

Parent Engagement and Leadership Assessment Tool

Comprehensive Version

INSTRUCTIONS

Read the descriptions for each level of the scale within each pillar and dimension in the self-assessment. In each row below, tick the box for the description that most closely matches your agency. If you don't know or the examples do not apply, check the box on the far right of that section.

<p>What is the Scope of this Self Assessment?</p> <p><input type="checkbox"/> Agency-wide</p> <p><input type="checkbox"/> One Program</p> <p><input type="checkbox"/> Multiple Programs</p>	<p>I am participating as:</p> <p><input type="checkbox"/> Program Staff</p> <p><input type="checkbox"/> Operations/Admin Staff</p> <p><input type="checkbox"/> Upper Management/Leaders</p>	<p>I am participating as a:</p> <p><input type="checkbox"/> Parent leader</p> <p><input type="checkbox"/> Community partner</p> <p><input type="checkbox"/> Other:</p>
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COMPREHENSIVE VERSION

PILLAR 1: FAMILY-CENTERED

Agencies prioritize and champion engaging parents as partners and leaders as a central strategy to achieving positive, equitable outcomes for children and their families.

Commitment: How is the agency's commitment to authentically engaging parents represented in agency communications, policies, and resource allocation?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> There is no evidence of a strengths-based approach to working with families.	<input type="checkbox"/> Strengths-based philosophy is embedded in program description and goals.	<input type="checkbox"/> Goals to enhance strengths-based practice outlined in strategic plan.	<input type="checkbox"/> Strengths-based philosophy is embedded in mission and leadership messages to staff and public.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There are no family engagement activities or programs.	<input type="checkbox"/> Family engagement is viewed as a distinct program or tacked onto existing programs.	<input type="checkbox"/> Agency has a definition of parent engagement, a defined strategy and multiyear goals.	<input type="checkbox"/> Leaders regularly talk to staff about the importance and benefits of building trusting relationships with all adults that matter in the child's life.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no funding for family engagement.	<input type="checkbox"/> Family engagement efforts expand and contract depending on grant funding.	<input type="checkbox"/> Core parent engagement efforts sustained from year-to-year, and increase when grant funds allow.	<input type="checkbox"/> Leaders prioritize parent engagement in the agency budget and allocate resources to ensure consistent programming.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence that the agency values father engagement.	<input type="checkbox"/> Agency leaders acknowledge the importance of engaging fathers.	<input type="checkbox"/> Agency adopts Father Friendly Principles and sets goals for expanding male staff.	<input type="checkbox"/> Agency prioritizes resources for father-specific programming and strategies.	<input type="checkbox"/> Don't Know/ N.A.

Capacity: How has the agency expanded its capacity to effectively support parent engagement?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> Program staff do not have the time, training, or support to engage families effectively.	<input type="checkbox"/> At least one staff member working directly with parents has sufficient time, flexibility, training, and support to build trusting relationships with parents and respond to their interests and needs.	<input type="checkbox"/> Program staff includes a small parent engagement team dedicated working with parents and increase their engagement; supervisors mostly understand and support their roles.	<input type="checkbox"/> All agency staff are expected to understand importance of engaging parents, including fathers; front-line staff have specific expectations outlined in their job descriptions; supervisors provide staff with training and professional development, coaching, mentoring and reflective practice to help them continually improve.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Staff make no attempt to plan meetings or activities at times convenient to parents.	<input type="checkbox"/> Staff attempt to offer events, programs and meetings at times and locations that parents prefer, but do not consult parents.	<input type="checkbox"/> Staff consult parents to find times and locations that work best for parents and offer events, programs, and meetings at times that work for the majority.	<input type="checkbox"/> Staff continually monitor trends in attendance and adjust strategies to meet the needs of most parents, offering two or more different times if needed.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> The agency does not consistently provide child care, translation, and meals at events and meetings.	<input type="checkbox"/> Child care, translation and meals are provided at all parent events and meetings, but parents need to request it in advance.	<input type="checkbox"/> Child care, translation, and meals are provided at all parent events and meetings without advanced notice, but never at events that involve mostly professionals.	<input type="checkbox"/> Child care and other supports are automatically provided at all events parents are invited to, including galas, staff meetings, work groups, etc.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Staff receive no training on the importance of engaging fathers or strategies to do so effectively.	<input type="checkbox"/> Staff have occasional opportunities to attend training to engage fathers.	<input type="checkbox"/> Staff receive ongoing training and coaching to develop strategies and best practices to engage fathers.	<input type="checkbox"/> Staff involve fathers in the development of programs and strategies.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> The agency does not have any training or opportunities for parents to develop skills for and engage in peer-to-peer outreach or education.	<input type="checkbox"/> Agency leaders understand the value of peer-to-peer parent engagement strategies, but has no formal career pathway to allow parents to develop their skills for paid roles.	<input type="checkbox"/> Agency provides leadership and skills training, as well as formal leadership positions for parents.	<input type="checkbox"/> Agency modifies job qualifications to include life experience as well as education and actively recruits parents for suitable open positions.	<input type="checkbox"/> Don't Know/ N.A.

