




## Family Engagement Scoring Rubric for Family Child Care — 16 points possible

Practice	Rationale	Documentation (Check all for points to be awarded)	Points Possible	
<b>Family Conferences</b> 	<p>“Along with short informal daily conversations between parents/guardians and caregivers/teachers. . . periodic and regular planned. . . parent/guardian conferences should be scheduled with at least one parent/guardian of every child in care.” (Caring for Our Children, 4th Edition, Standard 2.3.2.1, pg. 82)</p>	<input type="checkbox"/> Copy of a child’s* completed records used to track progress and development reviewed at conference(s). <input type="checkbox"/> Copy of a goal setting document developed in partnership with a family member and signed by a family member. <input type="checkbox"/> One page of a sign-up sheet* used for conference(s), including the date(s) of the conference(s). *Child names should be blacked out	Select One:	
			Held once in the 12 month documentation period	2
			Held twice in the 12 month documentation period	4
<b>Developmental Screenings</b>	<p>“All of our children need support in the early years to make sure they stay healthy and happy. Just like hearing and vision screenings assure that children can hear and see clearly, developmental and behavioral screenings assure that children are making developmental progress, in areas such as language, social, or motor development. Screening is a regular part of growing up.” (Birth to 5: Watch Me Thrive! A Compendium of Screening Measures for Young Children p.1)</p>	<input type="checkbox"/> Copy of an informational document provided to parents about the purpose of developmental screening and the process of screening at the program. <input type="checkbox"/> Copy of a tool* used to conduct a screening during the 12-month documentation period or documentation* of behaviors observed, including the date of the screening or observation. *Child names should be blacked out	Select One:	
			Tool used is ASQ-3 or ASQ-SE	2
			any other tool used	1
<b>Connecting to Services</b>	<p>“If we care about promoting the long term healthy development of children, we need to care deeply about their parents, as they have the greatest impact on their child’s development. The better able we are to connect and provide parents with support, resources, and guidance, the greater the positive impact on children.” (<a href="https://www.zerotothree.org/resources/518-zero-to-three-comments-on-family-engagement">https://www.zerotothree.org/resources/518-zero-to-three-comments-on-family-engagement</a>)</p>	<input type="checkbox"/> Copy of at least two current handouts for community agencies. <input type="checkbox"/> Description about where the handouts are displayed or how families receive this information.	1	
<b>Activities for Families</b> 	<p>“Engagement in the early years prepares families to be engaged throughout their child’s school years. Most importantly, family engagement efforts support the parent-child relationships that are key to a child’s healthy development, school readiness, and well-being now, and in the future.”            (<a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-involvement-family-engagement-for-professionals.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-involvement-family-engagement-for-professionals.pdf</a>)</p>	<input type="checkbox"/> Copy of flyer or social media post about event(s) held during the 12-month documentation period. Dates must be included on the flyer or other notification. <input type="checkbox"/> At least two photos including adult family members taken at event(s) or a completed sign-in attendance sheet from event(s) held in the past 12 months.	Select One:	
			Held twice in the 12 month documentation period	1
			Held four times in the 12 month documentation period	2

<p><b>Communication on Child</b></p>	<p>“The provider should engage in and maintain open communication with each family. . . The most important aspect of a high-quality family child care program is its human relationships. Providers set the emotional climate of the program. Good quality relations with the children and their families form the foundation of support needed for great experiences.” (Quality Standards for NAFCC Accreditation p. 3-4)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of communication given to family on an infant’s, toddler’s or 2-year-old child’s* day. Documentation must include the date of communication.</li> <li><input type="checkbox"/> Copy of communication given to family on a preschooler or older *child’s week. Documentation must include the date of communication.</li> <li><input type="checkbox"/> Description of a way for a family member to respond to the communication and share information from home to the program.</li> </ul> <p>*Child names should be blacked out</p>	2	
<p><b>Communication on Program</b></p>	<p>“Those who care for children on a daily basis have abundant, rich observational information to share, as well as offer instruction and best practices to parents/guardians . . . Communication with families should take place through a variety of means and ensure all families, regardless of language, literacy level, or special needs, receive all of the communication.” (Caring for our children 4th edition p. xix)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of a month’s information, such as a newsletter, social media post or picture of a bulletin board specific to a month, including information on the: <ul style="list-style-type: none"> <li>• Program, and</li> <li>• Parenting or Child Development</li> </ul> </li> </ul>	1	
<p><b>Parent Feedback</b></p>	<p>“At least twice a year, each caregiver/teacher should seek the views of parents/guardians about the strengths and needs of the indoor and outdoor learning/play environment and their satisfaction with the services offered. . . Anonymous surveys can be offered as a way to receive parent/guardian input without parents/guardians feeling concerned if they have negative comments or concerns about the facility or practices within a facility.” (Caring for Our Children, 4th Edition, Standard 2.3.2.2, pg. 83)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of request(s) sent from the program to the parents asking for feedback during the 12-month documentation period. For example, a survey, request on social media, or attendance roll sheets from a family advisory group or family feedback meeting. Dates must be included on documentation.</li> </ul>	Select One:	
			Held once in the 12 month documentation period	1
Held twice in the 12 month documentation period	2			
<p style="text-align: center;"></p> <p><b>Information on Transitions</b></p>	<p>“ . . . parents/guardians and their children need help from the caregivers/teachers to accommodate the transitions between home and out-of-home settings. Many parents/guardians experience distress at separation. For most parents/guardians, the younger their child and the less experience they have had with sharing the care of their children with others, the more intense their distress at separation.” (Caring for Our Children, 4th Edition, Standard 2.1.1.6, pg. 56)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of the communication, including the date, sent to families with information regarding transitions from: <ul style="list-style-type: none"> <li>• Home to program, and</li> <li>• Program to school or another setting.</li> </ul> </li> <li><input type="checkbox"/> Copy of contact information for the neighborhood school(s) and description of how this information is shared with families.</li> </ul>	1	
<p><b>Supporting English Learners</b></p>	<p>“Learning English while maintaining a family’s native language enriches child development and strengthens family cultural traditions.” (Caring for Our Children, 4th Edition, Standard 2.1.1.7, pg. 58)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of written policy in parent handbook explaining support of English language learners, including: <ul style="list-style-type: none"> <li>• Use of basic words and phrases from the home language,</li> <li>• Incorporating books or labels in both languages, and</li> <li>• Use of interpreters when needed.</li> </ul> </li> </ul>	1	
<b>Total Points</b>			<b>16</b>	