



Parent Leader Network

An initiative of CSSP

MANIFESTO FOR RACE EQUITY & PARENT LEADERSHIP IN EARLY CHILDHOOD SYSTEMS



THE PARENT EDITION

Created by parents for parents, this is a new version of the original [Manifesto](#), released in 2019. It provides a platform for parents to address inequities and racism in early childhood agencies and systems through building awareness, advocating, and organizing. By outlining how parent voice, engagement, and leadership can be implemented at all levels of early childhood systems and agencies, the **Manifesto 2.0: The Parent Edition** will create and promote equitable outcomes for the health and well-being of all children.



**Center for the
Study of
Social Policy**
Ideas into Action

IN LOVING MEMORY OF

Deena Smitherman Boston, MA



On June 27, 2022, the Parent Leader Network lost a founding member, Deena. Her bright, loving spirit inspired so many. We cherish the time we had and will honor her memory always.

“The Manifesto gives us a platform to bring forward things that really mean a lot to everyone.”

— **Deena Smitherman**
PLN Founder, Boston, MA

Thank you to the Hilton Foundation for their generous support that helped make the work of the PLN and this publication possible.

OUR STORY

On May 2, 2019, 24 parent leaders working with early childhood agencies in 10 communities across the US came together in Greensboro, NC, at the inaugural summit of the [Parent Leader Network \(PLN\)](#). Everyone had a copy of the newly printed [Manifesto for Race Equity and Parent Leadership in Early Childhood Systems](#), a creation of an earlier parent-agency collaboration in 2018, which planted the seeds for the PLN. The Manifesto became the **Parent Bill of Rights for parent leaders, and the Blueprint for Change for agencies** working to develop equitable early childhood systems.

PLN founders Deena Smitherman and Lisa Melara from Boston, MA; Anthony Queen from Kent County, MI; and Caroline Austin from Hartford, CT, spent the previous year laying the groundwork for the PLN, building on the Five Commitments of the Manifesto. In that year, they also presented the Manifesto to many early childhood systems and government leaders on the community, state, and national levels. They envisioned the PLN—a national network of parents along with their host agencies in the sister network, EC-LINC—as a way to bring the Five Commitments of the Manifesto to life, to change the lives of families with young children whose voices had not been heard in early childhood spaces before.

This first edition of the Manifesto was geared to an audience of early childhood systems leaders. The Parent Edition of the Manifesto is created by parents for parents, shaped by the stories and experiences of parent leaders and staff from across the PLN communities, who came together at the **PLN Virtual Summit in March 20-21, 2024**. The purpose of this version of the Manifesto is to inspire parents—by which we mean any adult caregiver for a child—to speak up, join others, and advocate for parent voice and equity so that all families thrive.

We invite you to join us, to add your story and your voice. As PLN founder Lisa Melara said, **“The Manifesto is amazing but we won’t see the results we want unless we continue to build our power as parents.”**

Want to learn more about the PLN? [Watch our video!](#)

OUR MANIFESTO

The terms we use:

Why “Parent”?

We define a parent as anyone who is the primary caregiver for a child, whether they be the biological, adoptive or foster mother or father, or relatives, such as grandparents, aunts, and uncles.

Why “Manifesto”?

We use this term to make clear our commitment to manifest the 5 Commitments—to express them, embody them, and realize them in our daily actions and long-term goals.

Why “Equity”?

Equity is distinct from Equality. Equity is giving everyone what they need to be successful. Equality is treating everyone the same. Equity acknowledges that not everyone starts at the same place, and not everyone has the same needs.

Why “Race Equity and Parent Leadership”?

Racism plays a major role in shaping and reinforcing inequitable outcomes for children and families. Access to opportunities, power, and implicit bias influence how families engage and lead within early childhood systems. When parents work in partnership with early childhood agencies and systems, children, and their families can thrive.

Why “Early Childhood Systems”?

We collaborate with our sister network, [EC-LINC](#), in which early childhood leaders in local communities work to build coordinated “early childhood systems of care.” We acknowledge that while most families don’t experience the range of programs and services available as part of a coordinated “system,” we embrace the description as a goal.

