

## Appendix A

### At-A-Glance

This four-page summary of the *ELC Action Guide and Assessment Tool* is an easy way to share the building blocks, goals, and levels with current or potential partners, to inform your strategic planning, or to remind people of the big picture. It can also be a handy way for you and other stakeholders to visually track your current status and areas of focus.

## Building Block #1: Community Leadership, Commitment and Public Will to Make Early Childhood a Priority

### Goal 1.1: Local leaders work together across systems with a focus on early childhood



**Level 1** – A group of stakeholders committed to early childhood and with community ties meets regularly to identify collective priorities to better support families and young children, to guide the effort to act on established priorities, and to identify areas of overlap and possible areas of future collaboration.

**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.

**Level 3** – A well-established early childhood group with dedicated leadership and broad community input works collaboratively to promote the healthy development of young children.

### Goal 1.2: The community invests in young children and families



**Level 1** – The community uses its available resources, including existing funding streams, to effectively support families and promote healthy child development.

**Level 2** – Community and early childhood partners work together to identify points of intersection to use existing funds and resources creatively as well as to find new funding sources.

**Level 3** – The community's commitment to early childhood is formalized, and support for the families who need it most is prioritized.

### Goal 1.3: Community members support and understand the importance of early childhood health, learning, and well-being

**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.

**Level 2** – Families have opportunities to engage with each other and with community leaders about the importance of early childhood well-being and what families need and want to succeed.

**Level 3** – Throughout the community, families receive culturally relevant messages about early childhood health, learning, and well-being.

### Goal 1.4: Families feel a strong sense of community and receive informal supports from their social networks

**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 support networks in the community.

**Level 2** – Families have many opportunities to make connections.

**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 in person and/or digitally.

### Goal 1.5: Community resources for children and families are well known, accessible, and easy to use

**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 appropriate resources.

**Level 2** – Non-traditional partners are aware of and use the directory to make referrals. Barriers that prevent families from accessing care are addressed.

**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.

## Building Block #2: Quality Services that Work for All Young Children and their Families

### Goal 2.1: Families have access to high-quality, basic services that proactively promote healthy development, early learning, family strengths, and early relational health

**Level 1** – City or county leadership have a comprehensive overview of the range and quality of services available throughout the community and whose needs are not being met.

**Level 2** – Leaders, residents and service providers work together to increase access to high-quality services for underserved families.

**Level 3** – Quality services are available throughout the community and easily accessible to residents of historically underserved neighborhoods.

### Goal 2.2: All children receive routine screening, identification, referral, and linkage for risks and needs

**Level 1** – Providers are trained in administering screenings and know where to refer families when concerns and specific needs are identified. Populations that aren't receiving screenings are identified and efforts are made to reach them more effectively.

**Level 2** – Residents have access to screening and referral services throughout the community.

**Level 3** – A centralized point of intake is available for referrals and follow-up.

### Goal 2.3: Children and families have timely access to the continuum of more intensive and specific services when needed

**Level 1** – Early intervention and prevention services are available in multiple settings throughout the community.

**Level 2** – Support is available for families to advocate for themselves as they navigate through systems.

**Level 3** – Families experience a seamless system of supports in response to identified needs.

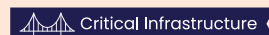
### Goal 2.4: Families and parents are actively engaged as partners and valued experts on their children, families, and communities

**Level 1** – All child and family service providers receive training and support to help them approach parents as partners.

**Level 2** – Parent leadership is integrated into every sector of the early childhood system.

**Level 3** – Parent leadership and resident engagement are the established norm throughout the community, including for government and government-funded activities.

### Goal 2.5: Supports are in place for the wellbeing of the early childhood workforce



**Level 1** – Professional development and workforce supports are provided across sectors to improve quality and reduce turnover.

**Level 2** – A variety of opportunities are available for providers to get support to improve their practice, meet quality standards, and advance their careers.

**Level 3** – Critical issues are being addressed related to the early childhood workforce, including diversity, fair compensation, and career pathways.

### Goal 2.6: Leaders use data to drive change



**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.

**Level 2** – Agencies and programs share data with each other to advance their work toward shared outcomes.

**Level 3** – Data is used to inform quality improvement efforts across sectors to meet identified needs and reach shared goals.

### Building Block #3: Neighborhoods Where Families Can Thrive

#### Goal 3.1: The built environment promotes safety and healthy development

**Level 1** – Plans are in place to tackle neighborhood issues, including green space, adequate housing, and safety concerns identified by families.

**Level 2** – Neighborhood improvement strategies are designed with a focus on residents' priorities and desired outcomes.

**Level 3** – Regardless of neighborhood, residents are regularly consulted by policymakers about how their neighborhoods can better promote safety and healthy development.

#### Goal 3.2: Families can access services as well as economic and employment opportunities

**Level 1** – There is an understanding of how public and private investments are currently allocated and where services are available across the community.

**Level 2** – Investments in service expansion, job training, and education are targeted to underserved areas.

**Level 3** – Residents have access to quality services, opportunities for economic mobility and stability, and reliable public transportation, regardless of neighborhood.

#### Goal 3.3: Residents feel a sense of belonging and hope within their neighborhoods and connection to the broader community

**Level 1** – Community members are supported to make changes in their own neighborhoods to address identified needs and build a sense of community.

**Level 2** – Leadership incorporates and is responsive to voices of community residents.

**Level 3** – Leaders and policymakers provide support for community-led organizing, prioritizing resident-led change.

### Building Block #4: Policies that Support and Are Responsive to Families

#### Goal 4.1: Government and workplace policies support families in raising children

**Level 1** – Local leaders are aware of what public and private supports are currently available to families in the community, who is benefiting from them, and who is not.

**Level 2** – More and more families are benefiting from policies that are designed to improve economic mobility, support caregiving, promote family-friendly workplaces, and ensure that they are able to meet their basic needs.

**Level 3** – Policies are in place to ensure that families receive tangible support to meet their needs and reduce the stress of raising young children.

#### Goal 4.2: Policies that govern child and family services are equitable and responsive to families

**Level 1** – Local leaders take families' needs and experiences into account in their administration of federal and state programs and policies.

**Level 2** – Administrative and policy innovations are implemented across sectors to ensure that the needs of all children and families are met.

**Level 3** – Policies are aligned across systems and are responsive to the diverse and changing needs of families.

#### Goal 4.3: Land use and community development policies are designed with consideration for how they affect young children and families

**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.

**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.

**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.