**PARENT ENGAGEMENT FRAMEWORK**

The New Orleans Early Childhood Parent Leadership Collaborative (PLC) has formulated four promising pathways for supportive parent engagement practices in agencies and organizations that offer services to children under the age of five (early childhood). These pathways highlight how agencies and organizations can consider and incorporate parents’ needs, expectations, and preferences within the design, development, and implementation of early childhood services.

The PLC intends for parents and staff to use the framework to identify strengths and opportunities for growth in parent engagement. This framework is for informational use only, and should not be used as a performance standard to assess the quality of early childhood services or as a basis of early childhood service accreditation, reporting, monitoring, or professional learning.

**Structure**

The framework’s four pathways for parent engagement are:

· Orienting toward parent and family service

· