



Meeting:	Date:	Chair/ Facilitator:
Observer:		

As part of the HRSA Early Childhood Comprehensive System (ECCS) Maternal and Child Health Integration Grant evaluation process, the First 5 Nevada Family Leadership (F5N FLC) team has developed this scoring rubric to measure the engagement of our Family Leaders during virtual and hybrid meetings. This rubric is intended to serve as a tool to observe and record parent leadership engagement during Nevada Early Childhood Advisory Council (NevECAC) and Subcommittee (Leadership, Policy & Evaluation, Communication & Engagement, Policy & Finance, and System Alignment) meetings, specifically the facilitator’s role in establishing family friendly experiences. Through observation and scoring we hope to provide timely feedback to meeting facilitators (Chair and/ or Co-Chairs) so they are able to build and sustain safe, responsive, and accessible meetings for Nevada’s Parent Leaders.

Overview:

During scheduled NevECAC meetings, a member of the F5N FLC team will be scoring the potential for engagement provided for participating family leadership using the rubric attached. The scoring rubric is based on the following competencies: Communication, Listening, Creating Safe Spaces, Managing the Group Discussion, Advance Preparation, Flexibility and Adaptability, Respectful Interactions, Respect for Varied Perspectives, and Time Management.

Competency Levels:

The rubric is based on the individual level achievement for each competency. Lower (“Needs Support” or “Fair”) items can be reviewed for potential improvements, based on the discretion of the meeting Chair(s). In addition, a Chair might plan to focus on one competency that was found to be lower than others.

Example: A meeting starts late and ends past scheduled time, but allows a break half-way through the meeting. For the Time Management competency, they receive a “Fair”, for not being consistently on schedule. This could cause a working parent to have to leave the meeting early, and miss information or an opportunity to participate in decision making. In this example, we see why Time Management is important. After receiving the scoring rubric, the Chair decides to develop a “plan B” where another person would take the lead in starting a meeting in case this would happen again, avoiding further issues and loss of valuable parent participation.

Every meeting that is reviewed with the NevECAC Facilitation Rubric will be shared with the Chair or Co-Chairs of the meeting. The rubric is meant to be a supportive tool to help facilitate the inclusion of Family Leaders into the ECAC meetings. Results do not require a specific action, rather, Chairs can utilize the results in their own way. The F5N FLC does not prescribe action based on this tool. Results with specific information (Chairperson, Member, Committee names, etc.) will NOT be shared with others.

We hope that NevECAC Council members will be able to use the rubric as a tool to achieve true engagement with Nevada’s Parent Leaders. If you need support with engaging your family leaders and representatives during your meetings, please reach out!

Let us know if you have any questions or concerns,

Ashley, Anna & Tiffany

Some concepts for the Rubric were influenced by the Family Engagement in System Assessment Tool, created by Family Voices, Inc. in 2020. (Available at <http://www.familyvoices.org/fesat>).

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First 5 Nevada Family Leadership Council

Nevada ECAC Meeting Facilitation Scoring Rubric

Competency	Needs support	Fair	Good	Excellent
Communication	Uses inappropriate language, tone, and/or manner of speaking.	Inconsistently* expresses thoughts clearly, articulately and coherently. Needs to improve vocal tone, volume, speed, appropriate (not advanced or programmatic) wording. Checks with participants at beginning of meeting to check for communication issues.	Usually** expresses thoughts clearly, articulately, coherently. May need to adjust volume, tone or language. Asks participants if content is understood, gives examples if needed. Checks with participants more than once to ensure they are heard clearly.	Consistently*** expresses thoughts clearly, articulately, coherently. Projects voice well. Does not use acronyms, or advanced language. Always asks participants if content is understood, gives examples if needed. Provides interpretation for Parent Leaders who speak another language.
Listening	Does not share the floor. Does not affirm others' comments. Interrupts consistently.	Inconsistently* responds in an affirming way to others; tends to interrupt or be one of the first to speak. Inconsistently provides appropriate wait times for responses.	Usually** responds in an affirming way to Family Leaders; usually shares the floor. Provides appropriate wait times for responses.	Consistently*** responds in an affirming way to Family Leaders. Shares the floor. Allows ample wait time for responses.
Creating safe spaces	Consistently overshares on unrelated or personal content. Does not respond to feedback by changing behavior. Consistently Infringes on others' boundaries.	Discloses information related to one's own I interests, but responds well to feedback. May infringe on others' boundaries once.	Usually** contributes to creating a safe environment for Family Leaders. Never infringes on others' boundaries. Reminds all participants that meeting is a safe space.	Consistently*** contributes to creating a safe environment. Never infringes on others' boundaries. Reminds all participants that meeting is a safe space, also adds statement to Agenda.
Managing the group decision process <i>Scored only if votes are required</i>	Inadequately manages the group decision making process. Decisions are included in agenda, but not made. <i>Scored only if applicable.</i>	Inconsistently* manages the group decision-making process. Decisions are rarely made. <i>Scored only if applicable.</i>	Usually** manages the group decision-making process and includes Family Leader input. Decisions are sometimes made. <i>Scored only if applicable.</i>	Consistently*** manages the group decision-making process. Family Leader input is always valued. Decisions are always made. <i>Scored only if applicable.</i>