Appendix

The resources listed below and additional resources can be found on the “Featured Resources” tab here <https://cssp.org/our-work/project/parent-leader-network/#featured-resources>

[Manifesto Growth Chart tool](#)

[Sample Parent Workshop](#)

[Sample Agency Presentation](#)

[Sample Parent Testimony](#)



“The word ‘manifest’ is to think positive thoughts, bring something to life, to make it so. The Manifesto is that same thing but done in a collective of people for alignment. I think it is a powerful tool, especially in activism. I can’t wait to use it!”

— **Anjeanette Brown**
Parent Leader, Multnomah County, OR

OUR VISION FOR RACE EQUITY AND PARENT LEADERSHIP

We envision a transformation in which early childhood systems of care are centered around families and responsive to our needs and ideas.

Agencies and systems are:

- **Collaborative:** System leaders acknowledge barriers to parent engagement and respond by making changes and improving collaboration.
- **Diverse:** Staff reflect the diversity of the community.
- **Accessible:** Systems work to improve families' access, experiences, and outcomes.
- **Equitable:** All families—especially families who are Black and Brown, LGBTQ+, indigenous and immigrants, fathers, those living in poverty, and those caring for children with special needs—have access to opportunities, resources, and support in their communities.

Parents are:

- **At the Center:** Agencies and systems center everything they do around families: listening to them, developing their leadership, engaging them at every level, and including them in decision-making.
- **Participating at All Levels:** Planning and implementing ideas, programs and policies; making decisions, including how funds are spent; gaining career opportunities; and influencing policy and organizing in their communities.
- **Valued as Experts:** Staff and service providers value parents of all cultures as experts. Parents know their rights and have the tools and resources to access opportunities for their children.
- **Powerful Leaders:** Elected officials regularly engage with parents and the community and take action. Parents develop their leadership and run for office. In partnership with those most affected by racism, parents with privilege advocate for equity.



Brandon Lavin, Parent Leader and Torrey Smith, Staff, Palm Beach County, FL

As a result of this transformation, children, families, and communities thrive.

WHAT WE BELIEVE—PREAMBLE TO OUR MANIFESTO

To ensure that all children have equitable outcomes in education, health, and life, our voices and leadership are “Mission Critical.” As parents—by which we mean anyone who is the primary caregiver for a child—we are our child’s first teacher and best advocate. Research shows that when we are engaged as partners and leaders in the programs, services, and policies that support our children’s learning and healthy development, our children thrive and systems improve.

We want to work with early childhood systems to improve outcomes for our kids, but face barriers. Rooted in structural racism and bias, which shows up in the attitudes, behaviors, policies, and practices of these systems, and our society as a whole, these barriers prevent many of us from being true partners and leaders in our children’s healthy development and early learning.

Race equity in early childhood systems means that all children can reach their fullest potential, no matter their race or ethnicity. Additionally, it means that we parents are seen and welcomed as authentic partners, advocates, and leaders and are included in our children’s learning and healthy development. Achieving race equity in early childhood systems means the systems that serve young children and their families must change.

This Manifesto and its Five Commitments for Change outlines our vision, goals, and strategies for the transformation we want to make so that all parents are supported and empowered to give our children a strong start in life. This Manifesto builds on the groundbreaking work of the Strengthening Families™ [Five Protective Factors](#), which help families build strength and support through everyday actions. This Manifesto seeks to eliminate the barriers families of color face in our day-to-day interactions with systems and elevate our leadership and power.



Caroline Austin, Anthony Queen, and Lisa Melara, PLN Parent Leader Founders, Hartford, CT, Kent County, MI, and Boston, MA

THE MANIFESTO IN ACTION

Manifesto 2.0: The Parent Edition and its 5 Commitments for Change is a “Bill of Rights” for parents.

Together with other parents and allies, you can use it as a platform to call on leaders in early childhood systems to support more opportunities for parent voice and leadership and equitable outcomes for children and families.

It works! Parents presented the original [Manifesto](#) to hundreds of early childhood system leaders, providers, and parents on the local, state, and national levels during its first five years, and it made a big impact. Examples include:

- PLN Founder Caroline Austin, who sits on the Connecticut Early Childhood Cabinet to the State Office of Early Childhood (OEC), successfully advocated for Manifesto principles to be included in the formation of this cabinet-level agency.
- PLN Founders Lisa Melara and Deena Smitherman presented the Manifesto to the Massachusetts Department of Health. The Manifesto was cited as a resource in the development of the [statewide family engagement framework](#).
- After parent leaders in Ventura County, CA attended the PLN’s inaugural summit, EC-LINC member [First 5 Ventura County](#) cited the Manifesto on the family engagement section of its website.
- Across PLN communities, agencies are supporting parents to develop their own Parent Leader Networks and creating part-time roles for parents to join staff as parent liaisons.



