

Progress Rating Tool

Use the Progress Rating Tool to assess where your community is on its journey to becoming an Early Learning Community and reaching each of the targets. For each level, assess your community's progress on a scale of 1-5:

- 1 indicates you are just getting started, which may mean that completing this Progress Rating Tool is your very first step.
- 3 indicates that you are making progress and have taken action to achieve the target.
- 5 means you are well on your way, which may even mean that you feel you have achieved this level.

Support your assessment by checking off which actions your community has already taken at this level. If you have taken an action that isn't listed, write it in. Then, select or write in action steps you can take to reach new levels, noting your plans in the column to the right. You can use the "notes" sections throughout the Progress Rating Tool to go into more detail on your current status. You can pull those "planned action steps" into your Action Plan in Appendix C.

As you complete the Progress Rating Tool, keep in mind the key considerations of this work: attention to equity, family partnerships and a focus on results.

- Are your efforts benefiting ALL children and families? Are some families, neighborhoods or population groups left out, underserved or disconnected from the rest of the community? Does your leadership group consistently check in on closing gaps in opportunity, access and outcomes? Are the voices of a diverse group of community members helping to inform the work?
- Are parents and families engaged as partners and leaders in improving their own communities? From service providers through the leadership of your early childhood system, are families seen as valuable partners and agents for change?
- Are the leaders of this work keeping an eye on the North Star, "All Children Thrive," and assessing whether your efforts are improving outcomes? Are you consulting the data on a regular basis and adjusting your efforts when needed?

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BUILDING BLOCK #1

Community Leadership, Commitment and Public Will to Make Early Childhood a Priority

HOW HAS YOUR COMMUNITY DEMONSTRATED PROGRESS TOWARD THIS LEVEL?
WHAT ACTIONS DO YOU INTEND TO TAKE TO REACH THIS LEVEL?

TARGET	LEVEL AND PROGRESS	✓ COMPLETED	ADD TO ACTION PLAN
<p>1.1 Local leaders work together across systems with a focus on early childhood.</p>	<p>LEVEL 1 A group of stakeholders committed to early childhood meets regularly to identify areas of overlap and possible areas of future work.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┴-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Hold multiple listening sessions across the city or county, using community liaisons to recruit broad participation, to learn what the community wants for children and what their aspirations are for their community. Foster a culture of trust, respect and inclusion to ensure you receive authentic feedback. All members of the community must feel free to share their own opinions, experiences and ideas and feel recognized and accepted for who they are. <input type="checkbox"/> Activate an existing group of stakeholders or host a community-wide early learning summit to identify partners who would be willing to serve. The local United Way may be able to help identify potential partners. Parents of young children and early care and education providers from the community should be included in this group. <input type="checkbox"/> Consider who is not at the table and ensure that representation is equitable and inclusive. <input type="checkbox"/> Establish regular and open lines of communication between a core group of stakeholders and top community leaders, such as the mayor or county executive. <input type="checkbox"/> Have each provider and community organization identify how they influence families' lives and identify overlaps and gaps. <input type="checkbox"/> Other: 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
	<p>LEVEL 2 A group of community members and representatives from a wide variety of organizations and institutions are jointly working toward a shared vision and common goals.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┴-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> After extensive outreach and multiple conversations with a diverse set of community members, develop a shared vision and shared goals among a core group of stakeholders committed to moving the work forward. <input type="checkbox"/> Identify a few discrete areas to focus joint action. Create working groups or subcommittees around these areas. <input type="checkbox"/> Establish regular and open lines of communication between a core group of stakeholders and top community leaders, such as the mayor or county executive. <input type="checkbox"/> Evaluate how different partners' organizational and programmatic strategies and goals intersect. Consider aligning plans across the community to work on shared goals. For example, align the city plan with the school district's plan or the community development plan. <input type="checkbox"/> Other: 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
	<p>LEVEL 3 A broad group of stakeholders with dedicated leadership and community input works together to promote the healthy development of young children.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┴-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Formalize the administration of this group of stakeholders with a coordinator at an existing non-profit – or create an office of early learning or young children at the city or county level. Identify funding for the sustainability of this position or office. <input type="checkbox"/> Ensure that the partnership is diverse and representative of the community. It should include regular and routine input from families and sectors beyond early childhood that impact families such as transportation and workforce. Representation should be equitable and inclusive of folks from different backgrounds, neighborhoods, socioeconomic statuses, races and ethnicities. <input type="checkbox"/> Sign commitment letters or memoranda of understanding to formalize the partnership and demonstrate each organization or individual's staff, financial and in-kind commitments. <input type="checkbox"/> Other: 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