Practice: How do the agency's practices and programming and advocacy advance parent engagement and leadership?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> Staff rely heavily on written notices or impersonal calls to notify parents of policies, programs, or opportunities, and workshops and meetings tend to be in a lecture format.	<input type="checkbox"/> There is at least one program that attempts to communicate with parents in ways that emphasize diverse communication and learning styles.	<input type="checkbox"/> Staff use multiple methods for outreach and facilitation to include diverse communication and learning styles and points of view.	<input type="checkbox"/> Staff partner with parent leaders to continually improve outreach and facilitation so that all parents, including those most often marginalized in systems, are included.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence that parents are encouraged to participate in care decisions for their children.	<input type="checkbox"/> Parents are provided with information about care options but not asked for their opinions.	<input type="checkbox"/> Providers are trained to talk with parents about care options and ask their opinions.	<input type="checkbox"/> Providers are trained to partner with parents on all care decisions and parents feel empowered to advocate for their child's needs.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There are no opportunities for parents to learn about child development.	<input type="checkbox"/> Programs are designed to build parents' knowledge of child development, but they are primarily delivered in a lecture format.	<input type="checkbox"/> Programs are designed to increase parents' confidence and skills and provided outside of a lecture format, allowing participants to control content and experience.	<input type="checkbox"/> Programs are designed to increase parents' knowledge, confidence, and leadership skills, and parent leaders collaborate on planning of programs and initiatives and help to implement strategies.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There are no organized opportunities for parents to develop relationships with each other.	<input type="checkbox"/> Programs, events, and meetings have some opportunities for parents to share and get to know each other.	<input type="checkbox"/> Programs, events, and meetings always allow time for parents to get to know other parents and share their experiences.	<input type="checkbox"/> Programs, events, and meetings emphasize building relationships, and are often co-facilitated by parent leaders.	<input type="checkbox"/> Don't Know/ N.A.

<input type="checkbox"/> There is no consistent group of parents who attend programs and meetings.	<input type="checkbox"/> A core group of parents regularly attends, but it is not representative of the population served.	<input type="checkbox"/> Core parents invite other parents and participants are more reflective of the community.	<input type="checkbox"/> Agency offers training to parents wanting to expand their outreach skills and provides stipends for parent leaders to reach out to parents.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence of opportunities for parents to become leaders.	<input type="checkbox"/> Agency programs emphasize parent leadership roles within the family, such as reading to their children.	<input type="checkbox"/> Agency programs emphasize partnership with parents to shape and improve programs.	<input type="checkbox"/> Parents are invited to advance their leadership in a variety of ways, including formal leadership training, policy advocacy, and paraprofessional roles leading to staff positions; staff provide ongoing coaching and mentoring to help parents reach personal and professional goals.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence of fathers participating in agency programs.	<input type="checkbox"/> Staff reach out to fathers and are sometimes successful recruiting them to participate in agency programs.	<input type="checkbox"/> Agency has at least one program or activity is designed specifically for fathers.	<input type="checkbox"/> Agency has multiple programs and leadership opportunities for fathers.	<input type="checkbox"/> Don't Know/ N.A.