“I know that our voice counts and we are here to support each other.”

— **Lorena Rivas**
Parent Leader, Santa Ana, CA

“It is very important that agencies know our stories since it depends on achieving a change in the system, in addition to the fact that we as parents know firsthand what happens in the family environment.”

— **Dulce Sanchez**
Parent Leader, Santa Ana, CA

HOW TO ADVOCATE FOR THE MANIFESTO

Parent leaders at the PLN 2024 Summit agreed: If we don't raise our voices, nothing will change!

They came up with many changes they want early childhood systems leaders to make, including:

- Get closer to the people who actually use their services
- Offer more services for families to prevent removal of children and termination of parental rights
- Have parents and caregivers at the table from the beginning and beyond
- Offer flexible job opportunities for parents with livable wages and ability to count volunteer roles toward work experience
- Engage in more advocacy for the rights of children with special needs in early childhood systems, including family court
- Have more diverse staffing

The Manifesto is a tool to help you and other parents advocate for the change you want to see.

Here are some tips for using the Manifesto to advocate:

Step 1: Read the Manifesto and connect your story. Overwhelmed? Start with the commitment that most interests you.

Step 2: Start a conversation with other parents. For example:

- Host a Community Cafe-style gathering and have each table discuss one of the commitments and how it relates to them.
- Discuss with your parent leadership group one or more Manifesto commitments: What's working well for young children and families in your community, and what changes are needed?

Step 3: Organize a group of parents to present the Manifesto to early childhood leaders and policy makers and ask for change.

- Need inspiration? Read the Advocacy Success Stories and 5 Advocacy Actions for each commitment.

Step 4: Celebrate your successes and keep going.

- Break down big issues into small, achievable steps and tackle them one at a time.
- Continue to build a strong base of parent leaders who can join your efforts.

HOW TO USE THIS GUIDE

We designed The Parent Edition to make it easier for busy parents to navigate the big issues outlined in the 5 Commitments.

Not sure where to start? Follow this handy guide:

INTERESTED IN...

Promoting racial equity in early childhood systems?



JUMP TO...

Commitment 1: Challenge Racism ([page 10](#))

Making sure all parents are welcomed and included at all levels?



Commitment 2: Embrace Parent Leadership ([page 12](#))

Co-creating sustainable and effective parent engagement initiatives?



Commitment 3: Prioritize Resources ([page 14](#))

Advancing your career through parent leadership?



Commitment 4: Create Career Pathways ([page 16](#))

Co-designing early childhood systems that are free of bias and unnecessary barriers?



Commitment 5: Promote Easy Access and Equitable Outcomes ([page 18](#))

Each Commitment has seven elements:

1. Title and Description
2. Key Terms Definitions
3. Parent Story
4. Parent Quote
5. Five Advocacy Actions
6. Advocacy Success Story
7. "Your Turn:" An invitation to reflect and add your story

COMMITMENT 1:

Challenge Racism

To promote equity, all families must feel welcomed and respected and feel confident that early childhood agencies and systems leaders have the will and ability to challenge all forms of racism.

KEY TERMS

- **Equity:** “Equity means we don’t all start from the same point. Each one of us is going to have a different need and the result is going to be different.”
Diana Paz, Parent Leader, Santa Ana, CA
- **Racism:** While there is no biological basis for race, people in power throughout history have used race to justify unfair treatment and oppression of those families who are Black and Brown, indigenous and immigrants, and those living in poverty. Individuals, institutions, and the structures of society all perpetuate racism. Being antiracist means fighting racism on all of these levels. (Resource: <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>)

PARENT STORY

Samantha Avalos, Parent Leader, Utah County,

UT: The Manifesto has helped give me power, especially as an immigrant. It reminds parents that the systems aren’t always right. When I first came to the US, most groups and resources were in English only. But now Spanish language groups and resources are much more widespread and available. I feel like I can raise my voice now to advocate that we need culture in our programs.



