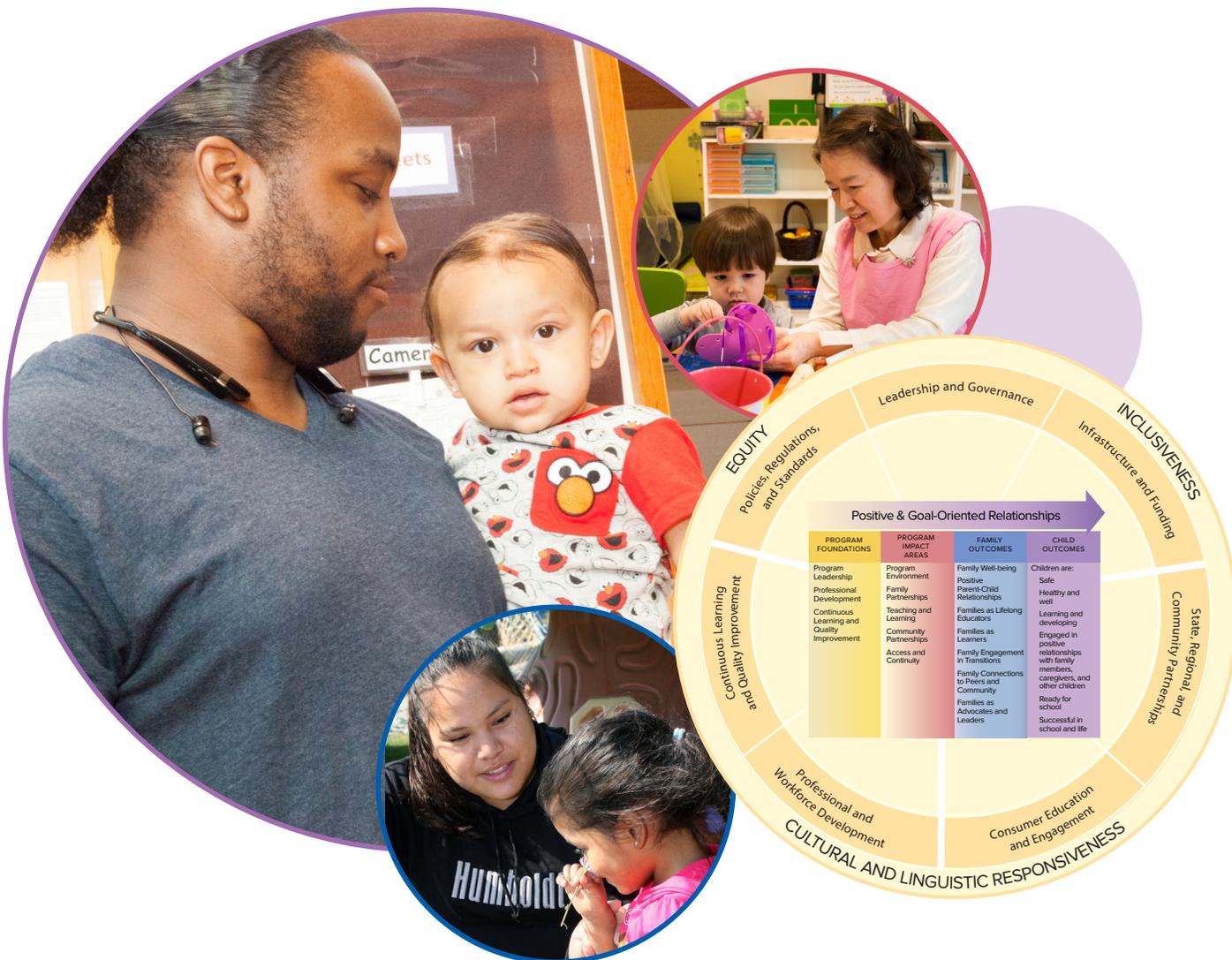


Parent, Family and Community Engagement Framework for Early Childhood Systems Assessment Workbook



NATIONAL CENTER ON

Parent, Family and Community Engagement

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<https://childcareta.acf.hhs.gov/centers/national-center-parent-family-and-community-engagement>



NATIONAL CENTER ON
Parent, Family and Community Engagement

Parent, Family, and Community Engagement for Early Childhood Systems Assessment Workbook

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INTRODUCTION

Wondering about how to use the PFCE Framework for Early Childhood Systems to support early childhood systems building?

The **Parent, Family, and Community Engagement Framework for Early Childhood Systems** and the **Assessment Workbook** promote a vision for integrating family and community engagement across early childhood systems.

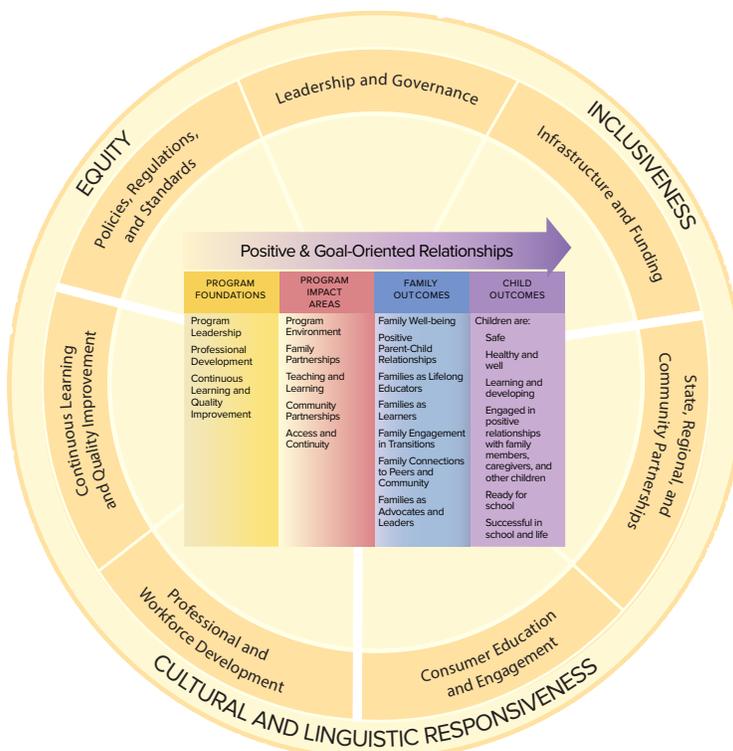
Within this vision, early childhood leaders and stakeholders at all levels work together to recognize families as experts and valued early childhood consumers. And they support each other to honor parents' roles as their children's first teachers and as advocates and leaders in their families, programs, and communities.

Use this Assessment Workbook along with the PFCE Framework to guide conversations among early childhood leaders in States, Territories, and Tribes about opportunities for system improvements to strengthen parent, family, and community engagement (PFCE) in line the Child Care and Development Fund requirements. These resources are designed to help leaders make strategic decisions about actions to achieve specific goals for children, families, programs, communities, and/or early childhood systems in States, Territories, and Tribes.

Note: We encourage you to read and understand the PFCE Framework for Early Childhood Systems before using this Assessment Workbook.



Parent, Family and Community Engagement Framework for Early Childhood Systems



Using This Resource

This Assessment Workbook is organized into three parts.

Part I offers steps to help you organize a team of partners and prepare for a planning process and goal setting to strengthen parent, family, and community engagement (PFCE) in your early childhood system.

Part II is an assessment tool for reviewing the status of actions already underway to promote PFCE in your early childhood system. Your team can gauge the extent to which your system currently promotes systemic, integrated, and comprehensive PFCE in support of your identified goal(s).

Part III is a guide to developing an action plan for strengthening PFCE efforts across your early childhood system based on the results of your assessment.

Note: We encourage you to read and understand the **PFCE Framework for Early Childhood Systems** before using this **Assessment Workbook**.

This workbook is part of a series of resources designed to support efforts to implement the PFCE Framework for Early Childhood Systems in early childhood systems-building efforts in States, Territories, and Tribes.

Implementing the PFCE Framework

Explore the PFCE Framework for Early Childhood Systems Series available on the Early Childhood Technical Assistance web site at

<https://childcareta.acf.hhs.gov/topics/family-engagement-and-consumer-education>

- Parent, Family, and Community Engagement Framework for Early Childhood Systems
- Parent, Family, and Community Engagement Framework for Early Childhood Systems: Action and Implementation Guide
- Parent, Family, and Community Engagement Framework for Early Childhood Systems: A Sample State Scenario
- Crosswalk: 2016 Child Care and Development Fund Final Rule and the Parent, Family, and Community Engagement Framework for Early Childhood Systems.