Influence: How much influence do parents have in program, agency, and system-level change and governance?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> There is no evidence of changes made in the agency in response to parent feedback.	<input type="checkbox"/> Parents are regularly surveyed about their satisfaction with programs and some adjustments are made in response to feedback.	<input type="checkbox"/> Parents have consistent opportunities to give feedback and suggestions, including focus groups, listening sessions, and surveys.	<input type="checkbox"/> Parents have opportunities to influence decisions at all levels, from care decisions for their child, to program delivery to agency decision-making.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence that the agency invites parents to meetings to discuss issues or solutions.	<input type="checkbox"/> Parents are invited to meetings to discuss issues and solutions defined by staff.	<input type="checkbox"/> A group of parent leaders are formally or informally advising the agency on ways to improve parent engagement and other program strategies.	<input type="checkbox"/> Boards and committees include significant parent representation, and parent leaders are supported to actively seek input from all parents.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence that parents volunteer or contribute ideas and opinions.	<input type="checkbox"/> A small group of parents volunteer to help with programs and contribute ideas and opinions, but there is no formal representation of parents or leadership program.	<input type="checkbox"/> A few parent leaders are invited to represent the parent perspective in committees, working groups and conferences.	<input type="checkbox"/> Parent leaders, including fathers, design their own outreach or action research to identify community needs and and agency uses this information in tandem with other data sources to shape program strategies.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence that parents receive any support to build their skills to advocate for themselves or their children.	<input type="checkbox"/> Agency staff support parents to build their skills to advocate for themselves and their children, but parents are not included in advocacy efforts.	<input type="checkbox"/> Some agency staff support parents to build their power to influence policy and systems change, informally connecting them to advocacy efforts.	<input type="checkbox"/> Agency leaders and staff support parents to build their collective power to influence policy and systems change by and provide formal pathways to connect parents to advocacy efforts.	<input type="checkbox"/> Don't Know/ N.A.

COMPREHENSIVE VERSION

PILLAR 2: EQUITY-DRIVEN

Agencies make it a priority to understand families' experiences and break down barriers created by systemic, institutional, and individual racism.

Commitment: How is the agency's commitment to authentically engaging parents represented in agency communications, policies, and resource allocation?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> Agency has no stated policy on either diversity or racial equity.	<input type="checkbox"/> Agency has a stated diversity policy, but no specific policy on equity.	<input type="checkbox"/> In addition to clear diversity and equity policies, agency communications highlight the importance of expanding opportunity and closing racial gaps.	<input type="checkbox"/> Agency leadership regularly communicates that reducing racial inequities is mission-critical.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Agency strategic plan does not have specific goals related to diversity or racial equity.	<input type="checkbox"/> Agency has specific goals in its strategic plan for addressing diversity, but not equity.	<input type="checkbox"/> Agency has specific goals in its strategic plan around diversity, inclusion, and equity, and is taking steps to achieve them.	<input type="checkbox"/> Agency can demonstrate progress addressing issues of diversity, inclusion, and equity.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Agency communications makes no significant mention of the diversity of the community it serves.	<input type="checkbox"/> Agency communications celebrate the diversity of the community.	<input type="checkbox"/> Agency communications frequently portray parents' stories celebrating their culture and highlighting struggles with bias and discrimination.	<input type="checkbox"/> Leadership values diversity, and communicates the expectation that of staff who work with diverse groups be culturally competent.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence of the agency's commitment to diversity, equity, and inclusion.	<input type="checkbox"/> Agency does not yet have resources allocated to specific diversity strategies, but publicly states it as a goal.	<input type="checkbox"/> Agency prioritizes and allocates resources for some equity strategies, but not in a comprehensive or integrated way.	<input type="checkbox"/> Agency allocates sufficient resources to build its capacity to address equity issues internally and externally.	<input type="checkbox"/> Don't Know/ N.A.

