

QUALITY RATED: STANDARD 3

CCR&R Southeast GA



This step by step guide has been prepared to assist you with completing Standard 3 of the Quality Rated portfolio independently.

STANDARD 3 RESOURCES

QUALITY RATED CHILD CARE

RETURNING USERS

Welcome to Quality Rated, Georgia's Quality Rating and Improvement System

2023 COHORTS
ADDITIONAL RESOURCES
CAPS SCHOLARSHIPS
CONTACT US

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PEER SUPPORT NETWORK
PROGRAM MANUAL
QR PORTFOLIO
STEP-BY-STEP GUIDES

TECHNICAL ASSISTANCE
TRAINING

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Standard 3: Family Engagement

- Strengthening Families

To access Standard 3, log into your Quality Rated account and open your current portfolio. In the brown banner at the bottom of the website, you can access additional portfolio resources by clicking “QR Portfolio.” For Standard 3, Quality Rated has provided a flow chart that can help you determine what Strengthening Families training should be taken in this assessment timeframe.

Standard 3 focuses on the importance of partnering with families in order to improve child outcomes. To support this partnership, Georgia uses the Strengthening Families Framework to assist with building the connection between programs, families, and the community. As an early childhood professional, you play a key role in bridging the connection between your early learning program, families, and the community so children can be provided with the best outcomes possible.

STANDARD 3



Portfolio Status: In Progress

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- Standard 1
- Standard 2
- Standard 3**
- ✓ Overview of Five Protective Factors
- ✓ Family Engagement Self Assessment
- ✓ Family Engagement Improvement Plans (Goals)
- ✓ Family Engagement Written Evidence
- Standard 4
- Standard 5

PORTFOLIO INFORMATION

Now begin working on your Quality Rated Portfolio. The Portfolio will help you organize and submit supporting evidence of your work related to each of the following Quality Rated standards.

- Standard 1 – Director and Teacher Qualifications and GaPDS Verification
- Standard 2 – Nutrition and Physical Activity
- Standard 3 – Family Engagement
- Standard 4 – Intentional Teaching Practices
- Standard 5 – Teacher-Student Ratios

Review each standard's requirements in the [Quality Rated Program Manual](#) before beginning the portfolio process. We recommend that you compile the necessary documentation to support each standard in an electronic file. Using your Rating Rubric to help you organize your supporting documentation in clearly labeled electronic files will help you with the online submission process.

The Portfolio does not need to be completed in order. However, it is suggested that Standard 1 be a priority as it is linked to other Portfolio Standards and requires that staff be entered in the Georgia Professional Development System (GaPDS). Documentation for Standard 5 (Teacher-Student Ratio Requirements) must be within 30 calendar days of the Portfolio submission date, therefore it should be completed towards the end of the process.

Information/data for the Portfolio can be saved as you go. After completing each section, click on the small box at the bottom of the screen. A green checkmark will appear next to the menu item to indicate that the section is complete. Once all sections are completed, the Submit Portfolio button at the top of the screen will be enabled so that you can submit your portfolio for review.

Technical Assistance is available through your [Child Care Resource and Referral Agency](#). If you are interested in receiving technical assistance, click on the Technical Assistance link located on the upper right side of your Quality Rated Home page.

For more details about the online Quality Rated Portfolio, contact the Help Desk at 1-855-800-7747 or QualityRated@dec.state.ga.us

[View Standard 1 Rating Rubric](#)

After opening the portfolio, click on Standard 3 to see the drop-down menu of the different sections for this standard.

OVERVIEW OF FIVE PROTECTIVE FACTORS

Portfolio Status: In Progress

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Standard 5

STANDARD 3 - OVERVIEW OF FIVE PROTECTIVE FACTORS

Points are awarded based on the percentage of your staff that have completed an approved Strengthening Families training. To be counted, the training certificate must be signed, uploaded, and verified in GaPDS prior to portfolio submission.

Available Courses:

- Strengthening Families Georgia: An Effective Approach to Supporting Families and Communities is an overview course and is state approved for two hours. This course should be completed first.
- Connections: The Foundation of Family Engagement addresses one of the five protective factors introduced in the overview course and is state approved for one hour.
- Concrete Supports focuses on a second protective factor and is state approved for one hour.

Each training can be accessed by clicking the link below. Feel free to email the link to your staff.
www.prosolutionstraining.com/afg

Choosing the Correct Course:

For Initial, Re-Application, and Request for Reassessment portfolios, credit is given for Strengthening Families training that has been completed no more than five (5) years before the portfolio submission date (Ready to Submit).

For Required Reassessment portfolios, a different Strengthening Families course should be taken in the three-year window between the previous rating date and the date of the reassessment submission, as credit is not given for repeating the same course that was counted in the previous portfolio.

Submission of Certificates:

The training must be entered into each staff member's GaPDS profile. In addition, the certificate must be provided to the Professional Standards Commission (PSC). This may be done by uploading the certificate in GaPDS. After the training has been entered and the certificate has been submitted, the GaPDS profile must be submitted for review.

If the certificate cannot be uploaded, it may be submitted via email, fax, or mail. Emailed certificates must be in PDF format. Faxes and emails should not exceed 10 pages.

GaPDS Email: gapds@ppsc.com
GaPDS Fax Number: 404-232-2661
GaPDS Mailing Address:
Georgia Professional Standards Commission
Professional Development System
200 Piedmont Avenue SE
Suite 1712 West
Atlanta, GA 30334-9032

After all staff members have entered the training, submitted the certificate, and submitted their profile for review, click on the box at the bottom of the screen to indicate that this section is complete.

Check this box to indicate that this section is complete.

View Standard 3 Rating Rubric

The first section is Strengthening Families training that staff will complete and submit a certificate of completion through their GaPDS profile. When you open Overview of Five Protective Factors, find the link that will take you to where the Georgia Strengthening Families trainings are housed on the ProSolutions website. Please note that it is very important you use this link to ensure you are accessing the correct training options. If you are a child care director, please ensure you share this link with your staff.

Because this page provides you information, and no actions have to be completed here, check the green box at the bottom of the page to mark this section complete.

OVERVIEW OF FIVE PROTECTIVE FACTORS

STANDARD 3 - OVERVIEW OF FIVE PROTECTIVE FACTORS ?

Points are awarded based on the percentage of your staff that have completed an approved Strengthening Families training. To be counted, the training certificate must be signed, uploaded, and verified in GaPDS prior to portfolio submission.

Available Courses:

- **Strengthening Families Georgia: An Effective Approach to Supporting Families and Communities** is an overview course and is state approved for two hours. This course should be completed first.
- **Connections: The Foundation of Family Engagement** addresses one of the five protective factors introduced in the overview course and is state approved for one hour.
- **Concrete Supports** focuses on a second protective factor and is state approved for one hour.

Each training can be accessed by clicking the link below. Feel free to email the link to your staff.

www.prosolutionstraining.com/sfg

Course Catalog

Strengthening Families Protective Factors

1 HOUR

\$0.00

Concrete Support in Times of Need



Add to Cart

View Details

1 HOUR

\$0.00

Connections: The Foundation of Family Engagement



Add to Cart

View Details

2 HOURS

\$0.00

Strengthening Families Georgia: An Effective Approach to Supporting Families and Communities



Add to Cart

View Details

When you click the ProSolutions Strengthening Families link, you will see the training menu as shown above. It is recommended that you complete the trainings as listed under “Available Courses,” but do not take all of them at one time as it is required that a new Strengthening Families training is taken each reassessment year. If you are unsure of what training to take, you can use the Strengthening Families flow chart as referenced at the beginning of this guide.

To access the training, click “Add to Cart” and then follow the prompts as provided by ProSolutions. If you do not currently have a ProSolutions account, you will have the opportunity to create one.

OVERVIEW OF FIVE PROTECTIVE FACTORS

The screenshot shows the GaPDS (Georgia Professional Development System for Early Childhood Educators) website. On the left, a sidebar menu includes 'Trainings', 'Conferences', and 'Train'. Under 'Trainings', there are links for 'Find Scheduled Training Sessions', 'Search Approved Training', 'Canceled Sessions', and 'Find OLLI Trainings'. The main content area is titled 'Find Scheduled Training Session' and contains a 'Training Search Criteria' section. This section includes a 'Training Name' input field, a 'Training Code' input field, and a 'Training Focus' section with several checkboxes: Administration, Center-Based Care, Home-Based Care, Infant 0-12 months, Toddler 13-36 months, Preschool 3-4 years, Georgia's Pre-K, 4 Years, School Age 5+ years, Inclusion, and Dual Language Learners. A green arrow points from the 'Find Scheduled Training Sessions' link in the sidebar to the search criteria section.

QR also accepts courses that cover any of the protective factors. The trainer does not matter (as long as the training is approved and verified in GaPDS).

- Strengthening Families Through Parental Resilience
- Strengthening Families Through Social Connections
- Strengthening Families Through Knowledge of Child Development
- Strengthening Families Through Concrete Support in Times of Need
- Strengthening Families Through the Promotion of Social and Emotional Competence in Children

Quality Rated also accepts trainings that cover any of the additional protective factors. To access these trainings, please go to GaPDS→ Training→ Find Scheduled Training Sessions, and use the search option to locate your desired training.

RATING RUBRIC

Portfolio Standard 3: Family Engagement – 18 Points Possible

For **Initial, Re-Application, and Request for Reassessment** portfolios, credit is given for Strengthening Families training that has been completed no more than five (5) years before the portfolio submission date (Ready to Submit). For **Required Reassessment** portfolios, a different Strengthening Families course should be taken in the three-year window between the previous rating date and the date of the reassessment submission, as credit is not given for repeating the same course that was counted in the previous portfolio. A different Strengthening Families course is not required for a Re-Application or a Request for Reassessment, due to the shorter timeframe between the rating date and the submission date.

3.1 Overview of Five Protective Factors	Points Possible
3.1.0 Criteria not met.	0
3.1.1 Fifty percent (50%) of the staff have completed the Strengthening Families training.	2
3.1.2 Seventy-five percent (75%) of the staff have completed the Strengthening Families training.	4
3.1.3 Eighty percent (80%) of the staff have completed the Strengthening Families training.	6
<u>What to Submit for Standard 3.1</u>	
Initial Application: <ul style="list-style-type: none"> ○ Strengthening Families training will be verified for all staff in the GaPDS. Points for completed training hours will be awarded based on training entered and verified in the GaPDS at the time of portfolio submission. 	
Reassessment: <ul style="list-style-type: none"> ○ Strengthening Families training will be verified for all staff. Points for completed training hours will be awarded based on training entered and verified in the GaPDS at the time of portfolio submission. 	
<i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i>	

Here is the Standard 3 section of the rubric. Points will be awarded based on the percentage of staff (as listed in Standard 1) that have completed a Strengthening Families training. Verification for completed trainings will be based on what has been entered and verified by GaPDS at the time of portfolio submission.

FAMILY ENGAGEMENT SELF ASSESSMENT

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STANDARD 3 - FAMILY ENGAGEMENT SELF ASSESSMENT

This Family Engagement Self-Assessment tool is a modification of the Center for Study of Social Policy's Strengthening Families™ Self-Assessment Tool for Center-Based Early Care and Education Programs and Family Child Care Programs.

The self assessment covers the following protective factors:

1. Parental Resilience
2. Knowledge of Parenting and Child Care
3. Concrete Support in Times of Need
4. Social Emotional Competence of Children

Instructions:

1. Click on the **Access Self-Assessment Form** button below to access the assessment.
2. Read each protective factor description.
3. Respond to each statement. The possible responses are:
 - No process at this time
 - Beginning – A program is taking initial steps (activities) to meet a given indicator.
 - Progressing – A program has systems in place to meet the objective.
 - Innovating – A program has creative, effective approaches to meet the unique needs of the program and family.
4. Enter comments, examples, and sources of evidence in the Comment box. (Optional)
5. Check the **Include in improvement plan** box to include the item in your Family Engagement Improvement Plan.
6. A minimum of one item must be checked.
7. Only checked items will be available for selection on the Family Engagement Improvement Plan tab.
8. After completing the self assessment, please check the completion check box.