PART I: ASSEMBLE A TEAM AND IDENTIFY A GOAL

The **Parent, Family, and Community Engagement Framework for Early Childhood Systems Assessment Workbook**

promotes a vision of family and community engagement that spans programs, funding streams, agencies, and levels of governance.

No single program, division, or agency bears sole responsibility for PFCE. Likewise, no single policy, administrative rule, or funding decision alone can integrate PFCE system-wide. Instead, to achieve positive outcomes for young children, PFCE must be woven into the decisions and actions that take place throughout the early childhood system. Doing this requires collaboration across agencies and programs and a shared commitment among stakeholders to work together toward a common goal.

Part 1 of this *Assessment Workbook* is designed to help you guide your State, Territory, or Tribe to identify a goal using the Child and Family Outcomes in the PFCE Framework for Early Childhood Systems as guideposts.

You will find steps to organize a team of partners and prepare for a planning process. The assembled team will lead this process, identify a goal that team members want to achieve, and identify measures to monitor progress toward the goal. You can revisit each of these steps at any point in the assessment and planning process to discover the new opportunities and priorities that begin to emerge.

Instructions

Follow the steps below to organize a team and prepare for a strategic planning process. Use the Team Goal Statement at the end of this section to record your decisions. Revisit and revise this statement as needed at any time in the assessment and action planning process.

All team members should read all of the PFCE Framework for Early Childhood Systems before starting the assessment.

Planning Process Steps

1. Assemble a team of stakeholders with the authority and influence to achieve system-level changes.
2. Identify a key issue and set a goal based on the desired change in outcomes for children, families, programs, communities, and/or early childhood systems.
3. Select measures of progress to track progress toward the goal.
4. Develop a theory of change about how a more systemic approach to PFCE in your early childhood system will lead to achieving your goal.



Step 1. Assemble a team of early childhood system stakeholders in your State, Territory, or Tribe.

The agency with the responsibility (or that is best positioned) to assess your system's PFCE can take the lead in identifying a team of stakeholders. These individuals will likely be those with key responsibilities for collaborating across the relevant sectors: health, early care and education, mental health, and family support for young children and their families. The team can include anyone whose role may be relevant to the team's goal, such as:

- Agencies leaders and staff in States, Territories, or Tribes (e.g., a Child Care Administrator, QRIS Director, Quality Improvement Specialist, Licensing and Monitoring Director, Pre-K Administrator, Head Start Collaboration Director, Training and Professional Development Manager, Home Visiting Manager, Early Intervention Director)
- Representatives of local jurisdictions
- Private sector stakeholders
- Family representatives
- Early childhood professionals
- Advocates, researchers, or any other stakeholders

Together, these team members will assess the current status of PFCE throughout the components of the early childhood system. You can boost the credibility of the team's findings and recommendations by using a transparent, inclusive selection process for the team's membership. As part of this process, be sure to issue a clear statement of the expertise and experience required for the team's work before members are selected. Also be sure to attach a copy of the **PCFE Framework for Early Childhood Systems**.

Considerations for Team Member Selection

- Which agencies, programs, and funding streams should be represented on the team? Which stakeholder groups should be represented? Will the team overall reflect the perspectives, interests, and cultural and linguistic diversity of the families and professionals in the system?
- What levels of expertise, authority, and influence should be represented by the team? Will there be there sufficient expertise to provide complete insight into the current status of the system? Will there be sufficient influence or authority to bring about the changes that may be needed to achieve the team's desired goal?
- How will the team represent the perspectives of the following stakeholders?
 - Parents and families (including the cultural and linguistic diversity of the families served by the early childhood system)
 - Early childhood professionals
 - Community partners
 - Private sector partners

- Which individuals or agencies might need to be engaged or kept informed to secure their support and buy-in at the right time if they are not directly represented on this team?

Tips for Success

- Get the team’s work on track from the beginning by:
 - Reading the PCFE Framework for Early Childhood Systems before the first meeting.
 - Clarifying each team member’s role and responsibilities for the assessment process and the timetable for completion
 - Establishing regular meeting and communication schedules
 - Gaining commitments from each team member (and their agencies or organizations) for full participation in the work of the team
- Designate a team leader and/or assign team members to be responsible for:
 - Scheduling team conversations
 - Assigning assessment activities
 - Compiling responses
 - Being committed to using data, including reviewing the markers or measures chosen to track the team’s progress
 - Facilitating team dialogue and communication
- Name an executive leadership team of members from participating agencies and organizations to provide clear direction, support, ongoing communication, and resource allocation. This oversight will ensure that team members have time to devote to the team activities. It will also ensure that the leaders who have sufficient influence to adopt the team’s recommendations are consistently engaged in the process as it moves along.

Step 2. Identify your team’s goal

Convene as a team to discuss and agree on a key reason for conducting the assessment. What goal do you hope to achieve by integrating PFCE more intentionally into your early childhood system? What change do you want to see for children and families?

The goal could be narrow or broad—for example, to reduce suspension and expulsion of children from care, improve health and developmental outcomes for infants and toddlers with developmental delays, or improve school readiness outcomes for all children.

Identify a clear, concrete goal. This level of direction will help your team focus its responses as you complete the assessment tool and discuss your findings. If your team does not have a clear goal to begin with, you can use this guide to help identify one. These preliminary decisions about a goal and measures of progress are intended to help the team select a starting point for enhancing PFCE that is linked to specific measurable indicators and outcomes. Other goals and measures may emerge as the team continues to focus on PFCE and identifies potential action steps.

Step 3. Define the scope of the issue.

What is your team’s understanding of the current situation related to your identified goal? What do you think are the underlying causes of the current situation? What data do you have available to define the current situation and establish benchmarks for measuring progress toward your goal?

Step 4. Identify your team’s theory of change.

What is your team’s theory of change for how a more intentional emphasis on PFCE in your early childhood system will lead to achieving your goal? A theory of change involves backward mapping from your goal to what needs to be done to get reach your goal. Specifically, what conditions (activities, resources, etc.) need to be in place? Which aspects of your system need to be better aligned and integrated to achieve your team’s goal—and how?

Step 5. Review the PFCE Framework for Early Childhood Systems.

All team members should read the *PFCE Framework for Early Childhood Systems* in order to develop a common understanding of:

- 1) How collaborative relationships promote positive, enduring change for children, families, and communities
- 2) What leaders, administrators, providers, parents, and other decision-makers in your State, Territory or Tribe’s early childhood systems and programs can do to promote PFCE in early childhood programs and systems

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Team Goal Statement

Team Members (Name, Title, Division/Agency/Organization Affiliation, Contact information)

Goal (What change do we want to see for children and families in our State, Territory or Tribe?)

Current Status and Progress Indicators (What does available data say about the current situation? How will we measure our progress?)

Team Theory of Change (How will a more intentional emphasis on PFCE in your early childhood system lead to achieving of your goal?)

Notes

PART II: EARLY CHILDHOOD SYSTEMS ASSESSMENT OF PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Part II is a guided assessment of the current status of PFCE within your State's, Territory's, or Tribe's early childhood system, using the Systems Components of the PFCE Framework. Teams can follow the steps below to gauge the extent to which PFCE is currently integrated into the components of their system and what actions might support further progress toward their desired goal (identified in Part I, Step 2.) Team members complete individual assessments and the goal discusses assessed findings.

To determine the current level of PFCE integration, select an indicator of the status for actions within each of the seven Systems Components.

- Leadership and Governance
- Policies, Regulations, and Standards
- Infrastructure and Funding
- Continuous Learning and Quality Improvement
- Professional Development and Workforce
- State, Regional, and Community Partnerships
- Consumer Education and Engagement

The actions identified for the seven System Components reflect the collective knowledge of research and best practices from multiple stakeholders from the Administration for Children and Families' Early Childhood National Centers for Training and Technical Assistance and agency administrators from States and Tribes participating in the National Center on Parent, Family, and Community Engagement's Peer Learning Communities on Family Engagement.

Instructions

Step 1. Assess

Engage your team members to consider each System Component of the *PFCE Framework for Early Childhood Systems*. Review the status of actions in the assessment table provided. Then mark the status indicator that best reflects what your State, Territory, or Tribe is currently doing for each action item. Status indicators may vary among different agencies, divisions, programs, funding streams, and initiatives. Add explanatory notes if needed to clarify your response. (An assessment of each System Component should take 30 to 60 minutes to complete.)

