

Family Engagement Scoring Rubric for Centers — 16 points possible

Practice	Rationale	Documentation (Check all for points to be awarded)	Points Possible	
Regular Family Conferences 	<p>“Along with short informal daily conversations between parents/guardians and caregivers/teachers . . . periodic and regular(ly) planned . . . parent/guardian conferences should be scheduled with at least one parent/guardian of every child in care.” (Caring for Our Children, 3rd Edition, Standard 2.3.2.1, pg. 78) “Teachers [and] families . . . must have regular opportunities to participate in conferences to discuss each child’s progress, accomplishments, and difficulties both in the classroom and at home.” (NAEYC Early Learning Program Accreditation Standards and Assessment Plan, pg. 58)</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) in the past 12 months, including the date(s) of the conference(s).	Select One:	
			Held once in 12 months**	2
Child Assessment and Developmental Screenings	<p>“Assessments have multiple purposes. They may be conducted to identify children’s interests and needs and to describe their developmental progress and learning . . . Developmental screenings are a form of assessment. When indicated, the results of a child assessment may lead to a referral for a diagnostic assessment.” (NAEYC Early Learning Program Accreditation Standards and Assessment Plan, pg. 54)</p>	<input type="checkbox"/> Copy of an informational document provided to parents about the purpose of child assessment and developmental screening and the process at the program. <input type="checkbox"/> Copy of a completed tool* used to conduct an assessment screening in the past 12 months or documentation* of behaviors observed, including the date of the assessment screening or observation.	2	
Connecting Families to Service Agencies	<p>“Program staff have the important role of encouraging and supporting families to make the primary decisions about services their children may need outside of the program. Program staff can provide families with information about programs and services from other organizations.” (NAEYC Early Learning Program Accreditation Standards and Assessment Plan, pg. 98)</p>	<input type="checkbox"/> Copy of at least two current handouts for community agencies. <input type="checkbox"/> Description of where the handouts are displayed or how families receive this information.	1	
Activities for Families 	<p>“Programs need to establish an atmosphere that continually invites and includes families in the life of the program . . . Families’ schedules and availability must be considered as part of this planning . . . The program has an important role in creating a true community of families it serves. This can be accomplished by facilitating opportunities for families to meet with one another on a formal and informal basis.” (NAEYC Early Learning Program Accreditation Standards and Assessment Plan, pg. 94)</p>	<input type="checkbox"/> Copy of flyer or social media post about event(s) held in the past 12 months. Dates must be included on the flyer or other notification. <input type="checkbox"/> At least half of the activities include documentation of a learning component that families can use with children at home. <input type="checkbox"/> At least two photos taken at event(s) or a completed sign-in attendance sheet from event(s) held in the past 12 months Activities may be held center-wide or by classroom. If held by classroom, documentation must be included for each classroom in the center for points to be awarded.	Select One:	
			Held twice in 12 months**	1
Monthly Communication with Families Sharing Program Information	<p>“Programs need to be intentional about communication . . . with families . . . Many daily happenings of a class can be communicated to all families at once through message boards, private network posts or other means of reporting.” (NAEYC Early Learning Program Accreditation Standards and Assessment Plan, pg. 94)</p>	<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"> • Program, and • Parenting or Child Development 	1	

<p>Regular Communication About Each Child</p> 	<p>“Regular two-way communication is an essential element for maintaining positive relationships with families. Teachers keep families informed about their child’s progress at the program, and parents share information about what’s going on in the child’s home life.” (NAEYC Early Learning Program Accreditation Standards and Assessment Plan, pg. 12)</p> <p>“Teaching staff who care for infants, toddlers and 2-year-olds should have a procedure for communicating with each family on a daily basis, about their child’s activities and developmental milestones, shared caregiving issues, and other information that affects this child’s well-being and development. Similarly, teaching staff who care for preschoolers and older children should have a procedure for communicating these things to each family on a weekly basis. When in-person communication is not possible, teaching staff can communicate through established alternative means, such as daily written report forms, emails, web posts, or phone calls.” (NAEYC Early Learning Program Accreditation Standards and Assessment Plan, pg. 94-95)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of communication given to family on an infant/ toddler/ or 2-year-old child’s* day from the past. Documentation must include the date of communication. <input type="checkbox"/> Copy of communication given to family on a preschooler or older child’s* week from the past month. Documentation must include the date of communication. <input type="checkbox"/> Description of a way for a family member to respond to the communication and share information from home to the program. 	2							
<p>Opportunity for Parents to Give Feedback to the Program</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. . . Asking parents/guardians about their concerns and observations is essential so they can share issues and engage with staff in collaborative problem-solving.” (Caring for Our Children, 3rd Edition, Standard 2.3.2.2, pg. 79)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A copy of feedback received from a family regarding the program, such as a completed survey, feedback resulting from a social media request, attendance roll sheets and minutes from a parent feedback or advisory group meeting. Dates must be included on documentation. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Select One:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Completed once in 12 months**</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">Completed twice in 12 months**</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		Select One:		Completed once in 12 months**	1	Completed twice in 12 months**	2
Select One:										
Completed once in 12 months**	1									
Completed twice in 12 months**	2									
<p>Information on Transitions</p> 	<p>“Transitions should be planned in advance, based on the child’s readiness. Children should not be moved to a new indoor and outdoor learning/play environment for the sole purpose of maintaining child:staff ratios. Supporting the achievement of developmental tasks for young children is essential for their social and emotional health. Establishing trust with caregivers/ teachers and successful adaptation to a new indoor and outdoor learning/play environment is a critical component of quality care.” (Caring for Our Children, 3rd Edition, Standard 2.1.1.6, pg. 54)</p> <p>“The program should establish relationships with other early learning programs and with local elementary schools. These relationships are needed to help families prepare for and manage their children’s transitions between programs, including special education programs.” (NAEYC Early Learning Program Accreditation Standards and Assessment Plan, pg. 96)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of the communication, including the date, sent to families with information regarding transitions from: <ul style="list-style-type: none"> • Home to classroom, • Classroom to another classroom, and • Classroom to school or another setting. <input type="checkbox"/> Copy of contact information for the neighborhood school(s) and description of how this information is shared with families. <p>Documentation may include roll sheets from families meetings about transitions.</p>	1							
<p>Supporting English Learners</p>	<p>“Teaching staff should support the development and maintenance of children’s home language whenever possible. . . Language development drives and mediates the responsiveness of the learning framework. Teachers can help children understand spoken language—particularly when children are learning a new language—by using pictures, familiar objects, body language and physical cues.” (NAEYC Early Learning Program Accreditation Standards and Assessment Plan, pg. 45)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of written policy in parent handbook explaining support of English language learners, including: <ul style="list-style-type: none"> • Use of basic words and phrases from the home language, • Incorporating books or labels in both languages, and • Use of interpreters when needed. 	1							
Total Points			16							

*Child names should be blacked out.

**Held or completed in 12 month documentation period.