ACCESS SELF-ASSESSMENT FORM

Check this box to indicate that this section is complete.

[View Standard 3 Rating Rubric](#)

The next section of Standard 3 is the Family Engagement Self-Assessment. This self-assessment covers 4 of the protective factors as listed above. To complete the self-assessment, click **ACCESS SELF-ASSESSMENT FORM**. Read each protective factor description and provide a response based on where your program is at this time. Step 3 on the self-assessment instructions provides an explanation of the available responses. Comments, examples, or evidence can be provided in the comment box; however, this is not required.

As you go through each statement, if you find one that is an area where your program could improve, check the “Include in improvement plan” box so that this information can be used in the Family Engagement Improvement Plan section.

Since this is a self-assessment, your responses will not be graded and do not impact your portfolio score.

Here is an example of what the self-assessment contains. At the top there is a drop-down menu for the four Protective Factors. Each page will be structured as shown above.

At any point you can click the “Save” button to save responses. To continue, click SAVE AND CONTINUE.

- Standard 1
- Standard 2
- Standard 3
- Overview of Five Protective Factors
- Family Engagement Self Assessment
- Family Engagement Improvement Plans (Goals)
- Family Engagement Written Evidence
- Standard 4
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FAMILY ENGAGEMENT SELF ASSESSMENT

STANDARD 3 - FAMILY ENGAGEMENT SELF ASSESSMENT

● Click on **Go to Instructions** to return to the first screen.
● The protective factors are presented in order, each on a separate screen.
● You can go directly to a protective factor by using the drop down box.
● Clicking **Save** will retain any entries entered and you will remain on the same screen.
● Clicking **Save and Continue** saves your information and moves to the next screen.
● **Save and Continue** requires that a response has been entered for all statements.

Protective Factor: Knowledge of Parenting and Child Care

Knowledge of Parenting and Child Care (4 questions/categories)

Gaining a deeper understanding of child development—including early brain development—helps parents know what to expect from their child. Knowledge of parenting and child development can also help parents understand what children need during each developmental phase. Programs can help parents increase their knowledge of parenting and child development. Programs should:

- Model developmentally appropriate interactions with children
- Provide information and resources on parenting and child development
- Encourage parents to observe, ask questions, explore parenting issues, and try out new strategies
- Address parenting issues from a strength-based perspective

(1) How do programs model developmentally appropriate interactions with children?

Staff reinforce positive parent-child interactions by sharing something positive with families about what their child has done each day.

Response:

No process at this time
 Progressing
 Beginning
 Innovating

Include in improvement plan

Comments:

View Standard 3 Rating Rubric

This is another example of the statements and responses. Here the “Include in improvement plan” is checked.

FAMILY ENGAGEMENT SELF ASSESSMENT

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STANDARD 3 - FAMILY ENGAGEMENT SELF ASSESSMENT

[Go to Instructions](#)

- Click on **Go to Instructions** to return to the first screen.
- The protective factors are presented in order, each on a separate screen.
- You can go directly to a protective factor by using the drop down box.
- Clicking **Save** will retain any entries entered and you will remain on the same screen.
- Clicking **Save and Continue** saves your information and moves to the next screen.
- Save and Continue** requires that a response has been entered for all statements.

Protective Factor: **Concrete Support in Times of Need**

Concrete Support in Times of Need (2 questions/categories)

Concrete support helps to ensure that families receive the basic necessities that everyone deserves in order to grow. Providing concrete support also ensures that families have access to any specialized medical, mental health, social, educational, or legal services they may need. Programs can help parents to identify, find, and receive concrete support in times of need. Programs should:

- Respond immediately when families are in crisis
- Provide information and connections to services in the community
- Help families to develop skills and tools they need to identify their needs and connect to supports

(1) How do programs respond immediately when families are in crisis?

Families are encouraged to turn

Response:

No process at this time

Beginning

Include in improvement plan

When staff make referrals to outside services, they support family leadership by brainstorming with families about helpful resources, coaching families as they complete paperwork, and helping families learn how to address barriers to utilizing services (e.g. lack of transportation, child care, language barriers, cultural sensitivity, and inclusiveness).