The status indicators are defined as follows:

- **“Not started”** actions have not been started or are not applicable in your State’s, Territory’s, or Tribe’s early childhood system.
- **“Emerging”** actions are in the planning or early stage of implementation in one or more agency, program, funding stream, or initiative.
- **“Progressing”** actions are currently underway and moving toward full implementation in one or more agency, program, funding stream, or initiative but not yet on track for full implementation.
- **“Excelling”** actions are fully implemented and may be achieving intended results in one or more agency, program, funding stream, or initiative.

Tips for Success

Team members can complete the System Component tables as individuals or as a group. It may take more than one meeting to work through the tables together, depending on how broad your focus is and how many individuals are on your team. The important step is to compare and discuss your responses together in order to share information, understand each other’s perspectives, and identify opportunities for action.

It is not necessary to be exact or spend a great deal of time on status indicators for the State, Territory, or Tribe as a whole. Select the one that you think comes the closest to your current situation. Do not worry about getting it exactly right.

If you are uncertain about how to rate an action, just make a note of it and move on to the next action. If you have time before the team convenes to discuss findings, see what data and information you can gather and go back to rate the action or just make note of what information would be helpful. Then bring that information to the team discussion.

Step 2: Reflect

After completing each System Component assessment table, review your team's status ratings as a group using the questions below. Together, you and your team members can identify and address information gaps, and consider and incorporate different perspectives. Reviewing the actions in the assessment table may help you gain insights into what new actions your State, Territory, or Tribe might take to make progress toward your team's overall goal. You can decide as a team whether and how to aggregate responses to inform your conversation.

This collaborative review process may take 30 to 60 minutes for each System Component. You may need more than one meeting to work through all of the tables together, or you might consider convening for a longer meeting (for example, a full day) to complete this step together. Think about the goal your team identified in your prior work in Part I of this workbook. Reflect as a team on the questions below:

1. **Strengths.** What strengths stand out as most critical to achieving your team's goal? What can you build on or enhance? Where are your opportunities to innovate practice?
2. **Barriers.** What do your responses suggest may be the most significant challenges within this System Component to achieving your team's goal?
3. **Opportunity.** What do your responses suggest may be one key opportunity within this System Component for addressing your team's goal?
4. **Actions.** What steps could your team take to act on this opportunity? What more do you need to learn? Brainstorm ideas. Your team will come back to these during Part III: Action Planning once you have completed the assessment for all seven System Components of the *PFCE Framework for Early Childhood*.
5. **Connections.** Where do actions that your team has identified connect or overlap with other System Components? How can you coordinate these System Components to reinforce each other and make progress toward the goal you have chosen? Which ones will you use together or in sequence for greatest effect? (Keep coming back to your responses to this question as your team completes each System Component assessment. Answers may change as you go, and that is OK.)

Tips for Success

Be aware that team members may offer very different responses for any given action, based on their perspective, role, and familiarity with what is occurring in other parts of the early childhood system. Part of the value of the assessment process is its potential to raise awareness of different perspectives and experiences, and to uncover points of synergy and opportunity for collaboration.

It is not necessary to be exact or spend a great deal of time building team consensus on the status indicator for a given action. Select the one that you think comes the closest to your current situation, but do not worry about getting it exactly right. The indicators are only there to help you and your team identify potential areas of strength and points of opportunity. Use the Notes column to record significant areas of uncertainty, places for discussion, important or missing information, or questions. These things in themselves may be useful findings!

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Assessment: Leadership and Governance

Use the table below to assess current actions—and any actions under consideration for the future—within the Leadership and Governance System Component of the Parent, Family, and Community Engagement (PFCE) Framework for Early Childhood Systems that support progress toward your team’s desired goal for your State, Territory, or Tribe.

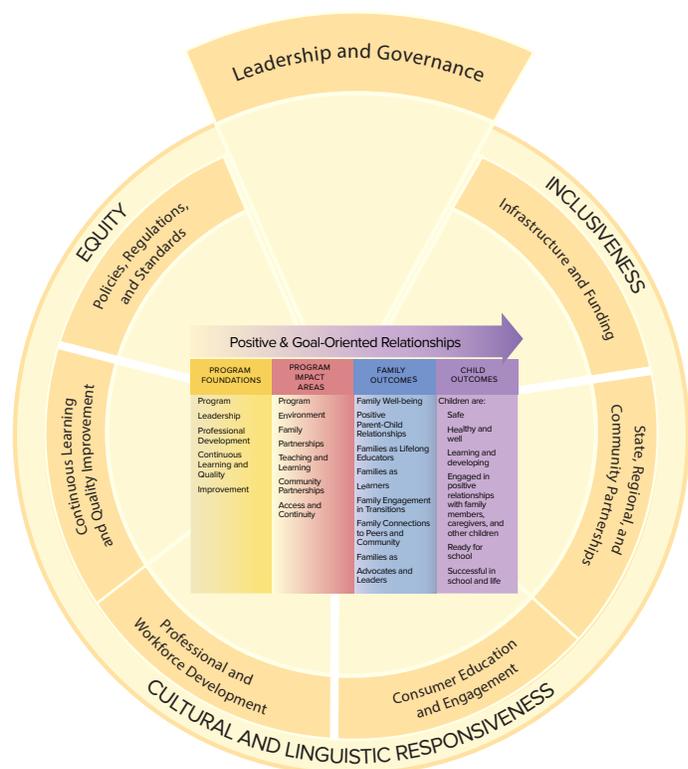
1. Review the definition of Leadership and Governance below. Then complete the following table to assess current actions related to Leadership and Governance that are already underway in your State, Territory, or Tribe.
2. Make note of any actions that your State, Territory, or Tribe might consider taking next in order to make progress toward your team’s overall goal.
3. Add any relevant comments, notes, key questions, or necessary data related to each action in the appropriate column to share with your team. Then meet with your team to review your status ratings as a group. Reflect on your findings together using the questions above listed under Step 2 to explore strengths, barriers, opportunities, actions, and connections.

Definition

Families, early childhood professionals and State, Territory, Tribal, and local policymakers, administrators, and staff of health, human services, education, workforce, family support, and other agencies all have leadership roles in supporting PFCE. These leaders have unique opportunities within their own roles to develop, promote, and support a shared vision of PFCE. Leaders can work collaboratively to set agendas, establish common principles, identify shared objectives, coordinate efforts, and share data as they measure progress toward aligned objectives. They can create formal leadership roles and feedback loops that include all families served by the early childhood system.

Their role in raising the visibility of engagement, effectively communicating results and challenges, and responding to the voices of parents, families, and communities is essential to sustain and improve results.

Collaborative governance structures—such as Early Childhood Advisory Councils, Children’s Cabinets, and interagency coordinating councils—can use their authority to facilitate these efforts at the local, State, Territory, and Tribal levels and to support PFCE as a priority in the early childhood system.



Leadership and Governance	Related System Component	Status				Comments, notes, key questions, necessary data
There are ongoing actions in our early childhood system that:		Not started	Emerging	Progressing	Excelling	
		1. Encourage collaboration among cross-sector early childhood governance structure(s), advisory bodies, and/or public agencies with authority to:	State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Incorporate PFCE into statewide strategic planning efforts by identifying core principles, objectives, and actions						
b. Establish benchmarks for PFCE improvement, and report progress annually	State, Regional, and Community Partnerships Continuous Learning and Quality Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Select appropriate measures for data collection, and implement an integrated cross-sector data collection system	Infrastructure and Funding Continuous Learning and Quality Improvement State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Ensure that leaders in early childhood agencies support staff to participate in inter- and intra-agency relationships	State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Facilitate on-going communication and coordination among agencies across funding, policies, and practices for health, early care and education, and family support	State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Leadership and Governance	Related System Component	Status				Comments, notes, key questions, necessary data
There are ongoing actions in our early childhood system that:						
		Not started	Emerging	Progressing	Excelling	
2. Specify that early childhood governance, advisory bodies, and/or agencies include in decision-making processes parent and family leaders who are: <ul style="list-style-type: none"> a. Reflective of the racial, linguistic, and cultural diversity of the children and families served within the early childhood system 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> b. Welcomed and supported to participate as equal partners in decision-making at all levels of the early childhood system (e.g., programs, communities, agencies) 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Engage early childhood governance, advisory bodies, and/or agencies to identify the root causes of inequity in health, early care and education, and family support; and identify strategies to address the inequities	State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Promote the use of contracts, inter- and intra-agency agreements, and/or Memoranda of Understanding (MOUs) that specify PFCE as an essential function, identify roles and responsibilities, and document commitments	Infrastructure and Funding State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Assessment: Policies, Regulations, and Standards