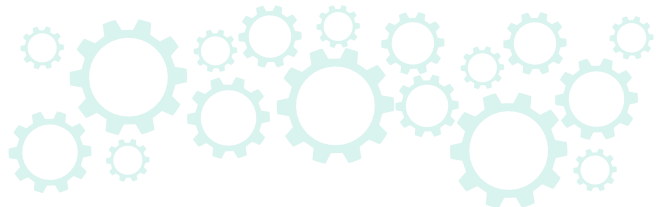
Diana Paz, Parent Leader, Santa Ana, CA

PARENT QUOTE

“My dream is that barriers are considered and removed at the planning stage, before they have the opportunity to cause harm. Let’s be proactive instead of reactive.”

— Anjeanette Brown
Multnomah County, OR

5 ADVOCACY ACTIONS



To challenge racism, ask agencies to:

1. Provide resources that parents need to participate, such as translation and interpretation
2. Hire people from the community to reflect its diversity
3. Include pictures in your materials and at your sites that reflect all families, especially fathers
4. Create opportunities for diverse families to influence policies and programs
5. Mandate antiracism training for staff at all levels

ADVOCACY SUCCESS STORY

Sanaa Sharrieff, Parent Leader, Guilford County, NC:

The Manifesto served as a conversation starter at my agency about the importance of race equity. Now, there is a little more awareness and a lot more interest in the parent voice leading all of the work. Parents have gotten greater positions of leadership, being able to speak to what they would like to see in their neighborhoods, versus someone else with money coming in and saying, hey, this is what we are going to do. There was a time when there was only one parent on the board. Now there are multiple parents.

YOUR TURN

What makes you feel welcome and respected in an early childhood setting?

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COMMITMENT 2:

Embrace Parent Leadership

To become authentic leaders and partners within early childhood systems, parents must be valued and included in new, radical ways.

KEY TERMS

- **Leaders:** “I view parent leadership as having the voice for not only my family but all families.” Heather Bushnoe, Parent Leader, Onondaga County, NY
- **Early childhood systems:** A goal for all programs and services for young children and their families—health, mental health, early learning, economic support, and family support—to be coordinated and streamlined so that families can access them easily and get what they need.
- **Parents:** Anyone who is the primary caregiver for a child, whether they are biological, adoptive, or foster mom and dad, or grandparents, aunts, uncles, etc.

PARENT STORY

Rocio Guzman Paredes, Parent Leader, Santa Ana, CA: *“Nunca había escuchado la palabra “padre/madre líder” hasta que alguien me llamó uno.”* As a volunteer at my child’s school, I had never heard the word “parent leader” until someone called me one. I thought “leader” meant something official, like the president. I like to be called a leader. I actually feel really motivated, happy, and empowered to help the community and represent families. Agencies can help motivate parents to step up as a leader. Sometimes, agencies will jump directly to the negatives of the work, which prevents parents from feeling valued, respected, and listened to by peers and staff. Welcoming all opinions helps encourage dialogue and brainstorming from other parents.



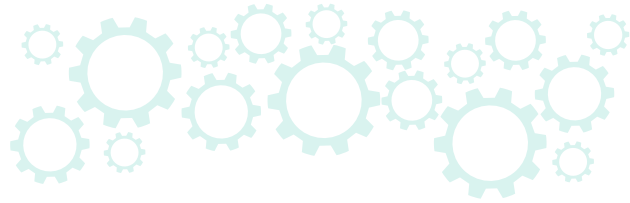
Rosa Ramirez, Claudia Velazquez, and Veronica Gomez, Parent Leaders, Santa Ana, CA

PARENT QUOTE

“Embracing parent leadership means making sure parents and caregivers that represent the community you serve are at the table from the beginning and beyond.”

— **Shanequa Mosely**
Parent Leader, Kent County, MI

5 ADVOCACY ACTIONS



To embrace parents as partners and leaders, ask agencies to provide:

1. Intentional pathways for parents to become leaders
2. Stipends for our time and contributions
3. Help with child care and transportation
4. Follow-up on how our voices made a difference
5. Opportunities for us to participate in decision-making

ADVOCACY SUCCESS STORY

Sherrah Hill-Lavin, Parent Leader, Palm Beach County, FL: After parents presented and advocated for the Manifesto, our agency provided structure to amplify parents’ influence on programs across the county. Now, we are really being part of the change. Parents are sharing their experiences of accessing mental health services for their children through the Pediatric Integrated Care Project. We serve on a stewardship council alongside CEOs of many organizations that fund work in Palm Beach County.