Response:

No process at this time

Beginning

Progressing

Innovating

Include in improvement plan

Comments:

[SAVE](#) [SAVE AND CONTINUE](#)

[View Standard 3 Rating Rubric](#)

- Standard 1
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- Overview of Five Protective Factors
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- Family Engagement Improvement Plans (Goals)
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- Standard 4
- Standard 5

FAMILY ENGAGEMENT SELF ASSESSMENT

STANDARD 3 - FAMILY ENGAGEMENT SELF ASSESSMENT Go to Instructions

- Click on **Go to Instructions** to return to the first screen.
- The protective factors are presented in order, each on a separate screen.
- You can go directly to a protective factor by using the drop down box.
- Clicking **Save** will retain any entries entered and you will remain on the same screen.
- Clicking **Save and Continue** saves your information and moves to the next screen.
- **Save and Continue** requires that a response has been entered for all statements.

Protective Factor: Social Emotional Competence of Children

Social Emotional Competence of Children (5 questions/categories)

The development of social and emotional competence—that is, characteristics such as self-regulation, self-confidence and social skills—depends on the quality of nurturing care, communication and stimulation that a child experiences. Programs can help to promote the social and emotional competence of children. Programs should:

- Help parents foster their child's social emotional development
- Model nurturing care to children
- Include children's social and emotional development activities in programming
- Help children develop a positive cultural identity and interact in a diverse society
- Respond proactively when social or emotional development needs extra support

(1) How do programs...

Staff participate in transition meetings with the family and new service provider or educational agency.

The program provides:

Response:

No process at this time Beginning

No process at this time Progressing

Beginning Innovating

Include in improvement plan

Comments:

View Standard 3 Rating Rubric

Once the final section of the assessment is complete, click SUBMIT.

FAMILY ENGAGEMENT SELF ASSESSMENT

Portfolio Status: In Progress

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STANDARD 3 - FAMILY ENGAGEMENT SELF-ASSESSMENT

This Family Engagement Self-Assessment tool is a modification of the Center for Study of Social Policy's Strengthening Families™ Self-Assessment Tool for Center-Based Early Care and Education Programs and Family Child Care Programs.

The self assessment covers the following protective factors:

1. Parental Resilience
2. Knowledge of Parenting and Child Care
3. Concrete Support in Times of Need
4. Social Emotional Competence of Children

Instructions:

1. Click on the **Access Self-Assessment Form** button below to access the assessment.
2. Read each protective factor description.
3. Respond to each statement. The possible responses are:
 - No process at this time
 - Beginning – A program is taking initial steps (activities) to meet a given indicator.
 - Progressing – A program has systems in place to meet the objective
 - Innovating – A program has creative, effective approaches to meet the unique needs of the program and family.
4. Enter comments, examples, and sources of evidence in the Comment box. (Optional)
5. Check the **Include in improvement plan** box to include the item in your Family Engagement Improvement Plan.
6. A minimum of one item must be checked.
7. Only checked items will be available for selection on the Family Engagement Improvement Plan tab.
8. After completing the self assessment, please check the complete check box.

ACCESS SELF-ASSESSMENT FORM Completed

Check this box to indicate that this section is complete.

View Standard 3 Rating Rubric

Once back on the home screen, check the box indicating this section is complete. This step is very important as you cannot proceed with the improvement plans until this section is marked complete.

Standard 1
Standard 2
Standard 3
✓ Overview of Five Protective Factors
✓ Family Engagement Self Assessment
Family Engagement Improvement Plans (Goals)
✓ Family Engagement Written Evidence
Standard 4
Standard 5

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STANDARD 3 - FAMILY ENGAGEMENT IMPROVEMENT PLANS (GOALS)

Develop your Family Engagement Improvement Plan using the checked items from the Family Engagement Self Assessment as goals.
A minimum of one goal is required. Reference the rubric to identify the number of possible points you will strive toward when developing your goals.

Click the Add Improvement Plan button to access the checked items from your Family Engagement Self Assessment.