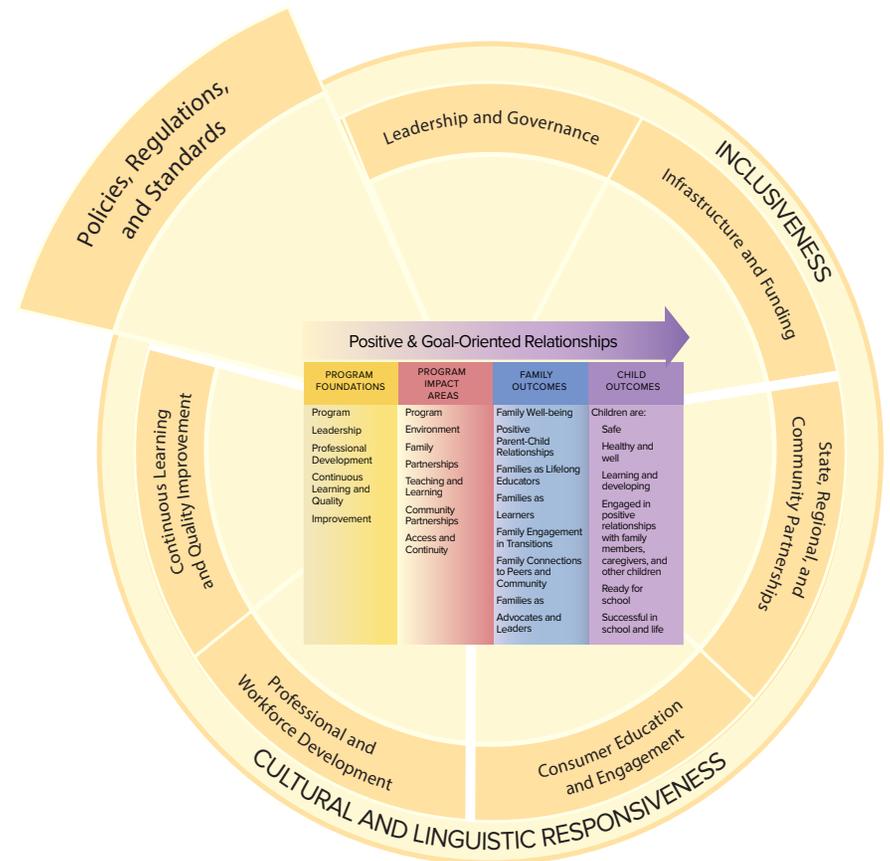
Use the table below to assess current actions—and any actions under consideration for the future—within the Policies, Regulations, and Standards System Component of the Parent, Family, and Community Engagement (PFCE) Framework for Early Childhood Systems that support progress toward your team’s desired goal for your State, Territory, or Tribe.

1. Review the definition of Policies, Regulations, and Standards below. Then complete the following table to assess current actions related to Policies, Regulations, and Standards that are already underway in your State, Territory, or Tribe.
2. Make note of any actions that your State, Territory, or Tribe might consider taking next in order to make progress toward your team’s overall goal.
3. Add any relevant comments, notes, key questions, or necessary data related to each action in the appropriate column to share with your team. Then meet with your team to review your status ratings as a group. Reflect on your findings together using the questions above listed under Step 2 to explore strengths, barriers, opportunities, actions, and connections.

Definition

Eligibility policies, quality standards, licensing rules, and other legislative and administrative requirements impact families, programs, communities, and systems. Early childhood (EC) system leaders can look for existing federal, state, and local policy opportunities within children’s health, EC, and family support to emphasize PFCE as a priority, promote effective practices, and hold the system accountable for achieving desired child and family outcomes.

In some cases, system leaders also have the authority and influence to change existing policies and/or encourage others to do so. In all cases, the wisdom of families, providers, and community members can inform the policymaking process and the development of regulatory guidance and implementation tools to ensure that desired results are achieved.



Policies, Regulations, and Standards for Supporting Parent, Family, and Community Engagement	Related System Component	Status				Comments, notes, key questions, necessary data
		Not started	Emerging	Progressing	Excelling	
There are ongoing actions in our early childhood system that:						
1. Provide opportunities for input and feedback from families and communities regarding decisions about policies, regulations, and standards, including Child Care and Development Fund (CCDF) State, Territory or Tribe Plans	Leadership and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Align eligibility rules across multiple programs and services to promote continuity, access, and equity		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Set quality standards for PFCE in early childhood programs and services that are:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a. Research-informed, strengths-based, culturally and linguistically responsive, and designed to provide equitable opportunities and to result in positive outcomes for all families and children ¹		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Aligned and incorporated into standards for child care licensing, Quality Rating and Improvement Systems, and State-funded prekindergarten	Leadership and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Examine barriers and opportunities for aligning policies, regulations, and standards that promote effective PFCE practices	Continuous Learning and Quality Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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¹ See, for example, the *Key Indicators of High-Quality Family Engagement for Quality Rating and Improvement Systems* from the National Center on Parent, Family, and Community Engagement.

Assessment: Infrastructure and Funding

Use the table below to assess current actions—and any actions under consideration for the future—within the Infrastructure and Funding System Component of the Parent, Family, and Community Engagement (PFCE) Framework for Early Childhood Systems that support progress toward your team’s desired goal for your State, Territory, or Tribe.

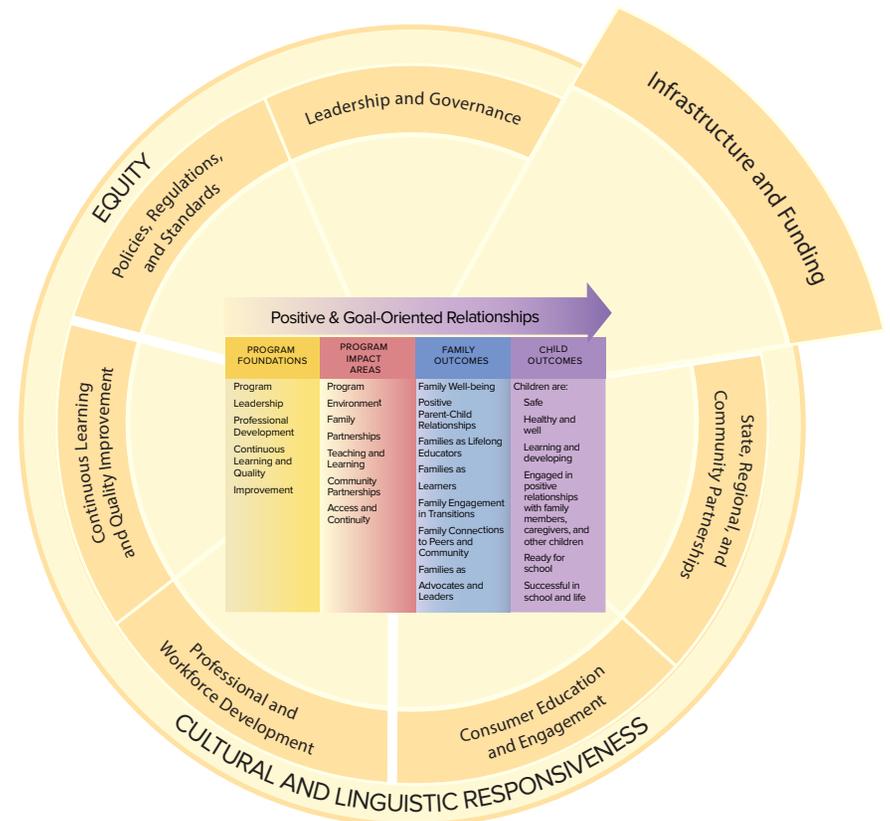
1. Review the definition of Infrastructure and Funding below. Then complete the following table to assess current actions related to Infrastructure and Funding that are already underway in your State, Territory, or Tribe.
2. Make note of any actions that your State, Territory, or Tribe might consider taking next in order to make progress toward your team’s overall goal.
3. Add any relevant comments, notes, key questions, or necessary data related to each action in the appropriate column to share with your team. Then meet with your team to review your status ratings as a group.

Reflect on your findings together using the questions above listed under Step 2 to explore strengths, barriers, opportunities, actions, and connections.

