/> Promotes self-help as needed	<input type="checkbox"/> Comfortable adult seating for working with children in routines and play is present	
Provision for relaxation and comfort for children at play are accessible	<input type="checkbox"/> No soft furnishings accessible	<input type="checkbox"/> Some soft furnishing and three or more toys	<input type="checkbox"/> Soft furnishings, those used for relaxation are protected from active play <input type="checkbox"/> Soft toys are clean and in good repair	<input type="checkbox"/> Soft furnishings in more than one area in child care <input type="checkbox"/> Soft, child-sized furniture for reading or other quiet play provided for children <input type="checkbox"/> Many clean, soft toys accessible to children	
Provision for adaptive furniture for children with special needs	<input type="checkbox"/> No provision	<input type="checkbox"/> Seats comfortable and supportive (equipped with safety belts if needed) (NA Permitted)	<input type="checkbox"/> Available adaptive furniture (NA Permitted)	<input type="checkbox"/> Different types of adaptive furniture for children's use (NA Permitted)	

Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Target Date of Completion



SPACE AND FURNISHINGS	Not Met	Meets	Better	Best	Not Applicable
Arrangement of indoor space for routine care and play	<input type="checkbox"/> Leaves little room, no interest centers defined	<input type="checkbox"/> Furnishings placed to provide some open space, at least two interest centers defined	<input type="checkbox"/> Arranged for activities to be carried out to meet children's needs with no major problems, at least three interest centers defined	<input type="checkbox"/> Materials are usually placed for easy access by children, conveniently close to enough space where they can be used without interference, at least five interest centers defined	
Adequate supervision of children in indoor space	<input type="checkbox"/> Arrangement makes it extremely difficult	<input type="checkbox"/> Arrangement allows adequate supervision of children without major difficulties <input type="checkbox"/> Space cleared of breakable objects and things dangerous to children	<input type="checkbox"/> Space provided to allow different kinds of activities to go on at the same time	<input type="checkbox"/> Arrangement usually promotes independent use of furnishing and materials, traffic patterns do not interfere with activities	
Accessible indoor space	<input type="checkbox"/> Children restricted in use of space	<input type="checkbox"/> Most spaces used for care accessible to children with disabilities enrolled in the group (NA Permitted)	<input type="checkbox"/> Materials for different kinds of activities are usually organized by type for productive use by children	<input type="checkbox"/> Convenient, organized storage for extra toys and materials, additional materials available to add to or change centers	

Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Target Date of Completion

SPACE AND FURNISHINGS	Not Met	Meets	Better	Best	Not Applicable
Display for children	<input type="checkbox"/> No pictures or other materials displayed specifically for children	<input type="checkbox"/> Materials displayed where children can easily see them, appropriate materials for the predominant age group	<input type="checkbox"/> Relates to current activities and children in group <input type="checkbox"/> Many colorful and simple pictures, posters, mobiles or hanging objects for younger children	<input type="checkbox"/> Photographs of children in group, families, pets, or other familiar faces displayed on child's eye level	
Content of display where children can see them	<input type="checkbox"/> Inappropriate materials displayed	<input type="checkbox"/> Generally appropriate At least three pieces of work done by the children currently enrolled is displayed	<input type="checkbox"/> Many items and work displayed, some within easy reach <input type="checkbox"/> Staff talks to the children about displayed materials.	<input type="checkbox"/> Original children's work predominates. New materials added or display changed at least monthly <input type="checkbox"/> Three dimensional work displayed	
Space available for privacy	<input type="checkbox"/> Children not allowed to play alone or with friend, protected from intrusion by other children	<input type="checkbox"/> Children allowed to find or create space	<input type="checkbox"/> Space set aside for one or two children to play without intrusion by others	<input type="checkbox"/> More than one space available	
Spaces for privacy supervised	<input type="checkbox"/> Isolation of children by staff without interaction or activities	<input type="checkbox"/> All spaces can be easily supervised by staff	<input type="checkbox"/> Accessible for use for much of the day	<input type="checkbox"/> Activities are set up by staff for children to use private space	

Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Target Date of Completion



PERSONAL CARE ROUTINES	Not Met	Meets	Better	Best	Not Applicable
Greeting Parents enter area used for child's care	<input type="checkbox"/> Parents rarely enter area and greeting is short	<input type="checkbox"/> Children greeted warmly and parents enter area	<input type="checkbox"/> Children and parents greeted individually and problems with arrival handled sensitively	<input type="checkbox"/> Relaxed and friendly atmosphere encourages parents to spend time visiting at drop-off times	
Departure Parents enter area used for child's care	<input type="checkbox"/> Parents rarely enter area and departure routine is very short	<input type="checkbox"/> Safe and well-organized and parents enter area	<input type="checkbox"/> Staff greets parents or person who picks up the children and provides pleasant, organized departure	<input type="checkbox"/> Relaxed and friendly atmosphere encourages parents to spend time visiting a pick-up times	
Information shared with parents daily	<input type="checkbox"/> No information shared	<input type="checkbox"/> Some sharing of child-related information between parents and staff	<input type="checkbox"/> Information about infant's routines shared (NA Permitted)	<input type="checkbox"/> Staff talks to parents about specific things their child did during the day and shares information about care routines, etc.	
Nap/rest schedule	<input type="checkbox"/> Inappropriate for most of children	<input type="checkbox"/> Appropriate for each child	<input type="checkbox"/> Children are helped to relax	<input type="checkbox"/> Personalized with familiar practices	
Nap/rest provisions healthful	<input type="checkbox"/> Crowded, hazards	<input type="checkbox"/> Healthful – clean bedding, no hazards	<input type="checkbox"/> All cribs/cots separated to 36 inches apart or a solid barrier	<input type="checkbox"/> Personalized, crib/cot placed in same space every day	
Nap/rest supervision	<input type="checkbox"/> A little	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Warm, responsive and pleasant	<input type="checkbox"/> Non-sleeping children have activities provided	

Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Target Date of Completion

PERSONAL CARE ROUTINES	Not Met	Meets	Better	Best	Not Applicable
Meal/snack schedule	<input type="checkbox"/> Inappropriate (Example: Children are made to wait for food even if hungry or tired)	<input type="checkbox"/> Meets each child’s needs	<input type="checkbox"/> Well-organized meal/snack times, staff sit with children during meals/snacks	<input type="checkbox"/> Encouragement of learning by staff at meal/snack times	
Food served for meals and snacks meets nutrition guidelines	<input type="checkbox"/> Guidelines not met or food served inappropriate	<input type="checkbox"/> Well-balanced age-appropriate food served	<input type="checkbox"/> Menus provided for parents (NA Permitted)	<input type="checkbox"/> Staff cooperates with parents to coordinate introduction of new foods	
Basic sanitary procedures (Hand washing, eating surfaces cleaned and sanitized, utensils used, leftover food is discarded rather than used for a later feeding)	<input type="checkbox"/> Usually neglected	<input type="checkbox"/> Procedures maintained at least half of the time	<input type="checkbox"/> Procedures usually practiced	<input type="checkbox"/> Procedures always practiced	
Feeding practices/ Accommodations for food allergies and cultural diversity	<input type="checkbox"/> Inappropriately used: inadequate supervision or infants not held for bottle feeding <input type="checkbox"/> No accommodations made or for family dietary restrictions (NA Permitted)	<input type="checkbox"/> Appropriately used – adequate supervision for age and abilities of children <input type="checkbox"/> Children’s dietary restrictions posted and substitutions made (NA Permitted)	<input type="checkbox"/> Meals/snacks are relaxed and pleasant – slow eaters given plenty of time and there are conversations happening	<input type="checkbox"/> Children have child-sized eating and serving utensils to encourage self-help skills, older children assist in preparation of meals/snack	

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

PERSONAL CARE ROUTINES	Not Met	Meets	Better	Best	Not Applicable
Diapering/toileting sanitary conditions Sanitizing surfaces, disposal of diapers	<input type="checkbox"/> Difficulty maintaining	<input type="checkbox"/> Maintained at least half of the time	<input type="checkbox"/> Usually maintained and easy to maintain	<input type="checkbox"/> Always maintained	
Diapering/toileting needs Schedule of toilet/diapering changes, lack of provisions – paper towels, soap, running water, sanitizing solution, and supplies readily available	<input type="checkbox"/> Major problems with meeting needs	<input type="checkbox"/> Usually met in appropriate manner	<input type="checkbox"/> Warm running water near area and easy-to-clean surfaces	<input type="checkbox"/> Provisions are convenient and accessible by staff and children <input type="checkbox"/> Provisions for child-sized toilets and low sinks	
Provider and child handwashing practices after diapering/toileting	<input type="checkbox"/> Often neglected	<input type="checkbox"/> Usually wash hands after	<input type="checkbox"/> Always wash hands after	<input type="checkbox"/> Self-help skills promoted as children are ready	
Supervision/interaction while diapering/toileting Safety and sanitary provisions	<input type="checkbox"/> Unpleasant or inadequate	<input type="checkbox"/> Adequate for ages and abilities of children	<input type="checkbox"/> Pleasant staff-child interaction	<input type="checkbox"/> Children appear to manage their routines as independently as they should be able to, considering ages and abilities	

Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Target Date of Completion

PERSONAL CARE ROUTINES	Not Met	Meets	Better	Best	Not Applicable
Staff management of health practices to cut down on spread of germs	<input type="checkbox"/> Difficulty managing	<input type="checkbox"/> At least half of the time	<input type="checkbox"/> Usually acts	<input type="checkbox"/> Children encouraged to manage health practices independently	
Handwashing for general health practices by children and staff	<input type="checkbox"/> Often neglected	<input type="checkbox"/> At least 75% of the time when needed to protect health <input type="checkbox"/> Takes place after wiping noses, etc.	<input type="checkbox"/> Consistently washed hands with only 1 or 2 lapses	<input type="checkbox"/> Children encouraged to manage handwashing practices independently	
Personal items for meeting health needs	<input type="checkbox"/> No extra clothes available or children changed when needed	<input type="checkbox"/> Extra clothes available and children changed when needed	<input type="checkbox"/> To meet health needs indoors and outdoors, children are properly dressed and cared for	<input type="checkbox"/> Individual toothbrushes used at least once daily in full-day program (NA Permitted)	
Medical risks minimized	<input type="checkbox"/> Smoking/drinking alcohol/use of illegal drugs occurs in child care areas either indoors or outdoors <input type="checkbox"/> Children with contagious illness are not removed from contact with others	<input type="checkbox"/> All medications are administered properly. (NA Permitted)	<input type="checkbox"/> Staff models good health practices (washes hands frequently, dresses appropriately for the weather) <input type="checkbox"/> Clean sand is used outdoors and covered (NA Permitted)	<input type="checkbox"/> To handle child care related questions, staff has arranged for a health consultant, health information available to parents from health organizations	

Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Target Date of Completion

PERSONAL CARE ROUTINES	Not Met	Meets	Better	Best	Not Applicable
Safety hazards indoors	<input type="checkbox"/> Many hazards that could result in serious injury	<input type="checkbox"/> Some safety hazards indoors	<input type="checkbox"/> No safety hazards that could cause serious injury	<input type="checkbox"/> Staff ensures that children follow safety rules	
Safety hazards outdoors	<input type="checkbox"/> Many hazards that could result in serious injury	<input type="checkbox"/> Some safety hazards (and outdoors combined)	<input type="checkbox"/> No safety hazards that could cause serious injury	<input type="checkbox"/> Staff ensures that children follow safety rules	
Supervision of children’s safety	<input type="checkbox"/> Inadequate supervision for protection indoors and outdoors	<input type="checkbox"/> Adequate supervision to protect children indoors and outdoors <input type="checkbox"/> Staff has essentials needed to handle emergencies	<input type="checkbox"/> Staff usually anticipates and takes action to eliminate safety hazards <input type="checkbox"/> Center emergency evacuation procedures are practiced monthly with children	<input type="checkbox"/> Staff explains reasons for safety rules to children	

Safety Hazards (not a complete listing):

Indoors: Electrical outlets, strings/cords, heavy objects, medicines, walkers, water temperature, staples/tacks, mats or rugs, stairwells, small objects that can cause choking, crib mattress not fitting snugly, bleach solution spray, plastic or Styrofoam objects, etc.

Outdoors: Play areas, unfenced swimming pool, tools not meant for children’s use, dangerous substances, sharp or dangerous objects, walkways or stairs, roads or driveways, play equipment, etc.

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

LITERACY COMPONENTS	Not Met	Meets	Better	Best	Not Applicable
Amount of talking to children in routines and play	<input type="checkbox"/> Little or no talking	<input type="checkbox"/> Moderate amount	<input type="checkbox"/> Frequent talking	<input type="checkbox"/> All children are conversed with	
Children hear language	<input type="checkbox"/> Loud noises often interfere with children’s ability to hear language	<input type="checkbox"/> Reasonable quiet in the room so children can hear language	<input type="checkbox"/> Uses signing or alternative communication when needed	<input type="checkbox"/> Staff talks about many and varied topics with children	
Staff tone of voice with children	<input type="checkbox"/> Unpleasant manner of talk to children	<input type="checkbox"/> Neutral or pleasant tone of voice usually to children	<input type="checkbox"/> Talk is meaningful to children and personalized	<input type="checkbox"/> Staff uses a wide range of exact words in communicating	
Staff vocabulary usage in talking to children	<input type="checkbox"/> Limited vocabulary	<input type="checkbox"/> Content of talk is generally encouraging and positive	<input type="checkbox"/> Staff uses descriptive words for objects and actions	<input type="checkbox"/> Complexity adjusted for language to match children’s abilities	
Verbal or nonverbal communication by children	<input type="checkbox"/> Children’s communication is discouraged much of the day	<input type="checkbox"/> At least half of the time when children are attempting to communicate, a positive response is given	<input type="checkbox"/> Staff generally responds in a timely and positive manner and follows through appropriately	<input type="checkbox"/> Staff adds more words and ideas to what children say (verbal play, written language, additional topics)	
Encouragement of children’s communication by provider	<input type="checkbox"/> No encouragement	<input type="checkbox"/> Some encouragement	<input type="checkbox"/> Frequent encouragement	<input type="checkbox"/> Staff asks questions to encourage more complex answers	
Social talking with children	<input type="checkbox"/> Talking used only to control children’s behavior	<input type="checkbox"/> Some social talking with children by staff, children allowed to talk much of the day	<input type="checkbox"/> Encouragement of children to communicate with one another, staff has turn-taking conversations	<input type="checkbox"/> Staff maintain good balance between listening and talking, links older children’s talk with writing	
Using language to communicate and develop reasoning skills	<input type="checkbox"/> Little or no positive response to language <input type="checkbox"/> No talk with children about logical relationships	<input type="checkbox"/> Some concepts are introduced (use of words and experiences)	<input type="checkbox"/> Encourage talking through or explanation of reasoning when solving problems	<input type="checkbox"/> Encourage children to use reasoning with actual events of the day for concept development	
Amount of appropriate books accessible daily for much of the day	<input type="checkbox"/> Fewer than 6 for each age group	<input type="checkbox"/> At least 6 and no less than 1 each for infant or toddler classrooms <input type="checkbox"/> Some available (1 for every 2 children 2 – 5 year olds)	<input type="checkbox"/> At least 12 but no less than 2 for each child in infant or toddler classrooms <input type="checkbox"/> At least 20 (for each 2 – 5 year old class)	<input type="checkbox"/> Books gathered together in one or more locations for convenient and comfortable use by children	