ADD IMPROVEMENT PLAN

Check this box to indicate that this section is complete when all of your improvement plans have been added.

[View Standard 3 Rating Rubric](#)

The next section is Family Engagement Improvement Plans or Goals. To complete improvement plans, click ADD IMPROVEMENT PLAN.

When the improvement plan opens, the first step is to select the protective factor. If you're missing a protective factor, go back to the assessment and make sure you clicked "Include in improvement plan." The next drop-down will show the goals based on the statements selected to be included in the improvement plan. There could be one or more goals listed; they can be selected to be read to determine which one would best meet the program's needs.

Answer the questions for 1-3 and 6. For 4, enter a start date that works best for the program. For 5, a date can be entered or it can be left blank to be an ongoing goal. Once completed, click SAVE.

- Standard 1
- Standard 2
- Standard 3
- ✓ Overview of Five Protective Factors
- ✓ Family Engagement Self Assessment
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FAMILY ENGAGEMENT IMPROVEMENT PLANS (GOALS)

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STANDARD 3 - FAMILY ENGAGEMENT IMPROVEMENT PLANS (GOALS)

Develop your Family Engagement Improvement Plan using the checked items from the Family Engagement Self Assessment as goals.
 A minimum of one goal is required. Reference the rubric to identify the number of possible points you will strive toward when developing your goals.

Click the *Add Improvement Plan* button to access the checked items from your Family Engagement Self Assessment.

Edit	Protective Factor	Goal	Start Date	End Date	Delete
	Parental Resilience	Staff encourage active parental decision-making about their children's education.	2/1/2024 12:00:00 AM	Ongoing	
	Knowledge of Parenting and Child Care	Family members are encouraged to visit any time and talk with staff about their observations and questions.	2/1/2024 12:00:00 AM	Ongoing	
	Concrete Support in Times of Need	Staff offer to connect families to resources, including help lines, community resources, or public agencies.	2/1/2024 12:00:00 AM	Ongoing	
	Social Emotional Competence of Children	Staff encourage children to express their feelings through words, artwork, and expressive play.	2/1/2024 12:00:00 AM	Ongoing	

ADD IMPROVEMENT PLAN

Check this box to indicate that this section is complete when all of your improvement plans have been added.

[View Standard 3 Rating Rubric](#)

Once goals have been completed, check the green box to mark this section complete.

RUBRIC

3.2 Family Engagement Self-Assessment	Points Possible
3.2.0 Criteria not met.	0
3.2.1 The program has conducted the Family Engagement Self-Assessment within the past year and has developed a written improvement plan to address one goal from one of the protective factors stated in the Family Engagement Self-Assessment.	2
3.2.2 The program has conducted the Family Engagement Self-Assessment within the past year and has developed a written improvement plan to address three goals . Each goal should be from a different protective factor stated in the Family Engagement Self-Assessment.	4
3.2.3 The program has conducted the Family Engagement Self-Assessment within the past year and has developed a written improvement plan to address four goals . Each goal should be from a different protective factor stated in the Family Engagement Self-Assessment.	6
<u>What to Submit for Standard 3.2</u>	
Initial Application and Reassessment: <ul style="list-style-type: none"> ○ A completed Family Engagement Self-Assessment and written improvement plan addressing either 1, 3, or 4 goals. The self-assessment is located in Standard 3 of the online portfolio. 	
<i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i>	

For this section of the rubric, points can be awarded based on the number of goals provided and how many protective factors are covered. You are welcome to write as many goals as you see beneficial and meaningful to your program; however, at least one goal must be provided to complete this section of the portfolio.

