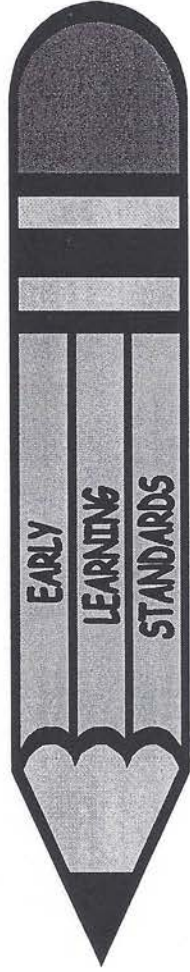
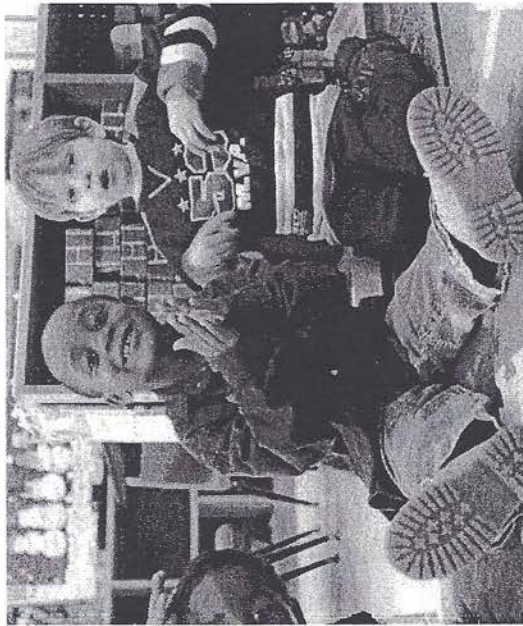


PROGRAM PARTNERSHIPS



for Pre-Kindergarten

CROSSWALK



Standard: Quality ECE Programs must work closely with parents to advance their child's development and learning in the program and at home, as well as help parents gain confidence and competence as their child's primary teacher. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PP 1.1 Programs must provide parents with opportunities to share information about their child including their child's stage of development, interests and skill levels.		1304.20 (b)(1) 1304.20 (b)(2) 1304.20 (b)(3) 1304.20 (b)(5) 1304.21 (c)(1) 1304.21 (c)(2)	#38		K3-A,C, D K4-A, B, C, D,E, K5-A, B, C, D
PP 1.2 Programs must work collaboratively with parents to prepare their child for the age appropriate screening process.					
PP 1.3 Programs must conduct, within 45 calendar days of the child's entry, an age appropriate screening to identify strengths and concerns. The screening must be sensitive to the child's cultural background and delivered in the language spoken by the child.					
PP 1.4 Programs must use the information gathered from the screening process, and in collaboration with parents, set goals for the child and determine how best to provide appropriate programming.					

Standard: Quality ECE Programs must work closely with parents to advance their child's development and learning in the program and at home, as well as help parents gain confidence and competence as their child's primary teacher. Programs must have written procedures that are consistently implemented to assure that the objectives are met. (continued)

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
<p>PP 1.5 Programs must provide parents with opportunities to enhance their parenting skills, their knowledge and understanding of the developmental needs and activities of their children, their child observation skills, and their ability to provide nurturing/supportive environments and relationships.</p>		<p>1304.20 (b)(1) 1304.20 (b)(2) 1304.20 (b)(3) 1304.20 (b)(5) 1304.21 (c)(1) 1304.21 (c)(2)</p>	<p>#38</p>		<p>K3-A,C, D K4-A, B, C, D,E K5-A, B, C, D</p>

Standard: Quality ECE programs must connect parents to necessary and appropriate community services that may help the child and/or the family. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PP 2.1 Programs must have current information about community resources and services available to young children and their families.					
PP 2.2 Programs must provide parents with information on medical, dental, nutrition, and mental health education programs in the community.		1304.20 (c) 1304.20 (d) 1304.40 (b) 1304.40 (f)			K3-A, C, D K4-A, B, C, D, E K5-A, B, C, D
PP 2.3 Programs must identify, through family and staff observation and dialogue, the family/child's need for and interest in additional services.					
PP 2.4 Program personnel must connect families with resources and services appropriate to their needs and interests, including Early Intervention, Mental Health Services, Physical Health Services (including medical, dental, vision and hearing), Social Services, Adult Education Services (including family literacy), and Cultural Resources (such as libraries, museums and parks).					

Standard: Quality ECE programs must connect parents to necessary and appropriate community services that may help the child and/or the family. Programs must have written procedures that are consistently implemented to assure that the objectives are met. (continued)

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
<p>2.5 Program personnel must support families in evaluating the effectiveness of the services received, and in identifying next steps.</p>		<p>1304.20 (b)(1) 1304.20 (b)(2) 1304.20 (b)(3) 1304.20 (b)(5) 1304.21 (c)(1) 1304.21 (c)(2)</p>			<p>K3-A,C, D K4-A, B, C, D,E K5-A, B, C, D</p>

Standard: Quality ECE programs must work with parents to identify strengths and needs of their child to facilitate successful transition for the child from one setting to another. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PP 3.1 Programs must offer parents an individual meeting, in addition to the regular parent conference, to provide written information about their child's strengths and needs related to transitioning to another classroom or educational setting.		1304.40 (e) 1304.40 (h)			K3-A, C, D K4-A, B, C, D, E K5-A, B, C, D, E
PP 3.2 Programs must assist parents as they prepare their children for the new educational setting.					
PP 3.3 Programs must work collaboratively with the receiving program to enhance continuity of experiences for the child.					
PP 3.4 Programs must work collaboratively with the receiving program to determine content and format of transition information to be documented.					
PP 3.5 Programs must transfer relevant child records, with consent of the parents, to the receiving school or program.					

Standard: Quality ECE programs must work with parents to participate in governance of the program, being informed of early childhood education services and establishing effective services for children in the community. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PP 4.1 Provide parents with opportunities to have input on program policies and procedures at least annually.					
PP 4.2 Provide parents with opportunities to participate in annual assessment of program progress.		1304.50(a-h)			K3-A,C, D K4-A, B, C, D,E K5-A, B, C, D
PP 4.3 Provide information about the program philosophy, curriculum, operating procedures, volunteer and governance opportunities.					
PP 4.4 Provide information about quality improvement initiatives (such as Keystone Stars).					
PP 4.5 Provide information about proposed or final regulatory or policy changes affecting the program for their child through newsletters, newspaper articles, bulletin boards, etc.					
PP 4.6 Provide a means of expressing early concerns and/or resolving concerns about differences between program implementation and parent.					