



Alabama's Standards *for* Early Learning and Development

CROSSWALK

Crosswalk to National and State Standards

Family and Community Engagement: Connections to Help Me Succeed



ALABAMA DEPARTMENT OF
Early Childhood
Education

In partnership with



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Alabama Standards for Early Learning and Development:

FCE1a: Child Development and Parenting: Child development and Parenting:

Early learning programs support families' understanding of child development and parenting techniques.

<p>Head Start Performance Standards</p>	<p>1302: 50 (b)(1) Recognize parents as their children’s primary teachers and nurturers and implement intentional strategies to engage parents in their children’s learning and development and support parent-child relationships, including specific strategies for father engagement</p> <p>1302.51: Parent activities to promote child learning and development</p>
<p>Head Start Parent, Family and Community Framework</p>	<p>Family Outcomes: Families as lifelong learners Parents and families learn about their child’s personality, development, and learning style. They also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goal</p> <p>Family Outcomes: Positive parent-child relationships Beginning with the transition to parenthood, parents and families develop warm relationships that nurture their child’s health, development, and learning</p>
<p>National Standards for Family-School Partnerships- National PTA</p>	<p>Standard 3: Supporting school success Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
<p>First Class Alabama</p>	<p>CF 2 Parent/Family Engagement Expectations Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p> <p>CF 2.1 Parental Programming 4. Parent education and parent engagement activities</p>
<p>Alabama Child Care</p>	<p>Licensing D 5. Staff-Parent Communication: a. The staff and parent(s)/guardian(s) shall discuss discipline or behavior problems to determine appropriate action consistent with disciplinary practices above.</p> <p>The center shall provide parents with information about the influenza disease and influenza vaccine. (Code of Alabama 1975, Section 38-7-14.1.)</p> <p>Alabama Quality Stars Level 1: Shares information on child development and children’s health with families annually Level 2 Shares information with families regarding the importance of having a primary healthcare provider for children Level 4: Has a parent resource area that addresses the need and interests of the families serve</p>



Alabama Standards for Early Learning and Development:

FCE1b: Communication:

Early learning programs promote respectful and reciprocal communication strategies with families.

<p>Head Start Performance Standards</p>	<p>1302.50 (b)(2): Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community</p> <p>1302 (b)(5)(5) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and</p>
<p>Head Start Parent, Family and Community Framework</p>	<p>Program Impact Area: Family Partnerships program staff and families build ongoing, reciprocal, and respectful relationships. Program staff value families' unique expertise about their children. Staff engage in regular communication with families to understand their goals for their children and themselves and work toward those goals together</p>
<p>National Standards for Family-School Partnerships-National PTA</p>	<p>Standard 2: Communicating effectively Families and school staff engage in regular, two-way, meaningful communication about student learning.</p>
<p>First Class Alabama</p>	<p>CF 2 Parent/Family Engagement Expectations Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p> <p>CF 2.1 Parental Programming 2. Formal and informal parent/teacher conferences</p>
<p>Alabama Child Care</p>	<p>Licensing D 5. Staff-Parent Communication: Staff shall be available for communication and conferences with the parent(s)/guardian(s) at a mutually convenient time.</p> <p>Alabama Quality Stars Level 3: Holds at least two parent teacher conferences annually Level 3: Holds a parent orientation to include program philosophy, goals, objectives, and expectations Level 4: Conducts an annual written parent survey that is available to all families</p>



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Alabama Standards for Early Learning and Development:

FCE1c:

Early learning programs connect in-home and out-of-home experiences to optimize children’s learning.

<p>Head Start Performance Standards</p>	<p>1302:51(a) A program must promote shared responsibility with parents for children’s early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children’s learning and development</p>
<p>Head Start Parent, Family and Community Framework</p>	<p>Program Impact Area: Teaching and Learning Through teaching and learning, families and staff work together to promote children’s learning, development, and school readiness. As children’s first and most important teachers, families are engaged as partners in their children’s learning and development.</p> <p>Families share their knowledge about their child. Teachers and home visitors share information about the child’s progress. Head Start and Early Head Start programs build connections with community partners to offer children and families access to other learning opportunities</p> <p>Family Outcomes: Parents as lifelong educators Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.</p> <p>Family Outcomes: Family Engagement in Transitions Parents and families encourage and advocate for their child’s learning and development as they transition to new learning environments within and between Early Head Start, Head Start, early childhood services, early elementary grades, and beyond</p>
<p>National Standards for Family-School Partnerships- National PTA</p>	<p>Standard 3: Supporting school success Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
<p>First Class Alabama</p>	<p>CF 2 Parent/Family Engagement Expectations Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p> <p>CF 2.1 Parental Programming 1. Home visits, including home visitation models such as HIPPPY, Parents as Teachers</p>
<p>Alabama Child Care</p>	<p>Licensing D 5. Staff-Parent Communication:</p> <p>Alabama Quality Stars Level 5: Completes a developmentally appropriate child assessment on each child three times annually and aggregates data into a written report that documents child outcomes and shares information with families</p>



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Alabama Standards for Early Learning and Development:

FCE1d: Family Participation:

Early learning programs promote families' participation in their children's program experiences.