FAMILY ENGAGEMENT WRITTEN EVIDENCE

Portfolio Status: In Progress

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Standard 3 - FAMILY ENGAGEMENT WRITTEN EVIDENCE

No more than five samples of the following should be submitted:

- If reassessment, evidence of implementing the prior improvement plan
- 3.3.1. Evidence of written policy on inclusion and confidentiality of children's records; Evidence of policies and practices that encourage family engagement (policy, volunteer opportunities in classrooms, open classroom policy)
- 3.3.2. Evidence of policies and practices that demonstrate transition activities (policy, special events, site visits, guest speaker agenda, etc.); Evidence of family conferences twice yearly (conference forms, policy, etc.)
- 3.3.3. Evidence of family connection activities (family workshop or intergenerational event description and sign-in sheet, link to classroom website, copies of newsletters/handouts, photo of lending library, examples of community partnerships, and/or examples of at-home educational activities given to families); Evidence of ongoing family input (family advisory committee/board meetings, copies of program surveys distributed to families, evidence of suggestion box for families)

Photographs and documents uploaded as evidence should be clear and legible. Policies that are submitted as evidence should be copied and have applicable portions highlighted, rather than uploading an entire policy handbook.

View Upload Instructions

UPLOAD EVIDENCE

Note: The following type of documents are valid to upload in this page: PDF, JPG, JPEG, GIF, PNG, BMP, TIF, TIFF.

View	Section	File Name	Description	Date	Delete
	Evidence of implementing prior improvement plan	Muffins with Mom.pdf		5/17/2023	
	Evidence of written policy	Transitionsfamilyengagementconfidentialityconferences (2).pdf		5/3/2023	

Check this box to indicate that this section is complete.

View Standard 3 Rating Rubric

The last section of Standard 3 is Family Engagement Written Evidence. This section allows 5 uploads for the evidence of policies, practices, and/or procedures the program has to support family engagement. To provide this information, click **UPLOAD EVIDENCE** → select the file → the appropriate type of evidence it would represent based off of a drop-down menu → a description as needed. Documents must be in a specific format in order to be uploaded in the portfolio. We highly recommend PDF.

Remember that if you are uploading information from your program's handbook, we encourage you to highlight or copy the information into one document so the assessor can easily view the provided information.

Once this section is complete, check the green box.

RATING RUBRIC

3.3 Family Engagement Written Evidence	Points Possible
3.3.0 Criteria not met.	0
3.3.1 The program has policies and practices in place addressing inclusion, confidentiality of child records, and family engagement.	2
3.3.2 Has completed all of criteria 3.3.1, and has policies and practices that promote healthy transitions as children transition to another room or setting and offers family conferences at least twice a year.	4
3.3.3 Has completed all of criteria 3.3.2, and shows evidence that the program provides a role to strengthen family connections and the program receives ongoing input from families and incorporates family voice in ongoing quality improvement efforts.	6
<u>What to Submit for Standard 3.3</u>	
Initial Application and Reassessment: <ul style="list-style-type: none"> ○ If reassessment, evidence of implementing the prior improvement plan ○ 3.3.1: Evidence of written policy on inclusion and confidentiality of children’s records; Evidence of policies and practices that encourage family engagement (policy, volunteer opportunities in classrooms, translated open classroom policy) ○ 3.3.2: Evidence of policies and practices that demonstrate transition activities (policy, special events, site visits, guest speaker agenda, etc.); Evidence of family conferences twice yearly (conference forms, policy, etc.) ○ 3.3.3: Evidence of family connection activities (family workshop or intergenerational event description and sign-in sheet, link to classroom website, copies of newsletters/handouts, photo of lending library, examples of community partnerships, and/or examples of at-home educational activities given to families); Evidence of ongoing family input (family advisory committee/board meetings, copies of program surveys distributed to families, evidence of suggestion box for families) 	
<i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i>	

Here is the rubric of the different criteria that are needed for this section.

At the 2-point level, provide evidence of policies and practices that address inclusion, confidentiality of child records, and family engagement. If you are able to provide this information, you can move to the next section of evidence.

At the 4-point level, criteria for 3.3.1 has been met and there are policies and practices that address promoting healthy transitions and offers family conferences twice a year. If you are able to provide this information, you can move to the next section of evidence.