Capacity: How has the agency expanded its capacity to effectively support parent engagement?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> Agency has not committed professional development resources to build staff capacity to address issues of diversity, equity, and inclusion.	<input type="checkbox"/> Agency offers or sends staff to cultural competence training and opportunities for cross-cultural conversations and learning.	<input type="checkbox"/> Agency staff and leadership participate in trainings about racial equity and bias, but there is lack of clarity about what to do next.	<input type="checkbox"/> All agency staff, leaders, and volunteers participate in high quality trainings on diversity, inclusion, equity, and racism and have ongoing opportunities for reflective discussion.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Agency does not separate data by race/ethnicity, and therefore does not have the capacity to address gaps between different groups	<input type="checkbox"/> Agency collects data by race/ethnicity in programming but does not analyze the data to address gaps in participation, satisfaction, or outcomes for different groups.	<input type="checkbox"/> Agency collects, breaks out, and analyzes data by race/ethnicity in programming, but does not consistently take action to address gaps.	<input type="checkbox"/> Agency collects, breaks out, and analyzes data by race/ethnicity in programs and operations and uses this information to guide program strategy and organizational policy.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Most staff interacting with families do not represent the cultures of the community the agency serves.	<input type="checkbox"/> At least half of staff interacting with families represent cultures of the community and/or speak the primary language spoken by families.	<input type="checkbox"/> Most of the staff interacting with parents represent cultures of the families in the community and/or speak the primary language spoken by families.	<input type="checkbox"/> Program staff and leadership represent cultures of the families in the community and parents have access to formal pathways to become leaders and employees.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Agency leadership does not initiate conversations about race, equity, diversity, and inclusion.	<input type="checkbox"/> Agency leadership initiates staff conversations about race, equity, diversity, and inclusion in response to complaints or incidents, but not on a regular basis.	<input type="checkbox"/> Agency leadership encourages and skillfully facilitates staff to talk about issues they encounter with families and in the community related to race, equity, diversity, and inclusion.	<input type="checkbox"/> Staff meetings and supervision one-on-ones include time and process for reflection and learning about race, equity, diversity, and inclusion and the role of the agency in addressing or perpetuating inequities.	<input type="checkbox"/> Don't Know/ N.A.

Practice: How do the agency's practices and programming and advocacy advance parent engagement and leadership?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> Agency does not provide translation and interpretation.	<input type="checkbox"/> Agency provides translation and interpretation in one non-English language.	<input type="checkbox"/> Agency provides translation and interpretation all languages spoken in the community, as needed.	<input type="checkbox"/> Program staff are representative of the community, and most families can be welcomed in their own language by a staff member, community member, or interpreter.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Agency has no formal practice for evaluating organizational policies and practices to ensure they are not creating and perpetuating inequities.	<input type="checkbox"/> Agency leaders talk about the importance of ensuring that organizational policies and practices do not create and perpetuate inequities, but have no practice to do so.	<input type="checkbox"/> Agency leaders and staff periodically evaluate organizational policies and practices to ensure they are not creating and perpetuating inequities, but stakeholders are not included or informed.	<input type="checkbox"/> Leaders and staff regularly evaluate organizational policies and practices to ensure they are not creating and perpetuating inequities; stakeholders are included and informed of results.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence that the agency designs programs to be welcoming and inclusive of diverse populations.	<input type="checkbox"/> Staff design programs and activities to be welcoming to and inclusive of diverse populations.	<input type="checkbox"/> Staff ask parents for feedback on how well programs address core equity issues.	<input type="checkbox"/> Staff and parents co-create program strategies to ensure they are welcoming and inclusive.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence that the agency designs programs to address racial inequities.	<input type="checkbox"/> Staff design programs to address racial inequities, such as "know your rights" trainings.	<input type="checkbox"/> Staff works informally with parents of diverse backgrounds to get feedback on program design.	<input type="checkbox"/> Staff and parents co-create program strategies to ensure they address priority equity issues.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence of the agency's effort to learn about families' home cultures.	<input type="checkbox"/> Staff members talk with and learn from parents about their home cultures, but have no system for consistently applying this information to improve programming and operations.	<input type="checkbox"/> Staff has periodic conversations about insights and information about parents' cultures and tailor programs to be more culturally and linguistically responsive.	<input type="checkbox"/> Issues of equity and racism are regularly discussed in staff, team and supervision meetings, creating ongoing dialogue and support for developing capacity in these areas.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence that the agency makes an effort to provide books, games, artwork, and other learning materials that reflect families' cultures.	<input type="checkbox"/> Staff makes an effort to ensure that books, games, artwork, and other learning materials for parents reflect families' cultures, but there is no process for soliciting feedback from parents.	<input type="checkbox"/> Staff regularly invite parents to provide feedback about culturally responsive and relevant learning materials and invites parents to suggest other materials.	<input type="checkbox"/> Parents and staff co-create culturally appropriate and relevant learning materials and activities together, using the process to strengthen parents' engagement with the program and with their children.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence that the agency adapts its data collection methods to be responsive and relevant to diverse cultures.	<input type="checkbox"/> Agency and programs use at least one culturally relevant data collection method, such as stories, focus groups, and parent interviews.	<input type="checkbox"/> Staff regularly invites parents to give feedback on the cultural relevance of data collection methods.	<input type="checkbox"/> Staff and parents co-design and implement culturally relevant data collection methods.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> When parent leaders are invited to represent the agency at a working group or meeting, they do not receive a stipend.	<input type="checkbox"/> When parent leaders are invited to represent the agency at a working group or meeting, they do not receive a stipend unless another agency offers it or it is funded by a grant.	<input type="checkbox"/> Agency sometimes gives parent leaders stipends when they work alongside professionals in interagency working groups, but there is no policy.	<input type="checkbox"/> Agency has a specific policy stating that parent leaders always receive stipends equal to a living wage when they work alongside professionals.	<input type="checkbox"/> Don't Know/ N.A.