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



Condition of books	<input type="checkbox"/> Generally in poor repair	<input type="checkbox"/> Almost all books in good repair	<input type="checkbox"/> Wide selection of books accessible	<input type="checkbox"/> Books are added or changed to maintain interest	
Books read to children daily (should not contain material that is violent or could be frightening to children)	<input type="checkbox"/> Books not read	<input type="checkbox"/> Books read, participation encouraged only while children are interested; children not forced to participate	<input type="checkbox"/> Books read informally with individuals or very small groups of interested children	<input type="checkbox"/> Book times are pleasant and interactive and provider encourages children in all age groups to read at their ability level*	

Appropriate books:

- Infants and Toddlers: Cloth or hard page books, pictures of familiar objects
- Two-year olds through 5 years: Children’s paper story books, beginning reading books
- School-agers: More challenging story books, beginning reading books, chapter books

Notes:

2. When helping children understand language, staff may have differing ways culturally and individually that they talk to children. Whatever the personal communication style of the staff, there can be some variation in the way that this is done.
3. When helping children use language, staff may change roles as the child becomes more competent in communication. The balance between listening and talking should become more equal, because the staff is encouraging children to use language.
4. Books include a variety and wide selection of topics for children including: familiar experiences, fiction/fantasy, factual information, animals, books that reflect different cultures, races, ages, and abilities.

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

ACTIVITIES	Not Met	Meets	Better	Best	Not Applicable
<p>Appropriate number of materials for each age group enrolled, accessible for daily use;</p> <p>Materials are safe, challenging but not frustrating, and may include household items</p>	<p>No materials in the following categories:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fine Motor <input type="checkbox"/> Art <input type="checkbox"/> Music and Movement <input type="checkbox"/> Blocks <input type="checkbox"/> Dramatic Play <input type="checkbox"/> Math/number <input type="checkbox"/> Nature/science <input type="checkbox"/> Sand and water play (no sand or water play available) 	<p>Some materials much of the day in the following categories:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fine Motor <input type="checkbox"/> Art <input type="checkbox"/> Music and Movement <input type="checkbox"/> Blocks <input type="checkbox"/> Dramatic Play <input type="checkbox"/> Math/number <input type="checkbox"/> Nature/science <input type="checkbox"/> Sand or water play either indoor or outdoor 	<p>Many and varied materials much of the day in the following categories:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fine Motor <input type="checkbox"/> Art <input type="checkbox"/> Music and Movement <input type="checkbox"/> Blocks <input type="checkbox"/> Dramatic Play <input type="checkbox"/> Math/number <input type="checkbox"/> Nature/science <input type="checkbox"/> Sand and water play either indoor or outdoor 1 hour daily 	<p>Additional materials rotated for variety in the following categories:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fine Motor <input type="checkbox"/> Art <input type="checkbox"/> Music and Movement <input type="checkbox"/> Blocks <input type="checkbox"/> Dramatic Play <input type="checkbox"/> Math/number <input type="checkbox"/> Nature/science <input type="checkbox"/> Sand and water play indoor and outdoor daily (Weather Permitting) 	
<p>Condition, usage and storage of materials</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Generally in poor repair <input type="checkbox"/> Materials are toxic or unsafe for children 	<ul style="list-style-type: none"> <input type="checkbox"/> Generally in good repair <input type="checkbox"/> Materials are nontoxic and safe for children <input type="checkbox"/> Some materials accessible for each group 	<ul style="list-style-type: none"> <input type="checkbox"/> Materials are well-organized for independent use, organized by type for independent use <input type="checkbox"/> Staff interacts with children in relation to their play with the materials and facilitates appropriate use of materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Space used for play is convenient <input type="checkbox"/> Access to materials is based on children's abilities <input type="checkbox"/> Three-dimensional art materials used at least monthly with 2 – 5 year old age groups 	