Definition

Finance decisions, fiscal policies, and infrastructure can impact how well and how quickly PFCE becomes integrated into a comprehensive early childhood system. Early childhood (EC) system leaders can allocate resources to efforts that have the most potential for PFCE impact. They can offer incentives and rewards to promote continuous improvement for programs and systems as well as to promote collaboration across children’s health, EC, and family support.

The infrastructure that supports a coordinated early childhood system together includes systems such as those for quality rating and improvement, licensing and monitoring, consumer education, and coordinated data. This infrastructure provides opportunities to promote PCFE integration at all levels.



Infrastructure and Funding	Related System Component	Status				Comments, notes, key questions, necessary data
		Not started	Emerging	Progressing	Excelling	
There are ongoing actions in our early childhood system that:						
1. Analyze funding for early childhood programs and services to understand whether and how public funding targets family and community engagement (PFCE). These actions:	Leadership and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a. Identify funds to support families to participate as advocates and leaders in planning and decision-making at the program, community, and system levels	Leadership and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Incentivize the adoption of PFCE practices, standards, and policies in early childhood programs and services	Policies, Regulations, and Standards					
2. Issue grants and contracts for programs, service delivery, and training and technical assistance (e.g., Child Care Resource and Referral contracts) that include specific requirements on implementing PFCE practices	Continuous Learning and Quality Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Implement policies and procedures to compensate families for their expenses and contributions of time participating in decision-making processes	Leadership and Governance Continuous Learning and Quality Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Assessment: Continuous Learning and Quality Improvement

Use the table below to assess current actions—and any actions under consideration for the future—within the Continuous Learning and Quality Improvement System Component of the Parent, Family, and Community Engagement (PFCE) Framework for Early Childhood Systems that support progress toward your team’s desired goal for your State, Territory, or Tribe.

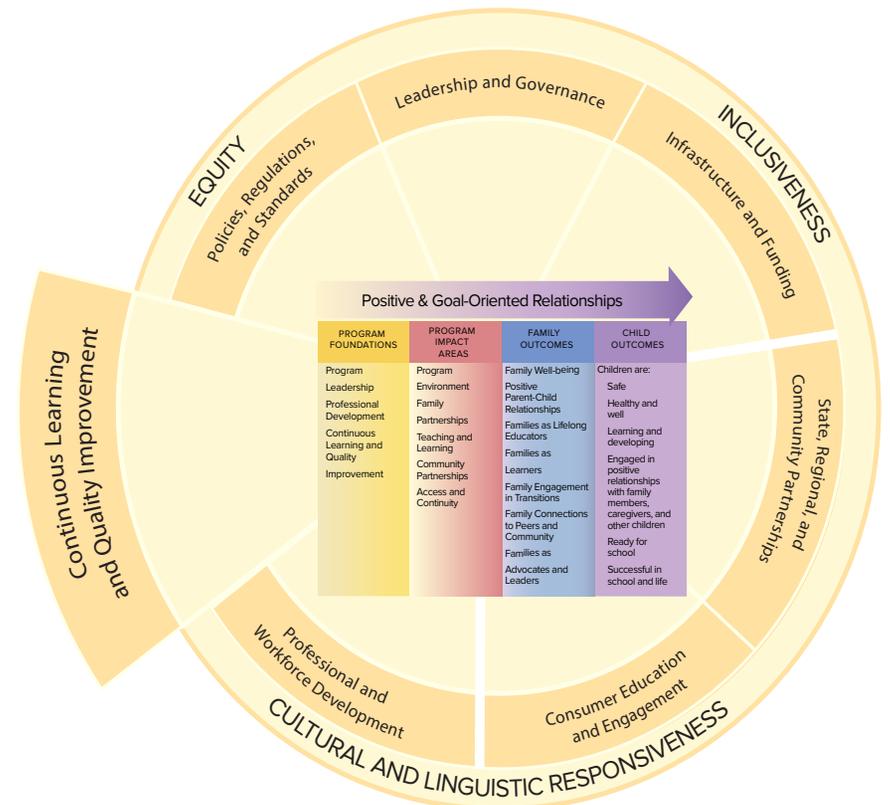
1. Review the definition of Continuous Learning and Quality Improvement below. Then complete the following table to assess current actions related to Continuous Learning and Quality Improvement that are already underway in your State, Territory, or Tribe.
2. Make note of any actions that your State, Territory, or Tribe might consider taking next in order to make progress toward your team’s overall goal.
3. Add any relevant comments, notes, key questions, or necessary data related to each action in the appropriate column to share with your team. Then meet with your team to review your status ratings as a group. Reflect on your findings together using the questions above listed under Step 2 to explore strengths, barriers, opportunities, actions, and connections.

Definition

State, Territory, and Tribal early childhood systems that incorporate continuous learning and quality improvement as a core function can ensure that decisions made throughout the system are data-driven, apply lessons from past efforts, and contribute to desired outcomes for children and families.

Key components of a cycle of continuous learning improvement include guiding principles such as including those that build safety and trust in using data, agreements on core indicators and appropriate assessment tools, coordinated data systems, and collaborative decision-making processes.

Everyone in the early childhood system, including parents, providers, and community partners, can be engaged in deciding what data to collect, what rules and processes to use when sharing data, and how to use it to inform decisions at the program, policy, and system levels.



Continuous Learning and Quality Improvement Actions to Support Parent, Family, and Community Engagement	Related System Component	Status				Comments, notes, key questions, necessary data
		Not started	Emerging	Progressing	Excelling	
There are ongoing actions in our State, Territory, or Tribe that:						
1. Adhere to guiding principles that build safety and trust, promote a culture of continuous learning and improvement, and engage families in continuous improvement processes at the program, community, and system levels	Leadership and Governance Policies, Regulations, and Standards					
2. Provide culturally and linguistically responsive support for families to be engaged as advocates and leaders in continuous improvement processes	Leadership and Governance Infrastructure and Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Support continuous learning and quality improvement processes for PFCE at the early childhood program and service levels	Infrastructure and Funding State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Periodically assess how well the early childhood system:	Leadership and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a. Welcomes and includes the diverse perspectives and feedback of all families participating in early childhood programs and services						
b. Responds to families' perspectives and feedback						
c. Integrates comprehensive PFCE across sectors serving young children and their families (e.g., health, early care and education, and family support)	State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Uses qualitative and quantitative data to inform policy and funding decisions	Infrastructure and Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Continuous Learning and Quality Improvement Actions to Support Parent, Family, and Community Engagement There are ongoing actions in our State, Territory, or Tribe that:	Related System Component	Status				Comments, notes, key questions, necessary data
		Not started	Emerging	Progressing	Excelling	
e. Promotes continuous learning and professional development on PFCE for early childhood professionals	Workforce and Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Encourage the use of valid and reliable PFCE measurement tools for continuous quality improvement planning and implementation at the program and service level ²		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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² Such tools may not exist for all program settings and communities of families. In such cases, consider appropriate proxy measures or, if feasible, invest in the development, adaptation, and testing of new tools that are valid and reliable for specific programs and families.

Assessment: Workforce and Professional Development

Use the table below to assess current actions—and any actions under consideration for the future—within the Workforce and Professional Development System Component of the Parent, Family, and Community Engagement (PFCE) Framework for Early Childhood Systems that support progress toward your team’s desired goal for your State, Territory, or Tribe.