Influence: How do the agency's practices and programming and advocacy advance parent engagement and leadership?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> There is no evidence that the agency surveys parents about whether they feel welcome and respected when they participate in agency programs.	<input type="checkbox"/> Program staff regularly survey parents about whether they feel welcome and respected when they participate in agency programs.	<input type="checkbox"/> Agency sometimes conducts focus groups or listening sessions to understand how parents of different racial and ethnic backgrounds experience programs and policies.	<input type="checkbox"/> Agency leaders regularly listen to parents representing marginalized communities about their experiences with agency policies, practices, and programs and directs changes to address concerns.	<input type="checkbox"/> Don't Know/ N.A.

<input type="checkbox"/> The agency makes no apparent effort to celebrate diversity, promote cross cultural dialogue, or address issues of racism in parent trainings and meetings.	<input type="checkbox"/> Parent trainings and meetings include activities that celebrate diversity and promote cross cultural dialogue, but do not delve into issues of racism or equity.	<input type="checkbox"/> Parent trainings and meetings include discussion of issues of diversity, inclusion, and equity, but not in depth.	<input type="checkbox"/> Parent trainings and meetings take time to facilitate understanding and dialogue about how racism in all its forms affect outcomes for children and families.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Parents do not voice complaints to program staff about equity issues, although equity issues exist in the agency.	<input type="checkbox"/> Parents voice complaints to program staff about equity issues, but there is no process for these complaints to be addressed by agency leaders.	<input type="checkbox"/> Supervisors regularly ask staff about feedback they have received from parents about equity issues and relay this feedback to agency leaders.	<input type="checkbox"/> Parents are encouraged to voice complaints about equity issues and there is a formal process to address them.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> The agency has no internal or external process to work on issues of diversity, equity, and inclusion.	<input type="checkbox"/> Internal staff committee works on issues of diversity and inclusion at the management level and does not include parents.	<input type="checkbox"/> Parents of diverse backgrounds have an advisory role to staff committee working on equity issues, but are not voting members.	<input type="checkbox"/> Parents are have decision-making roles on committees to address equity issues within the agency, and participate in evaluation of organizational policies and practice.	<input type="checkbox"/> Don't Know/ N.A.

COMPREHENSIVE VERSION

PILLAR 3: COLLABORATIVE

Agencies develop strong partnerships with parents and parent-led organizations to support families to build their power, develop their leadership, and advocate for their children and community.

Commitment: How is the agency's commitment to authentically engaging parents represented in agency communications, policies, and resource allocation?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> Agency does not state publicly that it values collaboration with community partners.	<input type="checkbox"/> Agency states publicly that partnering with parents and developing their leadership is a value.	<input type="checkbox"/> Agency has specific goals in its strategic plan to expand and strengthen its efforts to work in partnership with parents and develop their leadership.	<input type="checkbox"/> Agency's mission and goals include collaboration with parent-led organizations.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Agency does not state publicly that it values partnering with parents and developing their leadership.	<input type="checkbox"/> Agency states publicly that partnering with parents and developing their leadership is a value.	<input type="checkbox"/> Agency has specific goals in its strategic plan to expand and strengthen its efforts to work in partnership with parents and develop their leadership.	<input type="checkbox"/> Agency's mission and goals include partnering with parents, developing their leadership, and supporting them to build their power to change systems.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> The agency does not allocate resources toward community partnerships and parent leadership development.	<input type="checkbox"/> Agency provides some resources toward community partnerships and parent leadership development and has fundraising goals to fully resource these efforts.	<input type="checkbox"/> Agency allocates necessary funds to achieve strategic goals.	<input type="checkbox"/> Agency prioritizes resources for developing strong partnerships with parents and community and developing parents' leadership skills.	<input type="checkbox"/> Don't Know/ N.A.