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<p>1.3 Community members support and understand the importance of early childhood health, learning and well-being</p>	<p>LEVEL 1 Information about developmental science, early health and learning and parenting is disseminated to the community with messages that are accessible and relevant to members of different cultural groups.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┴-----┬-----┴-----┬-----┴-----┬-----┴-----┬-----┴-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Post information about child development and available services in all city and county buildings and cultural and community centers. <input type="checkbox"/> Ensure that elected officials and other high level city and county staff understand and talk about the importance of early childhood in speaking engagements both with community members and with other stakeholders such as business leaders and agency heads. Pass a resolution in local government demonstrating community support for early childhood. <input type="checkbox"/> Host story times in libraries and recreation centers in languages spoken in the community for different age groups with developmentally appropriate books and activities. <input type="checkbox"/> Align messaging across agencies and groups to reduce confusion and conflicting messages. <input type="checkbox"/> Assess how families are acquiring and viewing information. Optimize online materials for viewing on smartphones. <input type="checkbox"/> Other: 	
	<p>LEVEL 2 Families and the entire community are engaged in a conversation about the importance of early childhood well-being and what families need and want to succeed. This should go beyond one-sided messaging.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┴-----┬-----┴-----┬-----┴-----┬-----┴-----┬-----┴-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Host co-created community events, such as a parent night at public housing complexes or a public recreation center, with a focus on child and family well-being. Consider including a “parents and caregivers only” portion where they might learn about brain development and family portions where caregivers can try out activities with their children that promote development and well-being. Working with families to co-create these events will make them more successful. Tip: Providing food and child care goes a long way in allowing families to participate. <input type="checkbox"/> Host “film nights” with documentaries and films related to early childhood to spark conversation. <input type="checkbox"/> Host ongoing trainings for providers from a variety of fields to help them learn about child development, new strategies for encouraging healthy development and how to engage with parents and families, including recognizing parents’ expertise about their own children, families and communities. <input type="checkbox"/> Invite faith-based communities to consider what they can do to support families in promoting healthy child development, including hosting the types of events described here. <input type="checkbox"/> Other: 	
	<p>LEVEL 3 Everywhere families go, they receive culturally relevant messages about early childhood health, learning and well-being.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┴-----┬-----┴-----┬-----┴-----┬-----┴-----┬-----┴-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Promote brain-building moments throughout the community with multi-platform tools such as Vroom and Talk Read Sing. <input type="checkbox"/> Consider who you can partner with to disseminate your message (such as local public radio and television stations) and how and when you already touch families with young children (when they pay bills, at the library, in public housing, at local medical clinics). Encourage businesses to think about how they can post materials in their offices both for employees and customers. For instance, grocery stores can post brain development information or activities on their shopping carts. <input type="checkbox"/> Partner with parent leaders to develop an advocacy campaign that shows the importance of investing in early childhood and how the investment benefits everyone in the community. <input type="checkbox"/> Reach out to “unusual suspects” or groups that have influence such as seniors, the business community or civic organizations. <input type="checkbox"/> Use a “Children in All Policies” or “Children First” approach to promote awareness of how all policies affect children and to endorse the commitment the community has made to children and their well-being. <input type="checkbox"/> Other: 	



