

DRAFT Family and Community Partnerships (same for Homes and Centers)

Level 1 Homes	Level 2 Homes	Level 3 Homes	Level 4 Homes	Level 5 Homes	
<p>Orientation for new families;</p> <p>Orientation items minimally include: Review of policies and procedures; level of quality achieved; vacation/leave time; curriculum used; food and nutrition; hours of operation; review of facility; discipline policy; parent preferences; information about family; information about the child; Medication; emergency contact; payment schedule, amounts; and any special health care needs of child.</p>	<p>Level 1 +</p> <p>1 conference with parents</p> <p>AND</p> <p>2 of Any of the Items Below:</p> <p>Host a speaker into the program;</p> <p>OR</p> <p>host a parent event;</p> <p>OR</p> <p>coordinate field trips to community partners (i.e. fire station, EMS, city hall);</p> <p>OR</p> <p>host a group parent meeting; (parent provides feedback to the provider; Back to School Night is not an examples for this type of meeting);</p>	<p>Level 1 and 2 + Serves 10% CCA-covered families</p> <p>OR</p> <p>Annually surveys parents with regard to program planning and decision making</p> <p>AND</p> <p>Minimum of 2 family conferences are offered per year to discuss child’s progress and behavioral social and physical needs. Assessments shared with the family</p>	<p>Level 1-3 +</p> <p>Active participation in a professional organization (regular attendance/ participation or leadership role). (Examples include: IAIEYC Chapter, ECI Advisory Committee.)</p> <p>AND</p> <p>Promotes cultural sensitivity in the environment. Provide two separate examples.</p> <p>Examples might be: copy of daily activities that involve exposure to different cultures; curriculum that is aimed at promoting diversity and/or</p>	<p>ISU assessment</p>	

	<p>OR</p> <p>provide a parent newsletter that is specific to your program</p> <p>.</p>		<p>social justice; staff knowledge of language spoken at home if non-English; staff have taken training in responding to children from different languages and cultural backgrounds; and/or</p> <p>Provide an example of community engagement</p>		
--	--	--	---	--	--

Level 1 Centers/PS	Level 2 Centers/PS	Level 3 Centers/PS	Level 4 Centers/PS	Level 5 Centers/PS	
<p>Orientation for new families;</p> <p>Orientation items minimally include: Review of policies and procedures; level of quality achieved; vacation/leave time; curriculum used; food and nutrition; hours of operation; review of facility; discipline policy; parent preferences; information about family; information about the child; Medication; emergency contact; payment schedule, amounts; and any special health care needs of child.</p>	<p>Level 1 +</p> <p>1 conference with parents</p> <p>AND</p> <p>2 of Any of the Items Below:</p> <p>Host a speaker into the program; OR host a parent event; OR coordinate field trips to community partners (i.e. fire station, EMS, city hall); OR host a group parent meeting; (parent provides feedback to the provider; Back to School Night is not an examples for this type of meeting); OR provide a parent newsletter that is</p>	<p>Level 1 and 2 + Serves 10% CCA-covered families</p> <p>OR</p> <p>Annually surveys parents with regard to program planning and decision making</p> <p>AND</p> <p>Minimum of 2 family conferences are offered per year to discuss child's progress and behavioral social and physical needs. Assessments shared with the family</p>	<p>Level 1-3 +</p> <p>Active participation in a professional organization (regular attendance/participation or leadership role). (Examples include: IAIEYC Chapter, ECI Advisory Committee.)</p> <p>AND</p> <p>Promotes cultural sensitivity in the environment. Provide two separate examples.</p> <p>Examples might be: copy of daily activities that involve exposure to different cultures; curriculum that is aimed at promoting diversity and/or social justice; staff knowledge of language spoken at</p>	<p>ISU assessment</p>	

	specific to your program.		home if non-English; staff have taken training in responding to children from different languages and cultural backgrounds; and/or Provide an example of community engagement		

Additional thoughts – because some of these items require proof, maybe a “score sheet” of sorts could be developed and CCR&R consultants could check for the items in handbooks, policies etc. and sign off that they reviewed/observed them. That way, fewer papers have to be included in the (monumentally huge) packets that are submitted to State.