Capacity: How has the agency expanded its capacity to effectively support parent engagement?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> There is no evidence that the agency supports parents to develop a strong community among themselves.	<input type="checkbox"/> Agency supports parents to develop a strong community among themselves. For example, agency trainings encourage sharing personal stories and teach active listening.	<input type="checkbox"/> Agency supports parent leaders build relationships with other parents. For example, it offers training to build their skills to help other parents find resources and supports and communicate across race, class, and cultural differences.	<input type="checkbox"/> Agency supports parent leaders to build relationships with agency staff and leaders, as well as system leaders and policy makers. For example, it supports them to approach agency and system leaders with concerns and ask questions about issues that affect all families.	<input type="checkbox"/> Don't Know/ N.A.

<input type="checkbox"/> Agency makes no effort to help parent leaders learn to participate in policy change processes.	<input type="checkbox"/> Agency helps parent leaders learn to participate in policy change processes by offering or connecting them to training on civic skills, such as running meetings and public speaking.	<input type="checkbox"/> Agency helps parent leaders learn to propose policy change by offering or connecting them to trainings on reading budgets, collecting and analyzing data, and identifying key policy makers.	<input type="checkbox"/> Agency helps parent leaders advocate for policy change by offering or connecting them to opportunities to build skills in planning a rally, delivering testimony at a hearing, and attracting media attention.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Agency does not coach or connect parents to training on how to navigate processes and access resources.	<input type="checkbox"/> Agency helps parents better understand systems by coaching them or connecting them to training on how to navigate processes and access resources.	<input type="checkbox"/> Agency helps parents advocate for their children by coaching them or connecting them to training on their rights and how to ask questions and address concerns.	<input type="checkbox"/> Agency helps parents advocate for their children by offering coaching, training, and mentoring to advocate for their children and in systems and policy change efforts.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no expectation that agency program leaders build relationships with community and parent-led organizations.	<input type="checkbox"/> Agency program leaders are expected to build relationships with community and parent-led organizations.	<input type="checkbox"/> Agency program leaders and staff have explicit job expectations to build relationships with community and parent-led organizations, provide parents with information about them, and facilitate connections when appropriate.	<input type="checkbox"/> All agency staff and leaders understand the importance of building partnerships with parent and community led organizations and work together to strengthen these relationships to benefit parents.	<input type="checkbox"/> Don't Know/ N.A.

Practice: How do the agency's practices and programming and advocacy advance parent engagement and leadership?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> Agency staff do not collaborate with parent-led and community organizations.	<input type="checkbox"/> Agency staff occasionally collaborate with parent and community organizations, but not around policy issues.	<input type="checkbox"/> Agency staff collaborate with parent and community organizations working to advance common policy goals.	<input type="checkbox"/> Agency staff work closely with parent and community organizations to advance parent-friendly policies as well as to recruit, support and mentor parents, and develop their leadership.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Parents do not have opportunities to connect with parent and community organizations.	<input type="checkbox"/> Parents sometimes have opportunities to connect with parent and community organizations.	<input type="checkbox"/> Parents have regular opportunities to connect with parent and community organizations.	<input type="checkbox"/> Parent leaders are encouraged to become active in other community organizations, coalitions, committees, and work groups.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Parents do not have opportunities to contribute to the development of agency activities and programs.	<input type="checkbox"/> Parents have occasional opportunities to contribute to the development of agency activities and programs, but agency staff drive the process and make final decisions.	<input type="checkbox"/> Parents have regular opportunities to contribute to the development of agency activities and programs and feel their contributions are meaningful.	<input type="checkbox"/> Parents work in partnership with agency staff to develop programs and activities and largely drive the process.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There are no opportunities for parents to volunteer or become leaders in the agency.	<input type="checkbox"/> Parents are invited to volunteer in agency activities and programs.	<input type="checkbox"/> Agency develops formal roles for parents to mentor and educate other parents (e.g. Parent Partner, Family Advocate).	<input type="checkbox"/> Parents in formal roles receive stipends and are recruited for open positions.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Parents are not invited to attend conferences or agency meetings, participate in working groups, or be presenters in settings where they might share perspectives or expertise.	<input type="checkbox"/> Parent leaders are sometimes invited to attend conferences agency meetings.	<input type="checkbox"/> Parent leaders are regularly supported to participate in intra- or inter-agency working groups to provide their perspectives on programs, policies, and practices in agencies and systems.	<input type="checkbox"/> Parent leaders are supported to present and lead discussions at conferences, meetings and work groups discussing policy, and systems change.	<input type="checkbox"/> Don't Know/ N.A.