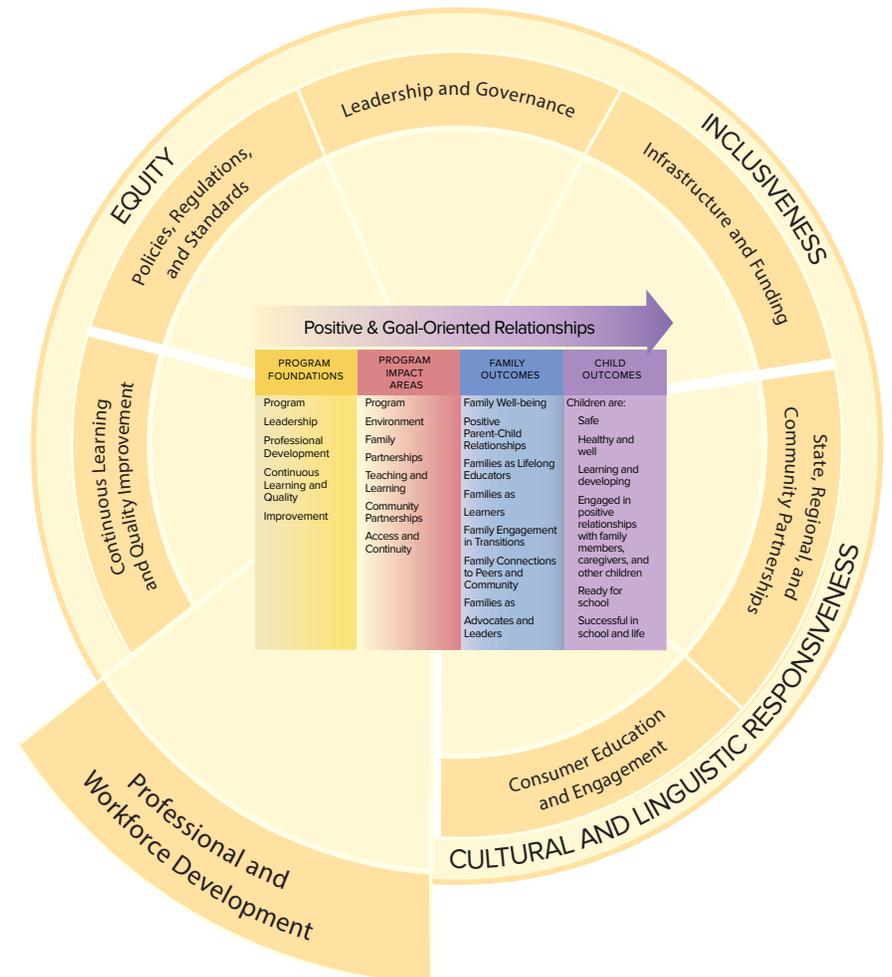
1. Review the definition of Workforce and Professional Development below. Then complete the following table to assess current actions related to Workforce and Professional Development that are already underway in your State, Territory, or Tribe.
2. Make note of any actions that your State, Territory, or Tribe might consider taking next in order to make progress toward your team’s overall goal.
3. Add any relevant comments, notes, key questions, or necessary data related to each action in the appropriate column to share with your team. Then meet with your team to review your status ratings as a group.

Reflect on your findings together using the questions above listed under Step 2 to explore strengths, barriers, opportunities, actions, and connections.

Definition

Early childhood system leaders can ensure consistency across the fields of health, early care and education, and family support through appropriate professional development opportunities.

Along with input from families and frontline workers, data about the strengths and needs of each system’s early childhood providers and other professionals should be used to create an array of resources, training, coaching, and other supports for individuals in the full range of roles and sectors of the early childhood system.



Workforce and Professional Development Actions	Related System Component	Status				Comments, notes, key questions, necessary data
		Not started	Emerging	Progressing	Excelling	
There are ongoing actions in our early childhood system that:						
1. Incorporate family perspectives in training, technical assistance, and professional development at all levels of the system	Leadership and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Set goals and targets for recruitment, training, and retention of a workforce that is:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a. Competent in PFCE practices and engages families as valued early childhood consumers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Culturally and linguistically reflective of the families they serve and the communities in which the families live		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Reinforce research-informed PFCE workforce competencies for early childhood professionals that:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a. Help professionals build strengths-based, goal-oriented relationships with families and engage families as valued early childhood consumers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Address barriers to equitable opportunities, and promote positive outcomes for all children and their families		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Are specific to the roles and responsibilities of all professionals working in early care and education, including subsidy intake workers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Are embedded into training and coursework across all relevant institutions of higher education in the State, Territory, or Tribe		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. Establish requirements for staff in the early childhood system, including subsidy intake workers, to complete standardized training based on research-informed PFCE competencies:	Policies, Regulations, and Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a. As part of individual certification, professional licensure, and continuing education		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. As part of program licensing	Policies, Regulations, and Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Workforce and Professional Development Actions	Related System Component	Status				Comments, notes, key questions, necessary data
		Not started	Emerging	Progressing	Excelling	
There are ongoing actions in our early childhood system that:						
c. Among quality indicators in Quality Rating and Improvement Systems	Policies, Regulations, and Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Require and support early childhood programs and services to specify roles and responsibilities for PFCE in all staff job descriptions and accountability in performance evaluations	Policies, Regulations, and Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Provide opportunities for PFCE training, continuing education, and technical assistance throughout the early childhood system that:	Infrastructure and Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a. Are offered in multiple locations, formats, and languages and through diverse delivery mechanisms to reach all programs and staff						
b. Include collaborative training across sectors (in health, early care and education, family leadership and support programs; and for classroom teachers, home visitors, parent coaches, care coordinators, etc.)	Leadership and Governance Infrastructure and Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Identify and utilize research-based coaching and professional support models that include a focus on PFCE	Infrastructure and Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Use reflective supervision and evaluation for staff that includes feedback from families	Continuous Learning and Quality Improvement					
e. Support knowledge development and skill building for license-exempt or unlisted care providers based on established PFCE competencies	State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Assessment: State, Regional, and Community Partnerships

Use the table below to assess current actions—and any actions under consideration for the future—within the State, Regional, and Community Partnerships System Component of the Parent, Family, and Community Engagement (PFCE) Framework for Early Childhood Systems that support progress toward your team’s desired goal for your State, Territory, or Tribe.

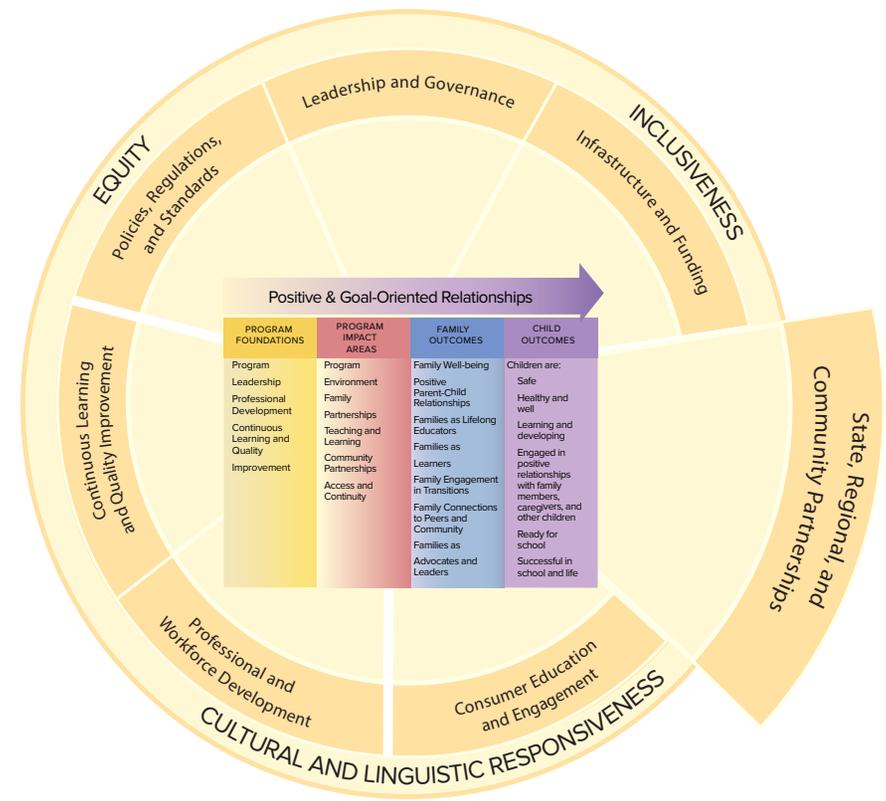
1. Review the definition of State, Regional, and Community Partnerships below. Then complete the following table to assess current actions related to State, Regional, and Community Partnerships that are already underway in your State, Territory or Tribe.
2. Make note of any actions that your State, Territory, or Tribe might consider taking next in order to make progress toward your team’s overall goal.
3. Add any relevant comments, notes, key questions, or necessary data related to each action in the appropriate column to share with your team. Then meet with your team to review your status ratings as a group. Reflect on your findings together using the questions above listed under Step 2 to explore strengths, barriers, opportunities, actions, and connections.

Definition

Partnerships across multiple sectors and at every level of the system are essential for a fully functioning early childhood system that is responsive to and effectively engages all communities, families, and their children.

Parents, families, and community partners provide vital information, advocacy, and support for partnerships among stakeholders at the local level; in States, Territories, and Tribes; and among early childhood programs and community organizations.

Other key partners with resources to contribute include community, civic, business, and philanthropic organizations working to improve the lives of children and families. Leaders at every level can work to remove barriers and support partnerships that contribute to the full range of opportunities and services that address the strengths and needs of children and families in their communities.