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<p>1.4 A rich network of informal supports is available for all families</p>	<p>LEVEL 1 Community leaders understand who does and who does not have access to informal supports and what the barriers are to building those informal supports in the community.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┴-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct a needs assessment and landscape analysis at the neighborhood and district level. <input type="checkbox"/> Ask community and cultural organizations with strong ties to the community for their insight into opportunities, gaps and barriers for families to build their social connections. <input type="checkbox"/> Invite parents and caregivers to give their input on needs and opportunities to reduce social isolation through surveys, focus groups or going to door to door. <input type="checkbox"/> Create a community map of safe places where families can and do gather. <input type="checkbox"/> If there are places where families could gather but don't – such as an unused playground in a neighborhood park – engage residents to find out what is keeping them from going there and what could be done to get families to start using that space. <input type="checkbox"/> Other 	
	<p>LEVEL 2 The community is rich with opportunities for families to make connections.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┴-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ask residents what kind of opportunities they would like to see to build social connections, and engage them in co-creating those opportunities. <input type="checkbox"/> Create a space for residents to come together to create solutions that will work. <input type="checkbox"/> Use a "snowball" approach where each parent who participates agrees to bring at least one more parent to the next meeting or event. <input type="checkbox"/> Provide community "mini-grants" for neighborhood groups or community-based organizations to carry out community engagement efforts. <input type="checkbox"/> Facilitate connections and information sharing by organizing local groups on social media platforms, online tools or group-messaging programs. <input type="checkbox"/> Other 	
	<p>LEVEL 3 Mechanisms are in place for all parents and families, especially families who are often more isolated, to make connections with each other. Every neighborhood has safe places for people to make connections.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┴-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create groups for new parents to come together for support in the early months and beyond. <input type="checkbox"/> Establish dad groups to engage fathers in the early development of their children and form connections with other dads in their community. <input type="checkbox"/> Convene parent advisory groups made up of parents and caregivers from different neighborhoods, races and ethnicities. These are the groups that should determine what activities are carried out in their neighborhoods to best engage more isolated parents. <input type="checkbox"/> Support community-based groups to host a series of Parent Cafes or Community Cafes, with residents facilitating the conversation. Parents engaged in planning and facilitating cafes are the best ambassadors to recruit isolated families to join in. <input type="checkbox"/> Establish Family Resource Centers to provide opportunities for parents and caregivers to come together. Consider co-locating such centers with other services including early care and education. <input type="checkbox"/> Other: 	

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<p>1.5 Community resources for children and families are well known, accessible and easy to use</p>	<p>LEVEL 1 An up-to-date directory is available and accessible for all families to find services and for service providers to refer families to additional services and resources.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>[----- -----]</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create online and hard copy versions of the directory and ensure that they are updated at least once a year by giving listed organizations and providers an opportunity to edit their contact information and services offered. <input type="checkbox"/> Visit early care and education centers to show providers and families how to use the directory. <input type="checkbox"/> Encourage the local information and referral providers to invest in an easy-to-use mobile interface for their online service directory. <input type="checkbox"/> Other: 	
	<p>LEVEL 2 Non-traditional partners are aware of and use the directory to make referrals. Barriers that prevent families from accessing care are addressed.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>[----- -----]</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Host trainings for partners such as health care providers, clergy members and business owners on how to use the directory and make referrals. <input type="checkbox"/> Address practices and policies that stigmatize families who seek support. Ask families about sources of stigma and their experiences with different service providers. Incorporate a way for parents and caregivers to rate and/or review the services and resources listed in the directory. <input type="checkbox"/> Hold listening sessions to learn root causes of the barriers to accessing needed services. <input type="checkbox"/> Assess language needs among families in the community. Make language services available to families whose primary language is not English, and translate marketing and application materials. <input type="checkbox"/> Other: 	
	<p>LEVEL 3 A “no wrong door” approach is used by public service and community organization staff to connect families with appropriate services even if the service isn’t available directly through their agency or organization.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>[----- -----]</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Promote implementation of this approach by training support staff who interact with families, such as bus drivers and front desk staff. <input type="checkbox"/> When possible, streamline application processes for services, using just one application for the different services a family might need. <input type="checkbox"/> Encourage parents and other family members to become ambassadors in spreading the word about these services, compensating them for their time and expertise. <input type="checkbox"/> Consider co-locating several social services into one location where families can access the resources they need to be successful. This one-stop shop can promote efficiency, leverage resources and support families. <input type="checkbox"/> Other: 	

2 BUILDING BLOCK #2

Quality Services that Work for All Young Children and their Families

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TARGET	LEVEL AND PROGRESS	✓ COMPLETED	ADD TO ACTION PLAN
<p>2.2 All children receive routine screening, identification, referral and linkage for risks and needs</p>	<p>LEVEL 1 Providers are trained in administering screenings and know where to refer families when concerns are identified. Populations that aren't receiving screenings are identified and efforts are made to reach them more effectively.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Survey providers to find out how many, how regularly and where developmental screenings are being conducted to determine which children in the community are less likely to be screened. <input type="checkbox"/> Ensure that health care professionals, child care providers and home visitors have access to screening tools and are trained on how to administer them and communicate the results to parents and caregivers in a culturally responsive manner. <input type="checkbox"/> Provide a directory of community resources, accessible to anyone who is administering screenings, to help guide referrals when needed. <input type="checkbox"/> Identify and engage Child Find and early intervention agencies to assess current services and provide outreach to families. <input type="checkbox"/> Assess whether stigma is a barrier for some families to accept or seek out screening, and work to reduce that stigma by communicating that screening is for everyone, that screening results will only be used to refer a child or family for additional support and that early intervention can reduce the need for other services later on. <input type="checkbox"/> Other: 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
	<p>LEVEL 2 Residents have access to screening and referral services throughout the community.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Hire and train community liaisons to bring screenings to families who do not participate in formal child care or home visiting programs. <input type="checkbox"/> Make a variety of culturally responsive screening tools available for parents and informal care providers (family, friend and neighbor care providers) to check out from the library along with instructions for use and a directory of community resources for following up on identified concerns. <input type="checkbox"/> Educate parents about the importance of developmental screening (and their availability for children covered by Medicaid) and encourage them to seek it out through their pediatrician or other provider. <input type="checkbox"/> Other: 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
	<p>LEVEL 3 A centralized point of intake is available for referrals and follow-up.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Implement a citywide, countywide or regional phone number or website for referrals for use by providers, parents or anyone administering developmental screenings. <input type="checkbox"/> Track the number and types of referrals coming from different population groups and neighborhoods within the community, and use that data to focus services and/or outreach on populations identified as underserved. Track the proportion of referrals completed and the length of time to completion. <input type="checkbox"/> Have a cross-sector early childhood collaborative group monitor results for quality improvement of services and review of community needs. <input type="checkbox"/> Other: 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>

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BUILDING BLOCK #2
Quality Services that Work for
All Young Children and their Families

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TARGET	LEVEL AND PROGRESS	✓ COMPLETED	ADD TO ACTION PLAN
<p>2.3 Children and families at risk and those with identified needs have timely access to more intensive services</p>	<p>LEVEL 1 Early intervention and prevention services are available in multiple settings throughout the community.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assess the extent to which families are currently able to access early intervention services. Are those services available to everyone who needs them? Are families of color able to access services equally? Are services provided in a way that meets families' needs? Are efforts underway to reduce the stigma of accessing services? Partner with local IDEA Part C early intervention agencies, which should have access to these types of data. <input type="checkbox"/> Encourage collaboration between early intervention providers and child care providers so that children of working parents can receive therapeutic interventions and other needed services in the setting where they spend their days, when appropriate. <input type="checkbox"/> Hold listening sessions or meet one-on-one with system-involved families, or those identified as in need of services, to find out what they want for their families and what supports they need to achieve their goals. <input type="checkbox"/> Other: 	<hr/> <hr/> <hr/> <hr/>
	<p>LEVEL 2 Support is available for families to advocate for themselves as they navigate through systems.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that community navigators (or promotoras) are available to conduct outreach, organize activities in select communities and assist families in accessing needed services – in paid positions if possible. <input type="checkbox"/> Hire parent mentors who have past involvement with the child welfare system to help parents with open cases navigate the system, understand the changes they need to make and access resources. <input type="checkbox"/> Translate communication materials into all languages spoken in the community and have interpreters available during events. To broaden your reach, consider using digital outreach as well. <input type="checkbox"/> Braid funding streams and services together to meet identified needs of the whole family, not just the child. For example, make it possible for a family support specialist at a family resource center to serve as a resource and referral specialist to help families find quality child care rather than handing them off to another entity for that support. <input type="checkbox"/> Other: 	<hr/> <hr/> <hr/> <hr/>
	<p>LEVEL 3 Families experience a seamless system of supports in response to identified needs.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Fund providers to use Family Team Meetings or other family-centric approaches bringing family members, service providers and other key support people in the family's life together to work and plan how best to meet a family's needs. <input type="checkbox"/> Empower caseworkers from any system to serve as an advocate and central point of contact for families, including accessing services from other systems and/or for other family members once a relationship is established. <input type="checkbox"/> Establish a protocol for warm handoffs from one system to another, for example from a caseworker to a home visitor, so that a trusted provider helps a family access additional services or transition to the next appropriate service when a case is closed <input type="checkbox"/> Other: 	<hr/> <hr/> <hr/> <hr/>

