

# Standard 8: NAEYC Accreditation Criteria for Community Relationships

## Standard

**Program Standard:** The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.

**Rationale:** As part of the fabric of children's communities, an effective program establishes and maintains reciprocal relationships with agencies and institutions that can support it in achieving its goals for the curriculum, health promotion, children's transitions, inclusion, and diversity. By helping to connect families with needed resources, the program furthers children's healthy development and learning.

### 8.A. Linking with the Community

#### 8.A.01 U I T P K

Program staff maintain a current list of child and family support services available in the community based on the pattern of needs they observe among families and based on what families request (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention-special education screening and assessment services, and basic needs such as housing and child care subsidies). They share the list with families and assist them in locating, contacting, and using community resources that support children's and families' well-being and development.

#### 8.A.02 U I T P K

Program staff develop partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that they serve.

#### 8.A.03 U I T P K

Program staff are familiar with family support services and specialized consultants who are able to provide culturally and linguistically appropriate services. They use this knowledge to suggest and guide families to these services as appropriate.

#### 8.A.04 U I T P K

Program staff encourage continuity of services for children by communicating with other agencies and programs to achieve mutually desired outcomes for children and to guide collaborative work.

#### 8.A.05 U I T P K

Program staff identify and establish relationships with specialized consultants who can assist all children's and families' full participation in the program. This assistance includes support for children with disabilities, behavioral challenges, or other special needs.

#### 8.A.06 U I T P K

Program staff advocate for the program and its families by creating awareness of the program's needs among community councils, service agencies, and local governmental entities. (This criterion is an Emerging Practice.)

#### 8.A.07 U I T P K

Program staff include information gathered from stakeholders in planning for continuous improvement, building stakeholder involvement in the program, and broadening community support for the program. (This criterion is an Emerging Practice.)

## **8.B. Accessing Community Resources**

8.B.01 U I T P K

Program staff use their knowledge of the community and the families it serves as an integral part of the curriculum and children's learning experiences.

8.B.02 U I T P K

Program staff connect with and use their community's urban, suburban, rural, or tribal cultural resources.

8.B.03 U I T P K

Program staff inform families about community events sponsored by local organizations, such as museum exhibits, concerts, storytelling, and theater intended for children.

8.B.04 U I T P K

Program staff invite members of the performing and visual arts community, such as musical performers, coordinators of traveling museum exhibits, local artists, and community residents, to share their interests and talents with the children.

8.B.05 U I T P K

The program engages with other community organizations and groups to cosponsor or participate in cultural events to enrich the experience of children and families in the program.

## **8.C. Acting as a Citizen in the Neighborhood and the Early Childhood Community**

8.C.01 U I T P K

Program staff are encouraged to participate in local, state, or national early childhood education organizations by joining and attending meetings and conferences. Program staff are also encouraged to participate regularly in local, state, or regional public-awareness activities related to early care and education.

8.C.02 U I T P K

The program encourages staff to participate in joint and collaborative training activities or events with neighboring early childhood programs and other community service agencies.

8.C.03 U I T P K

The program encourages staff and families to work together to participate in and support community improvement or advocacy projects.

8.C.04 U I T P K

Program leadership builds mutual relationships and communicates regularly with close neighbors, informing them about the program, seeking out their perspectives, involving them in the program as appropriate, and cooperating with them on neighborhood interests and needs.

8.C.05 U I T P K

Program staff are encouraged and given the opportunity to participate in community or statewide interagency councils or service integration efforts.

8.C.06 U I T P K

Program leadership is knowledgeable about how policy changes at local, state, tribal, or national levels affect the services and resources available for children and their families.