



## Family Engagement FCCH Observation Form

Date: \_\_\_\_\_ FCC Name: \_\_\_\_\_

Coach Name: \_\_\_\_\_ FCC Leader: \_\_\_\_\_

Observation Start Time: \_\_\_\_\_ (Note observations should be scheduled during drop off or pick up time)

Observation End Time: \_\_\_\_\_

1. The Physical Environment	Observation Notes
<input type="checkbox"/> Are there friendly, visible, clear signs displayed for directing visitors such as welcome signs, parking signs, directions to office signs and are the signs in the languages of the families in the program? Do the signs indicate operational information such as program days, hours of operation, etc? <b>(FCCERS-R Item 35: 3.1)</b>	
<input type="checkbox"/> Is the facility clean, neat, safe and organized for families? Is there a procedure to ensure that routine maintenance happens as planned? (indoor, outdoor, restrooms) <b>(FCCERS-R Item 1: 3.4)</b>	
<input type="checkbox"/> Are family bulletin boards neat, organized and accurately labeled? Do bulletin boards contain resources that are updated regularly on different topics, current program information, needed resources, volunteer opportunities and/or upcoming events relevant to families? Is information shared in languages spoken by families at the program? <b>(FCCERS-R Item 35: 5.3, 5.4) (BAS Item 7: 3.4)</b>	
<input type="checkbox"/> Do the displays around the program reflect faces of the children and families currently enrolled including cultural, racial, linguistic diversity and a variety of family structures? Are the displays colorful, well-maintained, and updated regularly? <b>(FCCERS-R Item 5: 5.1) (FCCERS-R Item 24: 5.1, 5.2, 7.2)</b>	
<input type="checkbox"/> Is there a space for families to sit and/or meet that is comfortable, well maintained and inviting? Does this space have family friendly materials? (i.e. magazines, books, etc.) <b>(FCCERS-R Item 7: 7.1)</b>	
<input type="checkbox"/> Are learning materials in the classroom reflective of the diverse cultures, occupations, family structures, and languages represented by children and families in the program? <b>(FCCERS-R Item 28: 5.1, 5.2, 7.1, 7.2)</b>	



2. Positive Interactions	Observation Notes
<input type="checkbox"/> Does provider actively greet children and their family members warmly by name, in primary language? Are families allowed to bring children in the classroom, during greeting and departure? <b>(FCCERS-R Item 3.1, 3.3, 5.3) (BAS Item 7: 3.4)</b>	How many family members were greeted by name? _____
<input type="checkbox"/> If busy, do all staff acknowledge arriving or departing children and families with a smile, wave or other friendly gesture, if they can't actively greet them? <b>(FCCERS-R Item 7: 5.3)</b>	
<input type="checkbox"/> Does the program have standards that address positive interactions with families? Is it a standard for all staff to greet parents with a friendly smile, be patient, helpful and respectful with families and address their concerns? <b>(FCCERS-R Items 7: 5.3) (FCCERS-R Item 35 3.4)</b>	
<input type="checkbox"/> Are families personally and intentionally invited to attend upcoming events at the program or in the community? <b>(FCCERS-R Item 35: 5.4)</b>	
<input type="checkbox"/> Does provider share positive stories about children with their families during pick up and /or drop off time? Does a system exist to support daily communication between teaching staff and families? <b>(FCCERS-R Item 35: 3.2, 7.2) (FCCERS-R Item 7: 3.4, 5.1, 5.2, 7.1)</b>	
<input type="checkbox"/> Does provider share resources specific to each family or child's needs/interests in a thoughtful and sensitive way? <b>(FCCERS-R Item 35: 5.3) (BAS Item 8: 3.1, 5.1)</b>	
<input type="checkbox"/> Are family volunteers and leadership for families encouraged? <b>(FCCERS-R Item 35: 5.4, 7.2)</b>	

Observation	Reflections	Strategies for success
<b>1. Physical Environment</b>		
<b>2. Positive Interactions</b>		