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<p>2.4 Families and parents are actively engaged as partners</p>	<p>LEVEL 1 All child and family service providers receive training and support to help them approach parents as partners.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>----- ----- ----- ----- ----- </p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Give service providers from multiple systems access to training on empathy, effective family engagement methods and/or parent leadership, including content on implicit bias and other potential barriers to family engagement. <input type="checkbox"/> Employ the providers in your community who specialize in working with parents – such as parenting educators – to train and coach child-oriented providers. <input type="checkbox"/> When providing training on parent and family engagement, invite parents as co-trainers to model effective partnership, share their personal stories and demonstrate why approaching parents as partners makes a difference. <input type="checkbox"/> Other: 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
	<p>LEVEL 2 Parent leadership is integrated into every sector of the early childhood system.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>----- ----- ----- ----- ----- </p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Partner with existing parent leadership groups in your community, either to provide consultation on your processes or to recruit participants for a new advisory group. Check whether there are active parent groups connected to mutual support programs such as Circle of Parents or Parents Anonymous, affiliated with Head Start, schools or places of worship or formed around particular issues such as children with special health care needs. <input type="checkbox"/> Work with community-based organizations to host Parent Café or Community Café series to engage parents in meaningful conversations about their strengths and needs, and the needs and assets of their community. <input type="checkbox"/> Convene child- and family-serving professionals and leaders across sectors to discuss parent engagement strategies and learn from each other. <input type="checkbox"/> Provide coaching for leadership skill development and opportunities for parents to take action in their own lives and in partnership with other community members. <input type="checkbox"/> Other: 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
	<p>LEVEL 3 Parent leadership and resident engagement are the established norm throughout the community, including for government and government-funded activities.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>----- ----- ----- ----- ----- </p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create seats for parents and residents on city or county committees on issues related to early childhood, health care, etc. <input type="checkbox"/> Require parent representation on decision-making bodies funded through city or county offices, such as the boards of family-serving non-profits. <input type="checkbox"/> Bring parents together with leaders of neighborhood associations, non-profits and the school system to identify challenges and then take on local projects to help improve the community. <input type="checkbox"/> Other: 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>

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TARGET	LEVEL AND PROGRESS	✓ COMPLETED	ADD TO ACTION PLAN
<p>2.6 Leaders use data to drive change</p>	<p>LEVEL 1 Leaders within and across child- and family-serving systems have agreed on shared language and committed to common outcomes for children and families.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Explore potential frameworks to capture the outcomes all relevant systems can embrace and connect their work to, and adopt the language of that framework across systems. <input type="checkbox"/> Identify what data is available, whether it is of high quality (including whether it is disaggregated by race, income and other relevant demographic characteristics) and what major gaps in data exist. <input type="checkbox"/> Develop a data agenda outlining the data you would like to have and who you would need to work with to obtain it. <input type="checkbox"/> Determine what data can be used to track progress and evaluate community needs, including data from non-early childhood focused sources, such as the US Census, the health system or criminal justice. <input type="checkbox"/> Engage parents and other community residents in the process of arriving at shared language and common outcomes, and enlist their help in determining how to communicate that information to the community. <input type="checkbox"/> Other: 	
	<p>LEVEL 2 Agencies and programs share data with each other to advance their work toward shared outcomes.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a template for Memoranda of Understanding to articulate data sharing agreements among agencies and across systems. <input type="checkbox"/> Compile data from across systems and programs to identify disparate outcomes among particular neighborhoods, racial groups, income levels or other population groups, and adjust strategies accordingly. <input type="checkbox"/> Formalize the adoption of a shared outcomes framework by having programs and agencies publicly sign on to it and identify how their work helps children and families meet the identified goals. <input type="checkbox"/> Consider adopting a universal intake form for child- and family-serving programs and services to facilitate cross-referral and sharing of data and tracking of shared outcomes along with outputs. <input type="checkbox"/> Share outcomes and data with the community in an accessible, easy-to-understand format. <input type="checkbox"/> Other: 	
	<p>LEVEL 3 Data is used to inform quality improvement efforts across sectors to meet identified needs and reach shared goals.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Implement a unique identifier, assigned to each child and used across systems to facilitate data sharing and tracking. <input type="checkbox"/> Plan and carry out quality improvement efforts across systems with a focus on a particular outcome or indicator, including a focus on closing disparities among demographic groups. <input type="checkbox"/> Develop a shared database for child and family service providers to contribute to and access, facilitating better cross-system coordination when families are involved with multiple systems. <input type="checkbox"/> Engage community residents in analyzing and interpreting data and developing strategies to reach shared goals. <input type="checkbox"/> Other: 	

3 BUILDING BLOCK #3

Neighborhoods Where Families Can Thrive

HOW HAS YOUR COMMUNITY DEMONSTRATED PROGRESS TOWARD THIS LEVEL?
WHAT ACTIONS DO YOU INTEND TO TAKE TO REACH THIS LEVEL?