YOUR TURN

When have you felt valued as a parent leader?

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COMMITMENT 3:

Prioritize Resources

To make their voice and leadership effective over time, parents need agencies to invest in staffing and material support to further their growth and eliminate barriers to participation.

KEY TERMS

- **Invest:** To commit money and other resources now to achieve a future benefit.
- **Staffing:** Dedicated, preferably full-time staff to support parents to engage and develop their skills, unity, and effectiveness.
- **Barriers:** Any need that blocks parents' full participation, such as language and technology access, child care, transportation, and compensation.

PARENT STORY

Huong Vu, Parent Leader, Boston, MA: I went to a training graduation and the organization provided free transportation cards and free child care on-site. They kept asking us, "What do you need?" That's how you tell parents they're at the center of decision making—you show that you respect their time and commitment.



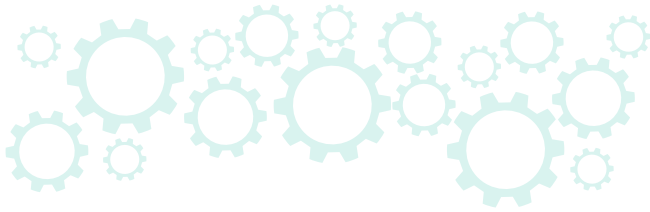
Huong Vu, Dulce Sanchez, Elizabeth Szczepanek, Sanaa Sharrieff, and Sherrah Hill-Lavin, PLN Parent Leaders and Former Steering Committee Members

PARENT QUOTE

“Agencies should make sure that parents are at the table to determine where funding goes and if it is spent effectively.”

—Victoria Camper
Volusia County, FL

5 ADVOCACY ACTIONS



To prioritize resources for effective parent leadership, ask agencies to provide:

1. An overview of the budget and staffing to support family engagement work
2. A process for parents to give feedback and request resources (meeting space, materials, etc.)
3. A survey asking parents about barriers to participation
4. Opportunities for input on funding proposals and budgets
5. Parent representation in budget decision-making and hiring of family engagement staff

ADVOCACY SUCCESS STORY

Ventura County, CA: For a long time, we didn't feel part of the agency. Not like partners. We said over and over again, we are lost! Going through COFI (Community Organizing and Families Issues is the PLN's parent led organizing strategy and training partner, see their website for more information <https://cofionline.org/>) and participating in the PLN, we got to get stronger personally and as a parent leader team. Organizational changes created an opportunity for us to amplify the issues we were experiencing and get a different point of view of how the agency could build better relationships with parent leaders. *Sandybell Romero, Parent Leader, Ventura County, CA – from February 2024 PLN Meeting*

YOUR TURN

What support and resources do you need to fully participate as a partner and leader?

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COMMITMENT 4:

Create Career Pathways

Parents want opportunities to build marketable skills, and some want to enter the early childhood workforce. Parents are best positioned to reach their peers. Agencies must respond by creating pathways to careers within their leadership and engagement activities.

KEY TERMS

- **Marketable skills:** Parents want support to identify leadership skills and experiences they can add to their resumes.
- **Early childhood workforce:** Parent leaders are well-positioned to become Peer Navigators, Family Advocates, Parent Liaisons, Home Visitors, Early Education Teachers, and Aides in Early Childhood programs and services.
- **Pathways to careers:** Training and family-friendly job opportunities built into the structure of parent engagement and leadership programs.

PARENT STORY

Liz Bruce, Parent Leader, Ventura County, CA: I was given the opportunity to outreach to parents to join our leadership group. I had no idea I would enjoy it so much! I didn't know what I was doing—I just started making calls. I realized quickly we needed two scripts, one in English and one in Spanish. I really enjoyed connecting with parents and sharing about how they could make an impact for their kids. It was about learning perseverance. We were able to document the whole process and the results. I really enjoy having it on my resume and it is a skill I am continuing to develop.



