



Program Name: _____

County/Tribe: _____

Person completing form: _____

Date: _____

Which self-assessment tool was used:

Top 1 - 3 Quality Improvement Areas for this Plan:

1. _____

2. _____

3. _____

8-29-2013

Sample C: Quality Improvement Action Plan – Licensed Day Camps

Directions: Using the results of the self-assessment, prioritize the quality improvement area(s) to be completed within the plan. Not all quality improvement areas need to be addressed. It is recommended that a program identifies three to five goals/outcomes to work on. More goals/outcomes can be overwhelming and too few will limit the success that you experience in your program. Please see definitions on the second to last page or call your local agency with questions. **To complete this form, please fill out all columns for each goal area.** For example, if you have three goals, fill out all seven columns for each of those three goal areas.

To test the plan you should respond to the following questions:

- **Is this plan fully worth doing?** (Achieving your aim will have positive results for children, families, staff or your business.)
- **How is this plan concrete, specific, and measurable?** (By writing these goals, you will be able to show clear results through your measurement.)
- **How will the result of this plan improve outcomes for children, families, staff, or your business?** (There is a high likelihood that changes will be positive.)
- **How are the outcomes inclusive of all children, culturally competent, and developmentally appropriate?** (These positive changes are good for all children and families.)

Quality Improvement Area	Goal/Desired Outcome	Barriers	Task(s)	Responsible Party(ies)	Resources In-hand/ Resources Needed	Measurement	Timeline/ Benchmarks
Credit-Based Education Qualifications							
Professional Development (credit or non-credit based)							
Environment Indoor							

Environment Outdoors							
Curricular Framework <i>OR</i> Common Core Standards (Academic)							
Positive Behavior Intervention and Supports <i>OR</i> TRIBES <i>OR</i> Guiding Children's Behavior in School Age Programs							
Health and Wellness							
Abuse and Neglect Prevention and Reporting <i>OR</i> Strengthening Families							

Business Practices							
Parent Engagement							

Definitions

Goal/Desired Outcome: This is what you're hoping to achieve by accomplishing your plan or your goal.

Barriers: These are problems, attitudes, and challenges that you should think about and address to achieve success.

Task(s): These are the steps/strategies needed to reach a desired outcome.

Responsible Party(ies): These are the people who are assigned to the task.

Resources In-hand/ Resources Needed:

Resources in-hand: are people, time, materials, and know-how that already exist within your program and could be used to accomplish your tasks.

Resources needed: are people, time, materials, and know-how outside of your program needed to accomplish your tasks.

Measurement – How will the team know if the goal is achieved? - This is a simple way of keeping track of progress. It should be easily tracked, and commonly understood. Successful programs check in regularly, on average of every two weeks. For example, if you have a goal of increasing physical activity you need to:

- 1) Understand how many minutes of physical activity is currently happening on average throughout the program
- 2) Introduce your task/strategy for achieving your increased minutes of physical activity
- 3) Re-measure the amount of time of physical activity occurring in the program after your strategy has been rolled out
- 4) If your goal has not been reached, try a new strategy

Timeline/ Benchmarks- This is the time frame that programs assign to a task. The benchmarks are the steps along the way that will let a program know they are on track toward achieving their outcome.

Quality Improvement Area - Others	Goal/Desired Outcome	Barriers	Task(s)	Responsible Party(ies)	Resources In-hand/ Resources Needed	Measurement	Timeline/ Benchmarks