TARGET	LEVEL AND PROGRESS	✓ COMPLETED	ADD TO ACTION PLAN
<p>3.2 Economic and employment opportunities are available to all</p>	<p>LEVEL 1 There is an understanding of how public and private investments are currently allocated across the community.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>----- -----</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use asset mapping to identify neighborhoods where economic investment is needed and areas of concentrated disadvantage (i.e., food deserts, areas of concentrated unemployment, areas with high levels of unbanked households, areas with reduced access to affordable high-quality early care and education). <input type="checkbox"/> Assess the availability and quality of workforce development resources, and analyze how workforce development policies and programs can be adapted to better suit the local job market and better prepare residents (particularly parents and caregivers) to succeed. <input type="checkbox"/> Collect and analyze data on participation in income support programs within neighborhoods, such as the Earned Income Tax Credit, and explore local options to increase participation. <input type="checkbox"/> Other: 	
	<p>LEVEL 2 Investments, training and education are targeted to underserved areas, and policies are designed to improve economic mobility and ensure that families are able to meet their basic needs.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>----- -----</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct public investment toward underinvested neighborhoods to improve access to education and job training, and improve availability of stable jobs with living wages for local families. <input type="checkbox"/> Work directly with residents to determine what barriers they face to employment and economic mobility, and design solutions accordingly. <input type="checkbox"/> Reduce barriers to employment for parents and caregivers by improving access to high-quality, affordable child care and strengthening public transportation systems. <input type="checkbox"/> Partner with workforce development agencies, businesses and education and training institutions to develop career pathways for high needs jobs in the region, including retraining for people who are currently unemployed and underemployed. <input type="checkbox"/> Other: 	
	<p>LEVEL 3 Residents have access to opportunities for economic mobility and stability, regardless of neighborhood.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>----- -----</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Apply a two-generation approach to workforce development programs by aligning workforce development policies with policies governing child care subsidies to remove barriers for caregivers seeking further education or training. <input type="checkbox"/> Adopt a living wage that allows families to provide for their children, and index it to inflation to reduce income inequality. <input type="checkbox"/> Incentivize private investment in underinvested communities through tax incentives and subsidies to businesses that will provide needed services, stable employment and critical benefits like paid family, medical and sick leave to local families. <input type="checkbox"/> Other: 	

3 BUILDING BLOCK #3

Neighborhoods Where Families Can Thrive

HOW HAS YOUR COMMUNITY DEMONSTRATED PROGRESS TOWARD THIS LEVEL?
WHAT ACTIONS DO YOU INTEND TO TAKE TO REACH THIS LEVEL?

TARGET	LEVEL AND PROGRESS	✓ COMPLETED	ADD TO ACTION PLAN
<p>3.3 Residents feel a sense of belonging and hope within their neighborhoods and connection to the broader community</p>	<p>LEVEL 1 Community members are supported to make changes in their own neighborhoods to address identified needs.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Offer parent listening sessions or summits at a variety of accessible public spaces frequented by families, including libraries, schools and health centers, to engage families with each other and the community around topics of interest, while also informing providers and policymakers about families' needs and concerns. <input type="checkbox"/> Develop strong relationships with community groups that can help connect residents to local elected leaders. <input type="checkbox"/> Openly share information that will allow residents to be more engaged in the decision-making process, including data on how children are faring in the community and information on upcoming proposals. <input type="checkbox"/> Connect with city departments and local historical groups to learn about the history of neighborhoods and then provide opportunities to advocate for positive change. <input type="checkbox"/> Offer "mini-grants" for neighborhood groups to make improvements in their communities. <input type="checkbox"/> Other: 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
	<p>LEVEL 2 Leadership incorporates and is responsive to voices of community residents.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create compensated decision-making roles for residents (and particularly parents and caregivers) and offer peer-mentoring opportunities to cultivate community leadership and encourage under-represented groups to participate in governance. <input type="checkbox"/> Partner with local community groups, community colleges and others who can provide training, peer support and tools to support and build the skills of parent leaders and activists within the community. <input type="checkbox"/> Ensure that the voices and feedback of parent and community leaders are incorporated from the earliest stages of decision-making processes, allowing residents to collectively take action to improve their neighborhood with the support of city leadership. <input type="checkbox"/> Other: 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
	<p>LEVEL 3 Leaders and policymakers provide support for community-led organizing, prioritizing resident-led change.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide funding and support for neighborhood councils that allow residents to meet regularly, discuss concerns, propose solutions and take action. <input type="checkbox"/> Implement participatory budget processes that are resident-led, and allow community members' priorities to drive the allocation of discretionary funds in a city's budget. <input type="checkbox"/> Formalize parent and resident participation in decision-making by requiring city departments to have strategies in place to incorporate parent and caregiver voice around children's issues and other areas of concern. <input type="checkbox"/> Other: 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>