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

ACTIVITIES	Not Met	Meets	Better	Best	Not Applicable
<p>Interaction and experiences with the natural world</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No supervision or interaction by provider during activities <input type="checkbox"/> No opportunities for children to experience the natural world 	<ul style="list-style-type: none"> <input type="checkbox"/> Some opportunities to experience the natural world daily – indoors or outdoors <input type="checkbox"/> Staff use everyday events as a basis for helping children learn about nature/science <input type="checkbox"/> Supervision of sand/water play is appropriate for ages and abilities of children 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual expression encouraged <input type="checkbox"/> Outdoor experiences with nature provided at least 2 times a week <input type="checkbox"/> Some daily experiences with living plants or animals indoors <input type="checkbox"/> Sand or water activities set up to facilitate play 	<ul style="list-style-type: none"> <input type="checkbox"/> Creativity is encouraged <input type="checkbox"/> Activities that encourage interest and respect for nature are included <input type="checkbox"/> Materials for this activity are rotated at least monthly 	
<p>Music and movement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Content is inappropriate <input type="checkbox"/> Other noise or activities interfere with ongoing activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff initiates music and movement activity daily <input type="checkbox"/> Recorded music is used at limited times and has a positive purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff informally sings/chants daily with infants, toddlers, or preschoolers 	<ul style="list-style-type: none"> <input type="checkbox"/> Activities to encourage creativity are offered (dance, clap, sing along) <input type="checkbox"/> Materials for this activity are rotated at least monthly 	
<p>Dramatic Play</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No materials available for dramatic play 	<ul style="list-style-type: none"> <input type="checkbox"/> Some materials available for dramatic play <input type="checkbox"/> Storage separate for play materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Many and varied materials available <input type="checkbox"/> Some dramatic props (dress-up hats and clothes, play kitchens, etc.) are child-sized, <input type="checkbox"/> Theme based props available 	<ul style="list-style-type: none"> <input type="checkbox"/> Dramatic materials available to represent diversity <input type="checkbox"/> Staff facilitates dramatic play and enrich play with stories and trips <input type="checkbox"/> Props for outdoors 	
<p>Sand and Water Play</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Not available 	<ul style="list-style-type: none"> <input type="checkbox"/> Available at least once every 2 weeks for infants/toddlers <input type="checkbox"/> Sand or water play either outdoors or indoors for 2 – 5 year old age groups 	<ul style="list-style-type: none"> <input type="checkbox"/> Available at least once a week for infants/toddlers <input type="checkbox"/> Sand and water play either outdoors and indoors and available for a least one hour daily (2 – 5 year old age groups) 	<ul style="list-style-type: none"> <input type="checkbox"/> Provided daily for infants/toddlers <input type="checkbox"/> Sand and water play outdoors and indoors (weather permitting) (2-5 year old age groups) 	

Math/Numbers	<input type="checkbox"/> Math/number taught primarily through rote counting or worksheets <input type="checkbox"/> Staff does not talk with children during free play or routine times about number or math concepts – size and shape	<input type="checkbox"/> Staff sometimes talks about math/number concepts during free play or routines	<input type="checkbox"/> Staff talks about math/number concepts during both free play and routines	<input type="checkbox"/> Activities that require more input from staff are offered <input type="checkbox"/> Materials for this activity are rotated at least monthly	
Blocks	<input type="checkbox"/> No daily use	<input type="checkbox"/> Accessible for daily use	<input type="checkbox"/> Special area set aside and accessible	<input type="checkbox"/> Block play available outdoors	

Definitions:

To meet the indicator of “**some**”, at least one example must be present unless stated as more than one; or for purposes of using, regular but not frequent observation is seen.

To meet the indicator of “**many**”, more than one example must be present and available to children to avoid any waiting to use Materials; or for purposes of using, regular and frequent observation is seen.

To meet the indicator of “**varied**”, differences of the materials that children can use daily and can choose from at one time and can be used for different purposes.

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion



ACTIVITIES – SCREEN USE	Not Met	Meets	Better	Best	Not Applicable
Appropriateness of materials in use of TV, video, and/or computer – age appropriate, non-violent, and culturally sensitive	<input type="checkbox"/> Not appropriate	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Materials are limited to those considered “good for children”	<input type="checkbox"/> Most of the materials encourage active involvement and are used to support and extend children’s current interests and experiences	
Alternate activities accessible while TV/video/computer is being used	<input type="checkbox"/> Alternate activity is not allowed	<input type="checkbox"/> Alternative activity accessible	<input type="checkbox"/> Computer activities accessible for free choice by older age group (NA permitted)	<input type="checkbox"/> Children can participate in active play rather than spending time using TV, video, or computers	
TV, Video, and Computer use is limited	<input type="checkbox"/> Exposure is not limited	<input type="checkbox"/> Time allowed for children 24 months and older to use is limited appropriately for age of children	<input type="checkbox"/> Staff is actively involved with the children in use of TV, video, and computer	<input type="checkbox"/> Exposure is limited	

Definitions of Appropriate by Ages:

- Toddlers under the age of 24 months should not watch television, video, or other visual recordings, or view computers
- Children 2 years of age and older: TV, video and computer screen-time use is limited to 60 minutes per day

Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Target Date of Completion

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

ACTIVITIES	Not Met	Meets	Better	Best	Not Applicable
Active physical play outdoor and indoor space available	<input type="checkbox"/> Outdoor or indoor space to use daily is not available	<input type="checkbox"/> Some uncrowded space, indoor or outdoor	<input type="checkbox"/> Outdoor area used 1 hour per day year-round, weather permitting	<input type="checkbox"/> Outdoor space has 2 or more types of surfaces permitting different types of play	
Safety of outdoor space	<input type="checkbox"/> Space is generally very dangerous	<input type="checkbox"/> Spaces are generally safe	<input type="checkbox"/> Large outdoor area is not crowded or cluttered and is easily accessible	<input type="checkbox"/> Outdoor area has some protection from the elements	
Quantity of appropriate materials/equipment for active physical play	<input type="checkbox"/> None for any age group in care	<input type="checkbox"/> Some suitable for each child in the group, used daily	<input type="checkbox"/> Ample for physical play to keep children active and interested	<input type="checkbox"/> Materials/equipment used daily stimulate a variety of large muscle skills	
Safe and appropriate equipment and materials for active physical play indoor and outdoor	<input type="checkbox"/> Equipment generally in poor repair	<input type="checkbox"/> Equipment generally in good repair	<input type="checkbox"/> All space and equipment are safe and appropriate for children who are allowed to use them	<input type="checkbox"/> Space is organized so that different types of activities do not interfere with one another	

Examples of appropriate materials and equipment by age:

- Infants: small push toys, balls, sturdy things to pull up on, blanket, ramps for crawling
- Toddlers: riding toys without pedals, large push-pull wheel toys, balls, slide, tunnels, cardboard boxes, age appropriate climbing equipment
- Preschoolers: climbing equipment, riding toys, wagons, balls, low basketball hoop
- School-age: riding equipment, jump ropes, hula-hoops, equipment for ball games

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

INTERACTION	Not Met	Meets	Better	Best	Not Applicable
Supervision appropriate for ages and abilities of children during play and learning	<input type="checkbox"/> Usually not sufficient	<input type="checkbox"/> Usually appropriate	<input type="checkbox"/> Consistently careful supervision	<input type="checkbox"/> Usually acts to avoid problems before they occur	
Staff control, responsiveness and active supervision	<input type="checkbox"/> Most supervision is punitive or overly controlling <input type="checkbox"/> Not responsive to or involved with children	<input type="checkbox"/> Most supervision is non-punitive and control is exercised in a reasonable way <input type="checkbox"/> Actively supervises – other work interests do not take away from caregiving <input type="checkbox"/> Usually responsive and involved	<input type="checkbox"/> Shows awareness of the whole group even when working with one child or a small group <input type="checkbox"/> Reacts quickly to solve problems in a comforting and supportive way	<input type="checkbox"/> Talks to children about ideas related to their activities <input type="checkbox"/> Staff's input into learning is balanced with the children's need to explore independently	
Staff-child interactions	<input type="checkbox"/> Interactions are unpleasant, physical contact is not warm or responsive	<input type="checkbox"/> Few, if any, unpleasant interactions; no harsh verbal or physical staff-child interactions	<input type="checkbox"/> Participates in activities with children and shows interest in or appreciation of what they do <input type="checkbox"/> Shows respect for the children and responds sympathetically to help children who are upset, hurt, or angry <input type="checkbox"/> Uses frequent positive verbal and physical interaction with children throughout the day	<input type="checkbox"/> Is usually sensitive about children's feelings and reactions <input type="checkbox"/> Encourages the development of mutual respect between children and adults	

Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Target Date of Completion

INTERACTION	Not Met	Meets	Better	Best	Not Applicable
Methods of discipline used by provider	<input type="checkbox"/> Physical punishment or severe methods used	<input type="checkbox"/> No physical punishment or severe methods ever used	<input type="checkbox"/> Positive methods of discipline used effectively	<input type="checkbox"/> Helps children understand the effects of their actions on others	
Discipline management by provider	<input type="checkbox"/> So lax that there is little order or control	<input type="checkbox"/> Usually maintains enough control to prevent problems – children hurting one another, endangering themselves, or being destructive	<input type="checkbox"/> Program is set up to avoid conflict and promote appropriate interaction <input type="checkbox"/> Attention frequently given when children are behaving well	<input type="checkbox"/> Actively involves children in solving conflicts and problems	
Behavior expectations for age and developmental level of children by provider	<input type="checkbox"/> Usually inappropriate	<input type="checkbox"/> Realistic and with few, if any, exceptions	<input type="checkbox"/> Reacts consistently to children’s behavior	<input type="checkbox"/> Seeks advice from other professionals concerning behavior problems	
Interactions among children	<input type="checkbox"/> Not encouraged Interactions among children often negative	<input type="checkbox"/> Encouraged Most interactions among children are neutral or positive	<input type="checkbox"/> Staff consistently models good social skills	<input type="checkbox"/> Staff points out and talks about instances of positive social interaction among children or between adults and children	
Handling types of interactions by provider	<input type="checkbox"/> Ignore or handle harshly negative interactions among children	<input type="checkbox"/> Usually stops negative and hurtful interactions	<input type="checkbox"/> Facilitates positive peer interactions among children	<input type="checkbox"/> Initiates some appropriate activities that give children experience in working or playing together	