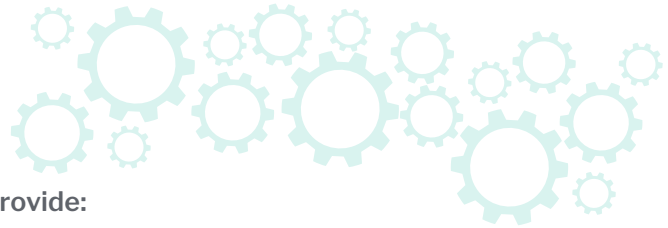
Eugene Penn and Caroline Austin, Parent Leaders, Guilford County, NC and Hartford, CT

PARENT QUOTE

“In the COFI training, I learned about Active Listening. I wasn’t good at it before, but now I am. I teach my kids. It benefits me on every single Zoom call. Nothing is going to get done if everyone is talking at the same time. When you wait, you learn.”

— **Sierra McMahon**
Parent Leader, Onondaga County, NY

5 ADVOCACY ACTIONS



To build career pathways, ask agencies to provide:

1. Access to training and professional development
2. Certificates of completion, help with resumes, and letters of recommendation
3. Part-time and flexible positions suitable for working parents
4. Extra support for parents who become employees to get used to office work and the ability to maintain the perspective of a parent leader
5. Ability to use life and volunteer experiences to qualify for positions that require advanced education

ADVOCACY SUCCESS STORY

Boston Family Engagement Network, a project of the Family Nurturing Center, used the Manifesto to advocate for a major expansion of paid parent screeners through a grant from Boston Children’s Hospital. Parent screeners help their peers use the Ages and Stages Questionnaire to identify their children’s strengths and areas where they may need additional support. Parent screeners received extensive training and professional development, and the opportunity to become peer coaches.

YOUR TURN

What is a skill you have learned, or want to learn, through your parent leader roles?

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COMMITMENT 5:

Promote Easy Access and Equitable Outcomes

All families should get the help they need to thrive. Agencies must collaborate to build an early childhood system that is free from bias and minimizes barriers.

KEY TERMS

- **Collaborate:** Work across service areas (health, mental health, early learning, etc.) to create a streamlined process for families to achieve the best outcomes, no matter what.
- **Bias:** Racial bias exists when people make and act on assumptions—consciously or unconsciously—about a person’s behavior based on their perceived race. For example, Black children are 19% of preschool enrollment, but they make up 47% of suspensions.¹

PARENT STORY

Christina Laubacher, Ventura County, CA: My worst day as a new mom was having to leave my baby and go back to work when she was only 4 months old. I wasn’t ready and I knew she wasn’t ready and it wasn’t great for my mental health. It made me think of all the mothers and dads who live in states with no family leave at all. It makes me angry. It feels criminal that we have all these advancements in the United States but we do not have these support systems for families.



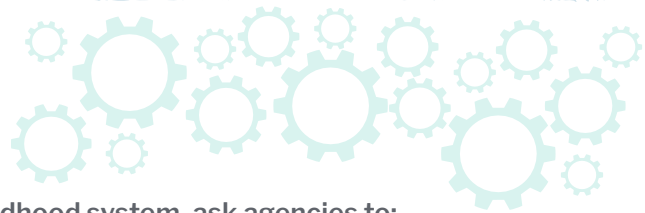
Diana Paz, Linda Gonzalez, and Nicole Burman, Parent Leaders, Santa Ana, CA and Kent County, MI

PARENT QUOTE

“I have become committed to throwing away top down models and putting the power in the people’s hands. This is what will help resolve the equity issue. People who have the power are reluctant to give it away.”

— **Harrison Spencer, Jr.**
Parent Leader, Guilford County, NC

5 ADVOCACY ACTIONS



To create a bias-free, user-friendly early childhood system, ask agencies to:

1. Keep track of how well specific programs are serving each population in the community
2. Be transparent about what biases and barriers are discovered and address them promptly
3. Hire diverse parents with experience in a particular system
4. Include parents and caregivers in decision-making so that changes reflect what they want and need
5. Design an early childhood system with families that coordinates access and continuously improves the quality of services

ADVOCACY SUCCESS STORY

Lorena Rivas Toribio, Parent Leader, Santa Ana, CA: *“Realmente se me puso la piel de gallina al darme cuenta de que hablé y funciona. My child needed to switch schools and I was fighting with the school district for weeks with no results. I had to elevate it to the Superintendent. It really gave me goosebumps to realize that I spoke up and it works. When I finally spoke to the right person, in one hour they were able to change everything.”*

YOUR TURN

What is your dream for an ideal network of services and supports that allow young children and their families to thrive?

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¹ https://www.acf.hhs.gov/sites/default/files/documents/ecd/addressing_implicit_bias_in_the_early_childhood_system_3.pdf

About the Parent Leader Network

The [Parent Leader Network](#) (PLN) provides a space for parents across EC-LINC communities to collaborate with and support each other, represent the parent perspective, and advocate for parent voice and leadership in early childhood systems. Harnessing the power of parents and giving them the space and support to share their expertise, wisdom, and knowledge ensures that we keep children, youth, and families at the center of our work.



Parent Leader Network
An initiative of CSSP

About EC-LINC

The [Early Childhood Learning and Innovation Network for Communities](#) (EC-LINC) is developed by and for communities and convened by the Center for the Study of Social Policy. EC-LINC's mission is to support families and improve results for young children in communities across the country, with a focus on accelerating the development of effective, integrated, local early childhood systems. EC-LINC and the PLN are sister networks, each with their own guiding visions, who collaborate to ensure all children and their families thrive.



EC-LINC
An initiative of CSSP

About CSSP

The [Center for the Study of Social Policy](#) (CSSP) works to achieve a racially, economically, and socially just society in which all children and families thrive. We do this by advocating with and for children, youth, and families marginalized by public policies and institutional practices. CSSP has proudly served as the backbone support to the PLN and EC-LINC from their establishment.



Center for the Study of Social Policy
Ideas into Action

Acknowledgments

A group of 39 parent leaders and 9 agency staff from eleven PLN and EC-LINC communities, with support from CSSP staff and consultants, came together to envision and lay the groundwork for the Manifesto 2.0: The Parent Edition. A group of 15 PLN leaders guided the development of The Parent Edition over a six-month process. We are particularly grateful to these parent leaders for their hard work, energy and vision; Melia Franklin, consultant, for her writing and facilitation of the Manifesto 2.0 Committee (listed to the right); and Arthur Argomaniz, Patsy Hampton, and Lia Hsu-Rodriguez, CSSP, for their oversight of the work.

Attendees of the March 2024 Manifesto Summit:

Boston, MA

Boston Family Engagement Network; Family Nurturing Center, MA
Parent Leaders: Lisa Melara,* Meghan Savicke,* Huong Vu,* Bing Jiang

Guilford County, NC

Ready for School, Ready for Life
Parent Leaders: Sanaa Sharrieff,* Katina Allen,* Paulette Bernard,* Harrison Spencer, Jr.

Hartford, CT

Parent Leader: Caroline Austin

Kent County, MI

Great Start Collaborative of Kent County
Parent Leaders: Shanequa Mosley,* Anthony Queen,* Tomarra Richardson, Brittany Price

Multnomah County, OR

Early Learning Multnomah
Parent Leaders: Ekaterina Antonovich,* Lydia Gray-Holifield, Kathleen "Red" Holifield, Anjeanette Brown

Onondaga County, NY

The Early Childhood Alliance Onondaga
Parent Leaders: Sierra McMahon,* Fyne Ajulu, Heather Bushnoe

Palm Beach County, FL

Children's Services Council Palm Beach County
Parent Leaders: Sherrah Hill-Lavin, Ana Gonzalez

Santa Ana, CA

Santa Ana Early Learning Initiative
Parent Leaders: Diana Paz,* Dulce Sanchez,* Lorena Rivas Toribio, Rocio Guzman Paredes

Utah County, UT

United Way of Utah County
Parent Leaders: Brenda Hernandez, Cynthia Llanes Luna, Luz Reynaldo, Adriana Flores, Samantha Avalos

Ventura County, CA

First 5 Ventura County
Parent Leaders: Blanca Fernandez,* Chrystal Tipping,* Leticia Zamora, Liz Bruce, Elizabeth Szczepanek

Volusia and Flagler Counties, FL

Healthy Start Coalition of Flagler & Volusia Counties
Parent Leaders: Caitlin Ledezma, Christan Wilson, Lynette Robinson, Willow Roberts

* Members of the Manifesto 2.0 Committee