4 BUILDING BLOCK #4

Policies that Support and Are Responsive to Families

HOW HAS YOUR COMMUNITY DEMONSTRATED PROGRESS TOWARD THIS LEVEL?
WHAT ACTIONS DO YOU INTEND TO TAKE TO REACH THIS LEVEL?

TARGET	LEVEL AND PROGRESS	✓ COMPLETED	ADD TO ACTION PLAN
<p>4.1 Policies that govern child and family services are equitable and responsive to families</p>	<p>LEVEL 1 Local leaders take families' needs and experiences into account in their administration of federal and state policy.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┴-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use tools like surveys and community listening sessions, to learn about families' needs in your community and their experiences accessing child and family services, including child care supports. Multiple formats to gather feedback and information should be used to reach a diversity of families. <input type="checkbox"/> Fully integrate parents and caregivers and child-serving providers into all relevant committees, task forces and workgroups where policy strategies that impact young children and their families are considered. Include stakeholders from different racial and ethnic groups - especially those most likely to be affected or those you are most interested in reaching - in the development of new policies and programs. Determine who is missing and how they can be engaged. <input type="checkbox"/> Explore how the community can use local discretion in the administration of state and federal resources to best meet the needs of young children and their families, including through the use of waivers and in the alignment of programs that serve overlapping populations. <input type="checkbox"/> Continuously train child care subsidy intake workers, family service workers and other staff who work directly with families on cultural and linguistic responsiveness, strengths-based family goal-setting and on how to work across service systems to meet families' full spectrum of needs. <input type="checkbox"/> Track and examine data on access and quality of services by race, ethnicity and other demographic characteristics to inform equitable policies and resource use. <input type="checkbox"/> Other: 	
	<p>LEVEL 2 Administrative and policy innovations are implemented across sectors to ensure that the needs of all children and families are met.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┴-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Implement policy and administrative innovations that improve continuity of access to services. For example, communities may be able to use local funds to cover lapses in child care subsidy eligibility to promote stability for children, working parents and child care providers. <input type="checkbox"/> Implement continuous improvement and feedback loops that include families and service providers to determine what is and isn't working well for children and families. <input type="checkbox"/> Examine local zoning policies to determine their impact on early care and education centers and adjust city zoning practices to support early care and education providers as business owners. <input type="checkbox"/> Establish a linkage and referral system that seamlessly connects families to existing services in the community at the appropriate time. Memoranda of Understanding can be used between agencies and organizations to ensure services are provided seamlessly with a "no wrong door" approach. <input type="checkbox"/> Facilitate cross-sector convenings (including health, education, housing, etc.) to address data sharing issues and promote cross-sector solutions to the challenges families face. <input type="checkbox"/> Other: 	

4 BUILDING BLOCK #4

Policies that Support and Are Responsive to Families

HOW HAS YOUR COMMUNITY DEMONSTRATED PROGRESS TOWARD THIS LEVEL?
WHAT ACTIONS DO YOU INTEND TO TAKE TO REACH THIS LEVEL?