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

PROGRAM STRUCTURE	Not Met	Meets	Better	Best	Not Applicable
Schedule – how time is used	<input type="checkbox"/> Too rigid or too flexible – not satisfying needs of many children	<input type="checkbox"/> Basic schedule exists that is familiar to children and meets the needs of most children	<input type="checkbox"/> Individualized for infants, balance of structure and flexibility for older groups	<input type="checkbox"/> Staff can adjust so that the varying needs of group are met	
Balance of structure and flexibility	<input type="checkbox"/> Children’s routine needs are not met; Staff has no time to supervise children at play	<input type="checkbox"/> At least one indoor and one outdoor play period occurs daily <input type="checkbox"/> Both gross motor and less active play occur daily	<input type="checkbox"/> A variety of play activities occur each day – some initiated by provider <input type="checkbox"/> No long period of waiting during transitions between daily events	<input type="checkbox"/> Most transitions between daily events are smooth	
Opportunity for free play and amount of supervision	<input type="checkbox"/> <i>Either</i> little opportunity for free play <i>or</i> much of the day spent in unsupervised free play	<input type="checkbox"/> Free play occurs for at least one hour daily indoors <i>and</i> outdoors, weather permitting <input type="checkbox"/> Some supervision provided to protect children’s safety and to facilitate play	<input type="checkbox"/> Free play occurs daily for much of the day, some indoors and outdoors, weather permitting <input type="checkbox"/> Provider is actively involved in facilitating children’s play throughout the day	<input type="checkbox"/> Supervision used as an educational interaction	
Quantity of toys, materials and equipment provided for children to use in free play	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Adequate	<input type="checkbox"/> Ample and varied	<input type="checkbox"/> Materials added to stimulate interest during free play	

Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Target Date of Completion



PROGRAM STRUCTURE	Not Met	Meets	Better	Best	Not Applicable
Group time	<input type="checkbox"/> Children usually kept together as a whole group	<input type="checkbox"/> Some opportunity for children to play individually, or be part of self-selected small groups	<input type="checkbox"/> Whole-group gatherings limited to short periods, suited to age and individual needs of children	<input type="checkbox"/> Whole-group activities are set up to maximize children’s success	
Staff interaction during group time	<input type="checkbox"/> Very few opportunities to interact with individual children or small groups <input type="checkbox"/> When children do not participate well in whole group staff gets frustrated or upset	<input type="checkbox"/> Positive and acceptant with children during whole-group time	<input type="checkbox"/> Many play activities done in self-selected small groups or individually and provider engages in educational interaction	<input type="checkbox"/> Engages in educational interaction with small groups and individual children by guiding practice through conversations and introduction of new materials and resources to the program	
Activities done in whole group	<input type="checkbox"/> Usually inappropriate for children	<input type="checkbox"/> Usually appropriate	<input type="checkbox"/> Alternative activities are accessible for children not participating in whole-group activity	<input type="checkbox"/> Engages in educational interaction with the whole group	

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

NOTE: This section is assessed only if there is a child in the group with an identified and diagnosed disability

PROVISIONS FOR CHILDREN WITH DISABILITIES	Not Met	Meets	Better	Best	Not Applicable
Information from available assessments	<input type="checkbox"/> Assessing children’s needs or finding out about available assessments	<input type="checkbox"/> Staff has information from available assessments	<input type="checkbox"/> Staff follows through on recommended activities and interactions by other professionals	<input type="checkbox"/> Most of the professional intervention is carried out within the regular activities of the classroom	
Modifications made to meet the needs of children with disabilities	<input type="checkbox"/> Attempts to meet children’s special needs are difficult to meet	<input type="checkbox"/> Minor modifications made to meet needs of children with disabilities	<input type="checkbox"/> Environment, program, and schedule modifications made so children can participate in many activities with others	<input type="checkbox"/> Children with disabilities are integrated into the group and participate in most activities	
Involvement of parents in helping staff understand children’s needs or in setting goals for the children	<input type="checkbox"/> No involvement	<input type="checkbox"/> Some involvement	<input type="checkbox"/> Parents frequently involved	<input type="checkbox"/> Staff contributes to individual assessments and intervention plans	
Children with disabilities are involved with the other children	<input type="checkbox"/> Very little involvement with the rest of the group	<input type="checkbox"/> Some involvement in ongoing activities with other children	<input type="checkbox"/> Children participate in many activities with others	<input type="checkbox"/> Children with disabilities are integrated into the group and participate in most activities	

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

Compiled self-assessment checklist adapted from: Early Childhood Environment Rating Scale-Revised Edition, 2007 and Infant/Toddler Environment Rating Scale – Revised Edition. Thelma Harms, Debby Cryer, Richard M. Clifford, Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill.