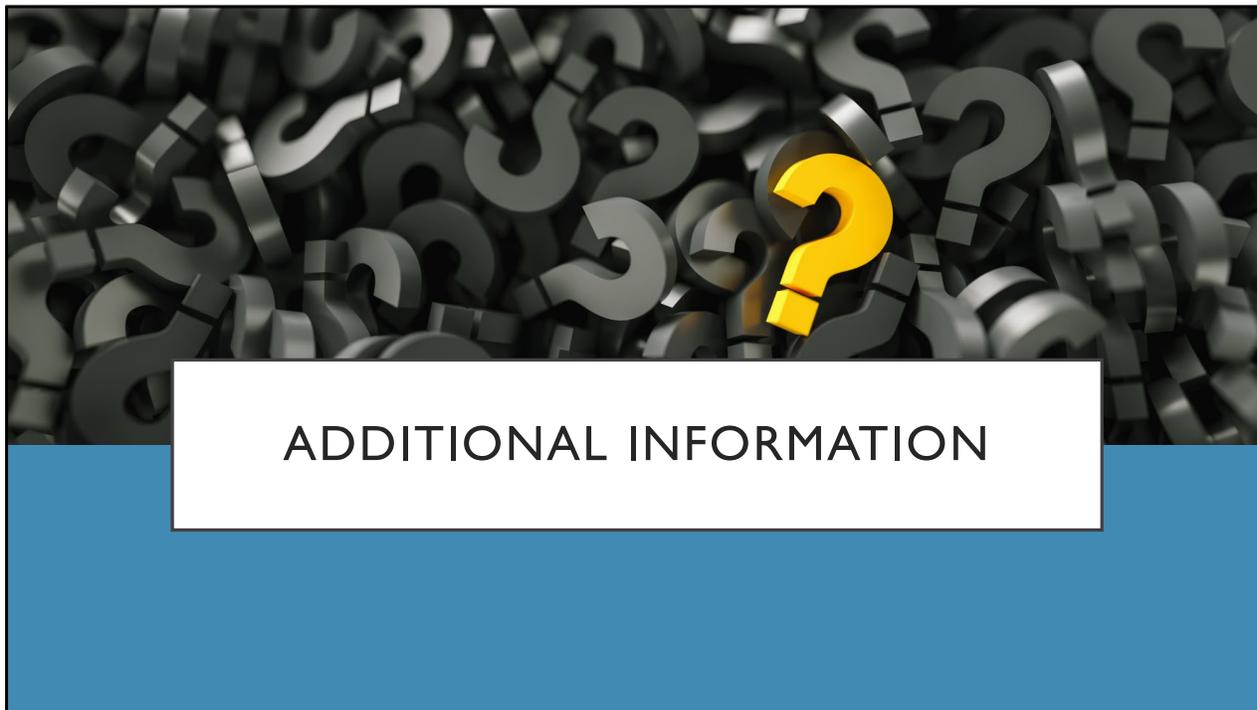
At the 6-point level, the previous evidence has been provided and evidence can be provided to show how the program strengthens family connections and provides them with a voice in quality improvement efforts.

At the bottom of this section of the rubric, guidance is provided for what evidence could be provided to meet the criteria.

PORTFOLIO CHECKLIST: STANDARD 3

STANDARD 3		Date Completed: Click or tap to enter a date.	
Item	Date Completed	Comments/Questions	
GA Strengthening Families Training <input type="checkbox"/> Upload signed certificate into the training section of PDS and ensure it is verified % Of Staff Completed:			
Family Engagement Self-Assessment			
Family Engagement Improvement Plan <input type="checkbox"/> 1 strategy for each of the 4 Protective Factors			
Family Engagement Written Evidence			
<i>Evidence can be policies, forms, narratives, etc.</i>			
Policies/Practices Highlighting <input type="checkbox"/> Inclusion <input type="checkbox"/> Confidentiality of Children’s Records <input type="checkbox"/> Family Engagement <input type="checkbox"/> Healthy Transition Activities <input type="checkbox"/> Parent/Teacher Conferences (Twice Yearly) <input type="checkbox"/> Family Connection Activities <input type="checkbox"/> Family Advisory Committee/Board Meetings or Family Voice (Twice Yearly)			

The CCR&R has created a checklist to track your progress in each standard. This is an example of the Standard 3 section. If you do not already have a copy of this resource, please contact your Coach.



If you still have questions please feel free to reach out to your Coach for further consultation. We wish you success in completing Standard 3.