TARGET	LEVEL AND PROGRESS	✓ COMPLETED	ADD TO ACTION PLAN
<p>4.2 Workplace and other policies support families in raising children</p>	<p>LEVEL 1 Employers are informed about their responsibilities and understand family-friendly policies. Existing rights and legal protections are publicized and well known to both workers and employers.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assess who in the community currently offers and benefits from family-friendly employment policies (including paid family and medical leave, fair scheduling practices and access to lactation facilities) and who doesn't. <input type="checkbox"/> Highlight the successes of businesses in the community that are family-friendly employers. <input type="checkbox"/> Widely disseminate information about current rights and legal protections, including for pregnant workers and shift workers, throughout the community, in workplaces and in public spaces. <input type="checkbox"/> Ensure working families have access to legal supports and advice to address any infringements upon their rights. <input type="checkbox"/> Other: 	<hr/> <hr/> <hr/> <hr/>
	<p>LEVEL 2 Public systems have adopted policies that ensure access to family-friendly work environments.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Make sure municipal and county governing bodies serve as a positive example by adhering to best practices in workplace policies, including by offering paid family and medical leave to all employees. <input type="checkbox"/> Work with the business community to implement family-friendly workplace policies that improve workplace environments for all workers, particularly those who are least likely to have access to paid leave or other protections. <input type="checkbox"/> Prioritize family-friendly employers when awarding local contracts, rewarding employers that have policies and procedures in place to support their employees' family-related needs. <input type="checkbox"/> Other: 	<hr/> <hr/> <hr/> <hr/>
	<p>LEVEL 3 Employers are supported and incentivized to enact family-friendly employment policies, and strong enforcement of local policies ensures working families are protected.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Implement local ordinances that support family-friendly workplaces, such as requiring employers to use fair scheduling practices, offer paid family and medical leave, comprehensive health insurance coverage and pay living wages to employees in the community. <input type="checkbox"/> Use tax breaks and subsidies to encourage businesses to adopt family-friendly policies. <input type="checkbox"/> Incentivize employers to report on how many families ultimately use family-friendly policies and benefits in order to identify any obstacles to utilizing these policies and benefits by race, ethnicity, gender, income or other characteristics. <input type="checkbox"/> Other: 	<hr/> <hr/> <hr/> <hr/>

4 BUILDING BLOCK #4

Policies that Support and Are Responsive to Families

HOW HAS YOUR COMMUNITY DEMONSTRATED PROGRESS TOWARD THIS LEVEL?
WHAT ACTIONS DO YOU INTEND TO TAKE TO REACH THIS LEVEL?

TARGET	LEVEL AND PROGRESS	✓ COMPLETED	ADD TO ACTION PLAN
<p>4.3 Land use and community development policies are designed with consideration for how they affect young children and families</p>	<p>LEVEL 1 There is an understanding that land use and development affect children and families, including a recognition that such policies have resulted in underinvestment in some neighborhoods.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Examine how public investments in community development projects are currently allocated across the community, whether residents' priorities are addressed by those investments and how land use policies impact different neighborhoods. <input type="checkbox"/> Use surveys, listening sessions at public spaces frequented by families and other tools to learn about families' needs and desires for the community and obstacles they face to accessing safe, affordable housing, public transportation, nutritious and affordable foods, health and dental care and other community resources. <input type="checkbox"/> Use asset mapping to better understand how access to community resources, community safety and environmental conditions - like affordable housing, public transportation, food, affordable high-quality early care and education, safe pedestrian corridors, safe and accessible public spaces and health care - varies among neighborhoods leading to conditions where some children and families are disconnected from resources and opportunities that are available to those in other neighborhoods. <input type="checkbox"/> Consider how changes to zoning and building codes can encourage developers to consider the well-being of children and families. <input type="checkbox"/> Other: 	
	<p>LEVEL 2 Cross-sector efforts ensure the needs of young children and their families are met in every aspect of community design, including housing, transportation, food, health and dental care and other important systems that serve families.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create multi-sector coalitions (that include families) that can help inform more effective and equitable policy development and implementation. <input type="checkbox"/> Consider how public spaces and buildings can be used to co-locate services from different systems that serve overlapping populations, and identify existing policies and regulations that pose barriers to co-located services. <input type="checkbox"/> Designate city or county staff with early childhood expertise to advise decision-makers in public and private systems about how their decisions will impact young children and their families. <input type="checkbox"/> Gauge the success of efforts to make policies more supportive and responsive to families by tracking community listening sessions, monitoring the number of proposals that were driven by resident-identified needs or asking residents to assess the degree to which residents' and parents' voices are actively and authentically integrated into policy development and implementation. <input type="checkbox"/> Other: 	
	<p>LEVEL 3 A formalized process is in place to take into account the impact on children and families of all land use and community development policies.</p> <p>---- HAS THE COMMUNITY REACHED THIS LEVEL? ----</p> <p>1 2 3 4 5</p> <p>┌-----┬-----┬-----┬-----┬-----┐</p> <p>Just getting started Making progress Well on our way</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Formalize the consistent use of child or family impact statements in all land use and community development policies. <input type="checkbox"/> Ensure that child impact statements and other formal tools also consider disparate outcomes based on race, ethnicity, immigration status, income and other demographic characteristics. For example, if high-quality affordable child care facilities are concentrated in one area of the city, who is disproportionately harmed? <input type="checkbox"/> Require review of land use and community development plans by city or county staff with early childhood expertise, and include the voice of families in the planning process. <input type="checkbox"/> Other: 	