Influence: How much influence do parents have in program, agency, and system-level change and governance?				
Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> Agency has no evident track record of collaborating with parents.	<input type="checkbox"/> Agency has some track record of collaborating with parents, no formal process or structure to do so.	<input type="checkbox"/> Agency has a Family Advisory or similar committee, but it has no decision-making power.	<input type="checkbox"/> Parent leaders of diverse backgrounds are well represented and supported in decision-making roles affecting agency policies and practices.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Agency does not involve parents in advocacy efforts.	<input type="checkbox"/> Agency sometimes invites parents to join advocacy efforts to share their experiences with decision-makers, but they do not shape the agenda and are not educated about the process.	<input type="checkbox"/> Agency regularly invites parents to join advocacy efforts to share their experiences with decision-makers, and parent leaders receive training to educate them on the issues and policy process.	<input type="checkbox"/> In addition to integrating parents into agency advocacy efforts, agency leaders join and support advocacy efforts led by parents and community organizations.	<input type="checkbox"/> Don't Know/ N.A.

COMPREHENSIVE VERSION

PILLAR 4: TRANSPARENT
Agencies ensure parents have access to information that allows them to fully participate and influence agency and system-level change processes.

Commitment: How is the agency's commitment to authentically engaging parents represented in agency communications, policies, and resource allocation?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> There is no evidence that agency leaders value openness to and inclusion of families in decision-making.	<input type="checkbox"/> Agency leaders talk about the importance of openness to and inclusion of families, but does not include it in core values.	<input type="checkbox"/> Agency has a core value expressing the importance of openness to and inclusion of families, but does not apply it consistently in practice.	<input type="checkbox"/> Agency identifies supporting openness and inclusion as a core value and that value is expressed by the way the agency works with staff, parents, and external stakeholders.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no evidence of a policy to promote openness to and inclusion of families.	<input type="checkbox"/> Agency leaders talk about the importance of openness to and inclusion of families, but does not have a written policy.	<input type="checkbox"/> Agency has a written policy that outlines the agency's commitment to openness and inclusion, but it was created without parent input.	<input type="checkbox"/> Agency has a written policy, co-created with a representative group of parent leaders, that outlines the agency's commitment to openness and inclusion.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Agency leaders do not talk about the importance of parent participation, openness, and inclusion in decision-making.	<input type="checkbox"/> When agency leaders talk about parent engagement, there is no mention of the need for transparency and inclusion in decision-making.	<input type="checkbox"/> Agency leaders occasionally use language in public communication that lifts up the importance of parent participation, openness, and inclusion.	<input type="checkbox"/> Agency leaders frequently use language in public communication that lifts up the importance of parent participation, openness, and inclusion.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Agency leaders do not question the practices for openness and inclusion proposed by the coalitions and work groups they participate in, even when these standards exclude full participation of parents.	<input type="checkbox"/> Agency leaders usually accept the practices for openness and inclusion proposed by the coalitions and work groups they participate in, even when these standards exclude full participation of parents.	<input type="checkbox"/> Agency makes efforts to shift the practices of coalitions and work groups they participate in toward greater openness and inclusion, but not comprehensively and usually behind the scenes.	<input type="checkbox"/> Agency leaders publicly advocate for practices supporting openness and inclusion all coalitions and work groups they participate in, so that parents can participate fully.	<input type="checkbox"/> Don't Know/ N.A.

Capacity: How has the agency expanded its capacity to effectively support parent engagement?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> There is no expectation that agency staff adjust meeting formats to emphasize the strengths of parents and the context of the communities they represent.	<input type="checkbox"/> Agency staff attempt to facilitate professional partners' understanding of families and communities, but don't have much influence to change practices.	<input type="checkbox"/> When parents are specifically invited, agency staff work to facilitate understanding of the strengths of families and the context of communities they represent, but there is not full buy-in from professional partners.	<input type="checkbox"/> Agency staff, professional partners, and parents work together to design meetings that are accessible to everyone.	<input type="checkbox"/> Don't Know/ N.A.