<p>Head Start Performance Standards</p>	<p>1302.34 (b)(5): Parent and family engagement in education and child development services</p> <p>1302:50 (b)(4): Family Engagement Provide parents with opportunities to participate in the program as employees or volunteers</p>
<p>Head Start Parent, Family and Community Framework</p>	<p>Program Impact Area: Teaching and Learning Through teaching and learning, families and staff work together to promote children's learning, development, and school readiness. As children's first and most important teachers, families are engaged as partners in their children's learning and development.</p> <p>Families share their knowledge about their child. Teachers and home visitors share information about the child's progress. Head Start and Early Head Start programs build connections with community partners to offer children and families access to other learning opportunities.</p>
<p>National Standards for Family-School Partnerships- National PTA</p>	<p>Standard 1: Welcoming all families into the school community</p> <p>Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.</p>
<p>First Class Alabama</p>	<p>CF 2 Parent/Family Engagement Expectations Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p> <p>CF 2.1 Parental Programming 3. Classroom visits and options for parents and families to participate in classroom activities 6. Opportunities to engage families outside of the regular service day</p>
<p>Alabama Child Care</p>	<p>Licensing D 5. Staff-Parent Communication:</p> <p>Alabama Quality Stars</p>



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Alabama Standards for Early Learning and Development:

FC1e: Decision-Making and Leadership:

Early learning programs provide families with opportunities to contribute to their children’s program operation.

<p>Head Start Performance Standards</p>	<p>1301.4 (a) Establishing parent committees. A program must establish a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible....</p> <p>1301.4 (b): Within the parent committee structure, a program may determine the best methods to engage families using strategies that are most effective in their community, as long as the program ensures the parent committee carries out the following minimum responsibilities</p>
<p>Head Start Parent, Family and Community Framework</p>	<p>Family Outcomes: Families as advocates and leaders Parents and families advocate for their children and take on leadership roles in Head Start and Early Head Start. They participate in decision-making, policy development, and organizing activities in communities and states to improve children’s safety, health, development, and learning experiences.</p>
<p>National Standards for Family-School Partnerships- National PTA</p>	<p>Standard 4: Speaking up for every child Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success</p> <p>Standard 5: Sharing power Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs</p>
<p>First Class Alabama</p>	<p>CF 2 Parent/Family Engagement Expectations Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p> <p>CF 2.1 Parental Programming 5. Family involvement in decision making about their own child and about their child’s early childhood program</p>
<p>Alabama Child Care</p>	<p>Licensing D 5. Staff-Parent Communication: The center shall notify parent(s)/guardian(s) of procedures for making a complaint, including name(s) of person(s) to contact.</p> <p>Alabama Quality Stars Level 5: Utilizes results from annual parent survey to improve programmatic outcomes</p>



Alabama Standards for Early Learning and Development:

FCE2: Program Climate and Environment:

Early learning programs are welcoming to all children and families.

<p>Head Start Performance Standards</p>	<p>1302.50 (b)(2): Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community</p>
<p>Head Start Parent, Family and Community Framework</p>	<p>Program Impact Area: Program Environment ...refers to the features and physical setting of the program, which affect the interactions and relationships families and staff experience. High-quality program environments help protect the health and safety of children, families, and staff. They make families feel welcomed, valued, and respected. They also promote children's well-being, learning, and development. High-quality environments facilitate cultural and linguistic responsiveness, promote open and regular communication, and provide a sense of support to families. These environments create opportunities for families to build relationships with other Head Start parents and community organizations</p>
<p>National Standards for Family-School Partnerships- National PTA</p>	<p>Standard 1: Welcoming all families into the school community Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.</p>
<p>First Class Alabama</p>	<p>CF 2 Parent/Family Engagement Expectations Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p>
<p>Alabama Child Care</p>	<p>Licensing D 5. Staff-Parent Communication: The center shall be open to visits from parent(s)/guardian(s) at any time during the center's operating hours. Parent(s)/guardian(s) shall be informed of their right to visit and observe their child during hours of care.</p> <p>Alabama Quality Stars Level 5: Has a written parent engagement plan</p>



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Alabama Standards for Early Learning and Development:

FCE3: Community Partnerships:

Early learning programs collaborate with community agencies to support children and families.

Head Start Performance Standards	1302.53: Community partnerships and coordination with other early childhood and education programs
Head Start Parent, Family and Community Framework	<p>Program Impact Area:Community Partnerships Through community partnerships, Head Start, Early Head Start, and child care programs build collaborative relationships with community organizations that support positive child and family outcomes. These organizations may include libraries, health centers, schools and school districts, sources of economic support, the workforce, higher education, human services agencies, faith-based organizations, businesses, and others</p> <p>Program Outcomes: Family Connections to Peers and Community Parents and families form connections with peers, mentors, and other community members in formal and informal social networks. These networks are supportive and educational. They honor and are inclusive of families' home languages and cultures. They also enhance families' social well-being and community life</p>
National Standards for Family-School Partnerships-National PTA	<p>Standard 6: Collaborating with community Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.</p>
First Class Alabama	<p>CF 2 Parent/Family Engagement Expectations Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p>
Alabama Child Care	