State, Regional, and Community Partnerships Status	Related System Component	Status				Comments, notes, key questions, necessary data
		Not started	Emerging	Progressing	Excelling	
There are ongoing actions in our early childhood system that:						
1. Establish effective lines of communication among early childhood education (ECE) professionals, administrators, policymakers, and families to improve access and expand family choice for ECE services	Leadership and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Offer incentives, training, tools, and resources to support communities to conduct needs assessments and implement PFCE strategic plans to achieve positive child and family outcomes	Leadership and Governance Infrastructure and Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Support the development of memoranda of understanding (MOUs) and/or other formal agreements among agencies and community partners to achieve desired results for diverse communities of children and families	Infrastructure and Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Coordinate activities to help parents: a. Locate and access resources and services in their communities (e.g., via State or Territory consumer education websites, Child Care Resource and Referral agencies, hotlines, etc.)	Policies, Regulations, and Standards Infrastructure and Funding Consumer Education and Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Provide feedback on the accessibility and quality of the services and the effectiveness in the early childhood system	Continuous Learning and Quality Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Assessment: Consumer Education and Engagement

Use the table below to assess current actions—and any actions under consideration for the future—within the Consumer Education and Engagement System Component of the Parent, Family, and Community Engagement (PFCE) Framework for Early Childhood Systems that support progress toward your team’s desired goal for your State, Territory, or Tribe.

1. Review the definition of the Consumer Education and Engagement below. Then complete the following table to assess current actions related to Consumer Education and Engagement that are already underway in your State, Territory, or Tribe.
2. Make note of any actions that your State, Territory, or Tribe might consider taking next in order to make progress toward your team’s overall goal.
3. Add any relevant comments, notes, key questions, or necessary data related to each action in the appropriate column to share with your team. Then meet with your team to review your status ratings as a group. Reflect on your findings together using the questions above listed under Step 2 to explore strengths, barriers, opportunities, actions, and connections.

Definition

Engaging parents and families through consumer education uniquely positions programs and initiatives to promote children’s health, development, and learning. This potential is available to all State, Territory, and Tribal administrators and other individuals in early care and education systems, including those working in Child Care Resource and Referral, early childhood, school-age, and comprehensive family support programs.³

The Child Care and Development Block Grant (CCDBG) 2014 Reauthorization prioritizes consumer education and family engagement, raising the bar for States to provide information to parents, providers, and the general public (Sections 658E(c)(2)(D), 658E(c)(2)(E). The 2016 CCDF Final Rule further strengthens requirements for consumer education.

Consumer education refers to helping parents build on their knowledge and understanding of:

- Quality and options in early childhood and school-age care and education programs
- Child development, developmental screenings, services for children with disabilities, and prevention of suspensions and expulsions
- CCDF subsidies and other financial assistance families can use to help pay for early childhood and school-age care and education
- Policies, procedures, and regulations—for example, licensing, monitoring, and background checks; and comprehensive (health, human, and economic support) services to support family well-being

³The definitions of “consumer education” and “consumer engagement” used here is primarily drawn from the *Orientation for Early Childhood and School-age Care and Education Professionals* from the National Center on Parent, Family, and Community Engagement, accessible at https://childcareta.acf.hhs.gov/sites/default/files/public/consumer-ed-ecp_508_4-4-18.pdf

Effective consumer education information is:

- Designed to help parents make informed decisions about early childhood and school-age care and education, and about comprehensive supports for family well-being
- Tailored to match parents’ interests and preferences
- Culturally and linguistically responsive
- Based on data and research representative of the children and families you are working with
- Reflective of exemplary practices to support child development and learning

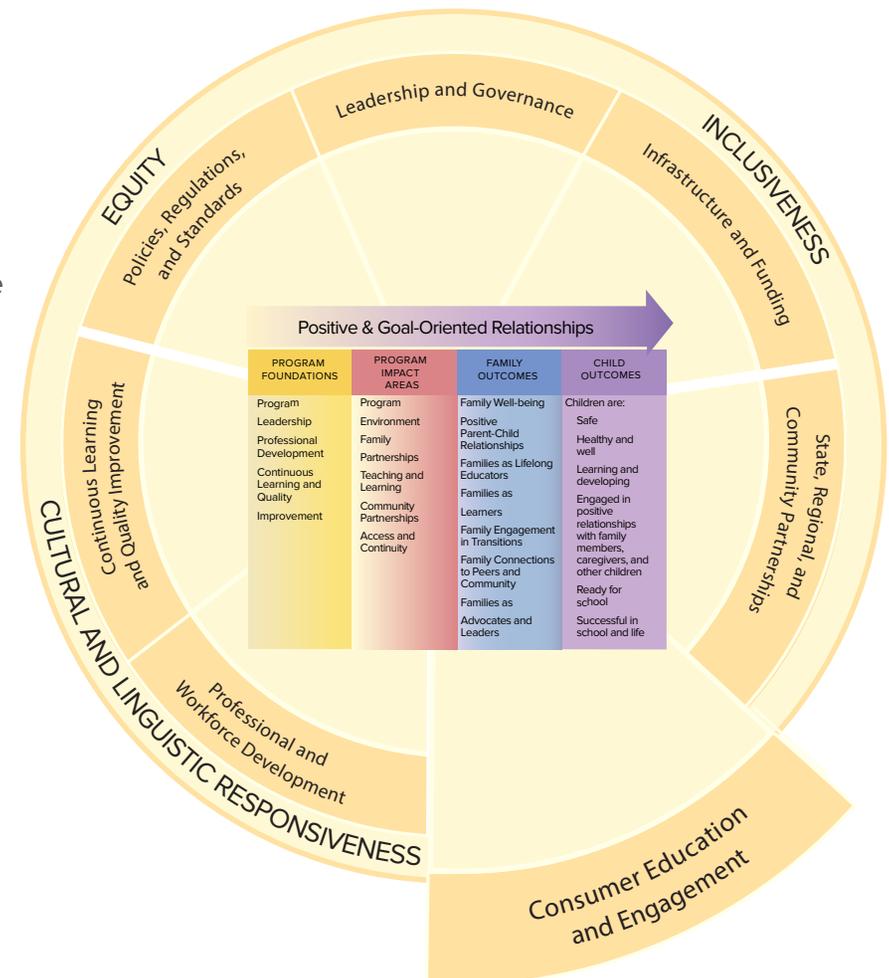
Consumer engagement goes beyond making information available to families. Consumer engagement relies on two-way, relationship-based interactions between families and professionals. They share information with one another and work together to build each other’s knowledge and capacities.

As families expand their knowledge and leadership capacities they can become more effective in finding and applying research-based information—for example, to inform their choices about a program for their child, monitor their child’s experiences in a program, or use their voices to advocate for higher quality and equitable access to services.

As professionals expand their knowledge and capacities, they can become more effective in inviting and responding to families’ interests and values, and supporting and partnering with families and other stakeholders.

When parents and families are engaged as consumers of early childhood and school-age services, they act as:

- **Decision-makers** who are equipped with information and seek access to quality early childhood and school-age care and education for their children
- **Resourceful users** of information and early childhood, school-age, and comprehensive services that support child and family well-being throughout early childhood and beyond
- **Trusted peers** who help their friends and families understand and connect with the highest quality options available
- **Leaders** who advance program quality through leadership efforts in their child’s program and their community



Consumer Education and Engagement	Related System Components	Status				Comments, notes, key questions, necessary data
		Not started	Emerging	Progressing	Excelling	
There are ongoing actions in our early childhood system that:						
1. Equip early childhood professionals with information about child development and comprehensive services to share with families	Workforce and Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Support a Quality Rating and Improvement System that families rely on to choose programs for their children	Policies, Regulations, and Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Encourage providers to regularly seek feedback from families	Policies, Regulations, and Standards Continuous Learning and Quality Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Promote two-way conversations between families and early childhood professionals that lead to better quality (for example, conversations about monitoring results and working together on corrective actions)	Policies, Regulations, and Standards Continuous Learning and Quality Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Support families in their role as informed consumers of early care and education by sharing linguistically and culturally responsive information about what high-quality care looks like and where to find it ⁴	Leadership and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Provide and promote linguistically and culturally responsive consumer education strategies that inform families about: a. Indicators of quality early childhood programs and services, including those that account for children's ages ⁵	Policies, Regulations, and Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

⁴ Under the Child Care and Development Block Grant Act of 2014 and the 2016 Child Care and Development Fund Final Rule, States, Territories, and Tribes with Large and Medium Allocations must provide certain information to parents, the general public, and, where applicable, child care providers. Tribes with Small CCDF Allocations are exempt from the consumer education requirements. Action items that are marked with an asterisk (*) in this table are those that align with the CCDBG provisions and CCDF Final Rule.