HUMAN RESOURCE POLICIES and PRACTICES			
This section is to be used as guidelines for assessing or developing policies and practices for employees.	YES	NO	COMMENTS
Confidentiality of all staff information is maintained.			
Center has a salary scale that is: <ul style="list-style-type: none"> distributed and available to employees identifies different levels of pay for different levels of education reviewed annually 			
Center staff receives an annual cost-of-living increase (reflected in increased fees) or other new sources of revenue.			
Center has a written center-parent contract that specifies: <ul style="list-style-type: none"> if all contracted hours are paid for in full, regardless of child's attendance fees are paid in full when program has an unexpected closure due to inclement weather days. 			
Staff is paid no less than the regular rate of pay for both direct care of children and other work that supports the care of children (staff meetings, planning time, conferences, paid leave, etc.)			
All work by staff that is over 40 hours per week is paid at the overtime rate of time and a half.			
Full-time employees receive 50 – 70% employer-paid health insurance. Part-time employees receive pro-rated.			
A salary package of up to 5% is offered for vision, life, dental, short/long term disability insurance, child care and family member health coverage.			
Staff can contribute to a pension plan which equals 2% of salary and includes option for employee contributions.			
Staff receive a minimum of 8 holidays paid each year as determined by staff and employers together. Holidays that fall on a weekend, the day before or after is the paid holiday.			
Staff receives at least twelve (12) paid days off per year. <ul style="list-style-type: none"> Sick or personal days <ul style="list-style-type: none"> Sick days can be used to take care of sick family members. Up to one year's unused sick days can be carried over to the following year. 			
Employees accrue vacation time: <ul style="list-style-type: none"> during the first year of employment of at least 5 days per year during second through fourth year, at least 10 days per year after five year, 15 days per year Up to 5 days of vacation time can be carried over to the following year Part-time employees earn pro-rated vacation days 			
Written policies describe conditions for unpaid leave of absences by employees.			
Unpaid leave of up to 8 weeks is allowed each year for birth or adoption of a child, acceptance of a foster child, or employee or family member illness. Continued health coverage for employee is guaranteed and return to the job at the same rate of pay and benefits prior to leave.			
Staff receive a copy of written job description and evaluation procedures and tools before beginning employment. <ul style="list-style-type: none"> Also, staff disciplinary policies, program policies, expectations for staff involvement with parents, community events and other activities Changes in policies and procedures allow staff input before changes are implemented. Supervision is individualized and staff receive clear expectations about job performance. 			
Job descriptions are: <ul style="list-style-type: none"> Accurate, specific, reviewed regularly and staff have input for revisions, include minimum qualifications for position. 			

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



<p>Evaluations of staff happen at end of probationary/orientation period and then annually. Evaluation process includes a:</p> <ul style="list-style-type: none"> • self-evaluation to be completed by the employee • written evaluation by the supervisor • peer or team evaluation • scheduled meeting to discuss the evaluation between supervisor and employee • procedure for employee evaluation of supervisors 			
<p>When job openings become available:</p> <ul style="list-style-type: none"> • current employees are given information at least five working days before outside posting starts • an interview/decision-making committee has two teaching staff present and one of them is working in the room with the vacancy • for supervisory or management positions, at least one teaching staff member is included on the hiring committee • orientation is provided before beginning teaching responsibilities – review of program policies and procedures, and employee’s legal rights at the workplace 			
<p>Policies have been developed for promoting current employees for leadership positions.</p> <ul style="list-style-type: none"> • Team building activities are planned or orientation of new teachers involves current staff. 			
<p>Termination, suspension, severance, and grievance procedures are in writing and available to all employees. Employers will follow all center policies, state and federal laws regarding termination, suspension and grievance procedures applicable.</p>			
<p>In case of layoff, employees receive a minimum of two weeks’ notice and full payment of wages for those two weeks, whether working or not.</p>			

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

PROFESSIONAL DEVELOPMENT			
This section is to be used as guidelines for assessing scheduling, communication, professional development and support.	YES	NO	COMMENTS
Work schedule and classroom coverage are given at time of hire.			
<ul style="list-style-type: none"> Classroom assignments are stable – no daily changes with child attendance changes 15 minute breaks for each 4-hour period are scheduled 30 minute lunch breaks are offered – covered by consistent staff 			
When changing work schedules:			
<ul style="list-style-type: none"> staff input is sought for temporary changes two weeks’ notice is given for permanent changes staff’s child care needs are considered when assigning classroom 			
Staff receive two (2) hours of paid planning time a week. Used for observation and assessment, curriculum planning, staff collaboration, committee work, preparation of materials, etc.			
For long-range planning and physical environment reconditioning, the program closes for at least one (1) day each year.			
Paid staff meetings are held at least once per month to support an effective communication system so that all staff can be informed on policies, events, procedures, and to work collaboratively together.			
Decision making and problem solving is a team practice. Staff can identify priorities to meet goals and share vision and program philosophy.			
Participation in continuing education. Professional development time may be used for state-mandated training, credit-based courses, professional conferences, observation time in other child care programs, and/or release time for early care and education advocacy activities.			
Staff participation in ongoing diversity training with a focus on working with both adults and children.			
Program budget has annual fund for professional development expenses.			
<ul style="list-style-type: none"> Budget covers cost of training and expenses to attend training. Staff have a minimum of twenty-five (25) hours of paid professional time each year 			
Staff have opportunity for recognition and reward to achieve higher levels of formal education and grant programs or other programs.			
An assessment of program quality is done annually with parent feedback. Center uses results to plan professional development activities.			
A peer/mentor support network (informal or formal) is available to engage in problem-solving with peers to benefit from experience and encouragement.			
Staff participates in a professional association, support group or early childhood organization.			
Staff is aware of community supports to enhance professional development.			

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



Compiled self-assessment checklist adapted from: *Creating Better Child Care Jobs: Model Work Standards for Teaching Staff in Center-Based Child Care*. Center for the Child Care Workforce. (1999). Washington, D.C.