*Inconsistently is at least 25% of the time, for the duration of the meeting. **Usually is at least 50% of the time, for the duration of the meeting.

**Consistently is at least 75% of the time, for the duration of the meeting.



Competency	Needs support	Fair	Good	Excellent
Advanced preparation	Zoom link and physical location (for NEVECAC only) are not set up beforehand. Agenda, supplemental meeting materials, etc. are not available to participants.	Zoom link and physical location (for NEVECAC only) address for are not made easily accessible before meeting. Agenda and /or supplemental materials are not printed for participants in physical location .	Zoom link and physical location (for NEVECAC only) are mostly shared with Family Leaders ahead of the meeting if possible. Agenda and supplemental materials are posted on ECAC website, printed, and links are easily accessible.	Zoom link and physical location (for NevCAC only) are shared with Family Leaders ahead of time if possible. Agenda and supplemental materials are accessible by Parent Leaders and are adapted to be easily understood (no jargon, acronyms, etc.) . All materials are available in English and Spanish.
Flexibility and adaptability <i>Scored only if there are unexpected changes during the meeting</i>	Reacts poorly and/or rudely to unexpected changes of the schedule, venue, public or member participation, technology etc. <i>Scored only if applicable.</i>	Expresses discomfort with unexpected changes of the schedule, venue, public or member participation, technology etc. <i>Scored only if applicable.</i>	Usually** demonstrates ability to adapt to unexpected changes of the schedule, venue, public or member participation, technology, etc. <i>Scored only if applicable.</i>	Consistently*** demonstrates ability to calmly adapt to unexpected changes throughout the meeting. <i>Scored only if applicable.</i>
Respectful Interactions	Causes tension or shows disrespectful behavior.	Inconsistently acts in and communicates in a respectful and supportive manner to all attendees.	Usually** acts in and communicates in a respectful and supportive manner.	Consistently*** acts in and communicates in a respectful and supportive manner to all attendees.
Respect for varied perspectives	Demonstrates (through verbal or non-verbal communication) a distinct lack of appreciation for diversity. Makes repeated inappropriate comments or jokes. Laughs off or rejects attendee feedback.	Demonstrates some lack of respect for varied perspectives. May make several less-than appropriate comments or jokes. May not respond well to attendee feedback.	Usually** demonstrates respect for varied perspectives. May make an unintentional error in language or comment indicating unawareness but responds well to feedback.	Consistently **models respectful attitudes, language, and appreciation for varied perspectives. Integrates relevant considerations related to different viewpoints into discussions. Encourages feedback from Family Leaders.
Time management	The facilitator does not manage their time and is not punctual including their breaks (if necessary).	The facilitator manages their time and is rarely punctual including their breaks (if necessary).	The facilitator manages their time and is mostly punctual including their breaks (if necessary). Sticks to Agenda, does not go off topic.	The facilitator manages their time effectively and is punctual including their breaks (if necessary). Sticks to Agenda, does not go off topic.

*Inconsistently is at least 25% of the time, for the duration of the meeting. **Usually is at least 50% of the time, for the duration of the meeting.

**Consistently is at least 75% of the time, for the duration of the meeting.