⁵ Under the Child Care and Development Block Grant Act of 2014 and the 2016 Child Care and Development Fund Final Rule, States, Territories, and Tribes with Large and Medium Allocations must provide certain information to parents, the general public, and, where applicable, child care providers. Tribes with Small CCDF Allocations are exempt from the consumer education requirements. Action items that are marked with an asterisk (*) in this table are those that align with the CCDBG provisions and CCDF Final Rule.

Consumer Education and Engagement	Related System Components	Status				Comments, notes, key questions, necessary data
		Not started	Emerging	Progressing	Excelling	
There are ongoing actions in our early childhood system that:						
b. Additional services for children and families*	State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Children’s educational rights and effective advocacy strategies for children’s needs in the context of early childhood programs and services	Leadership and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Advocacy options and support that parents may need in order to make their voices heard at the community, State, or national level	Leadership and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Prioritize efforts to reach out with consumer education information to families that are experiencing homelessness or isolation, as well as to others who may have difficulty accessing information and services* ⁶		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Promote linguistically and culturally responsive strategies designed to support families as decision-makers and advocates for their children, including:	Infrastructure and Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a. Encouraging regular, two-way data and information sharing between programs and professionals and families						
b. Emphasizing families’ roles as advocates and decision-makers when requesting parental consent for information sharing and referrals to early childhood services and supports*	State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Equipping early childhood professionals with skills and knowledge to help families to understand and act on their children’s screening results and developmental/school readiness information, including how to access needed supports and services in their community	Workforce and Professional Development State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

⁶ Under the Child Care and Development Block Grant Act of 2014 and the 2016 Child Care and Development Fund Final Rule, States, Territories, and Tribes with Large and Medium Allocations must provide certain information to parents, the general public, and, where applicable, child care providers. Tribes with Small CCDF Allocations are exempt from the consumer education requirements. Action items that are marked with an asterisk (*) in this table are those that align with the CCDBG provisions and CCDF Final Rule.

Consumer Education and Engagement	Related System Components	Status				Comments, notes, key questions, necessary data
There are ongoing actions in our early childhood system that:		Not started	Emerging	Progressing	Excelling	
		d. Supporting family engagement in transition planning as children move among early care and education settings and as children transition into school	State, Regional, and Community Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Incorporating family engagement as an explicit theme in the child care consumer education website; and including links to resources, information, and comprehensive services that align with family engagement outcomes ^{*7,8}	Infrastructure and Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Engaging families to inform the creation of culturally and linguistically responsive resources (in formats that families prefer) that recognize and affirm their roles and that promote the development in their skills as decision-makers and advocates for their children	Continuous Learning and Quality Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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⁷ See, for example, *Consumer Education Websites: A Guide to Creating a Family-Friendly Experience*, available at <https://childcareta.acf.hhs.gov/resource/consumer-education-websites-guide-creating-family-friendly-experience-and-assessment-tool>

⁸ Under the Child Care and Development Block Grant Act of 2014 and the 2016 Child Care and Development Fund Final Rule, States, Territories, and Tribes with Large and Medium Allocations must provide certain information to parents, the general public, and, where applicable, child care providers. Tribes with Small CCDF Allocations are exempt from the consumer education requirements. Action items that are marked with an asterisk (*) in this table are those that align with the CCDBG provisions and CCDF Final Rule.

PART III: ACTION PLANNING

Part III offers a tool and suggests a process for developing an action plan based on the highest priority actions you can take to achieve your team's desired goal.

Instructions

Review the decisions your team made in Part I about your goal. Then review each of the System Component assessment tables that your team has completed. As a team, use the questions in Step 1 below to reflect on and guide the actions you selected in each System Component, prioritize the ones that you will be a focus on for the next 6–12 months, and create a plan for moving forward on your top priority actions. The team can decide whether to complete planning for all the System Components at once or prioritize among them for action planning.



Use the action plan template on the pages below to record your decisions about each System Component and any related data that will guide your team’s continued efforts. Revisit the action plan periodically to discuss your progress, and adjust the action steps and other details of the plan as necessary.

Step 1. Reflect

Think about the **actions** that your team brainstormed for each System Component assessment table, and reflect as a team, asking:

- Which actions among those you identified are most likely to help you achieve your goal?
- Which are “easy wins”—likely to be achievable in the short term? Which may take more time, effort, or significant reallocation of existing resources or new resources?
- Which show up in more than one System Component?
- Which will require engagement and support from other leaders and stakeholders to implement?
- Which will require approvals or regulatory or statutory change to implement?

Step 2. Prioritize

Based on your team’s responses to the questions above, decide as a team which **actions** in each System Component, if any, are the top priorities that you will focus on for the next 6–12 months (Column 1). You may or may not have actions that rise to the top in all System Components. Fill in Column 1 with the top priority actions in the appropriate System Component section.

Step 3. Plan

Determine the key details of your action plan as a group. Then complete the rest of the form on the following pages by answering these questions:

- What are the **key steps** necessary to implement your priority actions (Column 3)?
- What **resources** are available to implement these actions? What resources are needed (Columns 4 and 5)?
- Who is **responsible** for ensuring the actions are completed (Column 6)?
- Who are the **partners and stakeholders** necessary to support completing the actions (Column 7)?
- What is the **timeframe** for implementing your actions (Column 8)?
- What are your **measures** of success? How will you know you have successfully completed the actions you identified (Column 9)?

Early Childhood Systems and Family Engagement Action Plan

GOAL

SYSTEM COMPONENT: LEADERSHIP and GOVERNANCE							
1. PRIORITY ACTIONS	2. KEY STEPS	3. RESOURCES AVAILABLE	4. RESOURCES NEEDED	5. PERSON RESPONSIBLE	6. PARTNERS AND STAKEHOLDERS	7. TIME FRAME	8. MEASURES OF SUCCESS

SYSTEM COMPONENT: POLICIES, REGULATIONS, and STANDARDS							
1. PRIORITY ACTIONS	2. KEY STEPS	3. RESOURCES AVAILABLE	4. RESOURCES NEEDED	5. PERSON RESPONSIBLE	6. PARTNERS AND STAKEHOLDERS	7. TIME FRAME	8. MEASURES OF SUCCESS

Early Childhood Systems and Family Engagement Action Plan, cont.

SYSTEM COMPONENT: INFRASTRUCTURE and FUNDING							
1. PRIORITY ACTIONS	2. KEY STEPS	3. RESOURCES AVAILABLE	4. RESOURCES NEEDED	5. PERSON RESPONSIBLE	6. PARTNERS AND STAKEHOLDERS	7. TIME FRAME	8. MEASURES OF SUCCESS

SYSTEM COMPONENT: CONTINUOUS LEARNING and QUALITY IMPROVEMENT							
1. PRIORITY ACTIONS	2. KEY STEPS	3. RESOURCES AVAILABLE	4. RESOURCES NEEDED	5. PERSON RESPONSIBLE	6. PARTNERS AND STAKEHOLDERS	7. TIME FRAME	8. MEASURES OF SUCCESS

Early Childhood Systems and Family Engagement Action Plan, cont.

SYSTEM COMPONENT: WORKFORCE and PROFESSIONAL DEVELOPMENT							
1. PRIORITY ACTIONS	2. KEY STEPS	3. RESOURCES AVAILABLE	4. RESOURCES NEEDED	5. PERSON RESPONSIBLE	6. PARTNERS AND STAKEHOLDERS	7. TIME FRAME	8. MEASURES OF SUCCESS

SYSTEM COMPONENT: STATE, REGIONAL, and COMMUNITY PARTNERSHIPS							
1. PRIORITY ACTIONS	2. KEY STEPS	3. RESOURCES AVAILABLE	4. RESOURCES NEEDED	5. PERSON RESPONSIBLE	6. PARTNERS AND STAKEHOLDERS	7. TIME FRAME	8. MEASURES OF SUCCESS

Early Childhood Systems and Family Engagement Action Plan, cont.

SYSTEM COMPONENT: CONSUMER EDUCATION and ENGAGEMENT							
1. PRIORITY ACTIONS	2. KEY STEPS	3. RESOURCES AVAILABLE	4. RESOURCES NEEDED	5. PERSON RESPONSIBLE	6. PARTNERS AND STAKEHOLDERS	7. TIME FRAME	8. MEASURES OF SUCCESS

Notes and Comments

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Parent, Family and Community Engagement