<input type="checkbox"/> There is no evidence that agency leaders model core practices of openness and inclusion in the way they treat staff. Staff are not given opportunities to influence change strategies. As a result, staff don't feel encouraged to engage parents.	<input type="checkbox"/> Staff are sometimes included in executive-level conversations about challenges or opportunities facing the agency, but do not have meaningful input on strategies to address them.	<input type="checkbox"/> Program directors are included in executive-level conversations about challenges or opportunities facing the agency and have meaningful input on strategies to address them.	<input type="checkbox"/> Agency leaders include staff at all levels in planning and problem-solving, providing them with information they need to participate fully. As a result, staff feel confident in their efforts to engage parents in agency change efforts.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Staff are unclear about the agency's stance on openness and inclusion when working with parents and have no training to support best practices in this area.	<input type="checkbox"/> Agency leaders talk about the importance of openness and inclusion when working with parents, but staff do not have a written protocol or training to guide them.	<input type="checkbox"/> Agency staff have training and written protocol regarding openness and inclusion in parent engagement, but their supervisors are not equipped to mentor them or set clear expectations.	<input type="checkbox"/> Agency staff are expected to uphold the values of openness and inclusion in their interactions with parents and receive training on behaviors and practices that support these values.	<input type="checkbox"/> Don't Know/ N.A.

Practice: How do the agency's practices and programming and advocacy advance parent engagement and leadership?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> Committees, boards, and other groups with defined structures do not have any representation of parents.	<input type="checkbox"/> Committees, boards, and other groups with defined structures have only one position for representatives of parents.	<input type="checkbox"/> Committees, boards, and other groups with defined structures have at least two positions for representatives of parents.	<input type="checkbox"/> There is an ongoing effort to develop the leadership of parents to serve on committees and boards, and parents from diverse backgrounds are well-represented.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> There is no effort to make materials, presentations, and meeting minutes accessible to parents—they use acronyms and professional terms, and materials are not translated.	<input type="checkbox"/> Staff decide which documents are "relevant" to parent representatives and make those documents accessible, but other documents related to the issue or process are not made accessible.	<input type="checkbox"/> When parents are invited to participate, most documents are made accessible to parents—acronyms are spelled out, presenters use plain language, and materials are translated.	<input type="checkbox"/> Agency regularly includes parent leaders in the planning of events and meetings. As a result, all aspects of the meeting, including materials, promote transparency, accountability and inclusiveness.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> When parents participate in planning or other processes, agency staff and leaders do not explain how decisions will be made.	<input type="checkbox"/> When parents participate in planning or other processes, agency staff and leaders sometimes explain how decisions will be made, but this is not a universal practice.	<input type="checkbox"/> When parents participate in planning or other processes, agency staff and leaders clearly explain how decisions will be made.	<input type="checkbox"/> Parent leaders participate in the design of the decision-making process.	<input type="checkbox"/> Don't Know/ N.A.

Influence: How much influence do parents have in program, agency, and system-level change and governance?

Not Evident	Developing	Progressing	Integrated	
<input type="checkbox"/> When parents are asked about their needs or feedback, agency staff do not inform them how the information influenced the program or agency.	<input type="checkbox"/> When parents are asked about their needs or feedback, agency staff sometimes inform a core group of parent leaders how the information influenced the program or agency.	<input type="checkbox"/> Agency leaders regularly report back to parent leaders how their feedback and ideas influenced decisions.	<input type="checkbox"/> There is a defined process for including parents in a "feedback loop;" parent leaders are involved in the effort to get parent input from the beginning and included in the agency's report back to parents about how their feedback influenced decisions.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Parents are not involved in agency decision-making.	<input type="checkbox"/> Parents are asked for input on program quality from time to time.	<input type="checkbox"/> Parent leaders are involved in agency decision-making about programs in a meaningful way, but do not have all of the information they need. For example, they do not have access to the budget or internal policies affecting the decision.	<input type="checkbox"/> Parent leaders are involved in decision-making roles affecting programs, policies, practices, and budgets and have access to all of the information they need to participate fully.	<input type="checkbox"/> Don't Know/ N.A.
<input type="checkbox"/> Parent leaders are not involved in agency decision-making about programs, policies, practices, and budgets.	<input type="checkbox"/> Parent leaders are asked for their feedback on agency plans and strategies to address issues.	<input type="checkbox"/> Parent leaders help identify issues with agency staff and leaders, but not usually involved in shaping or implementing solutions.	<input type="checkbox"/> Parent leaders are informed and asked for their input when agency is defining a problem, coming up with a solution, putting the solution into action, and learning what worked and didn't work.	<input type="checkbox"/> Don't Know/ N.A.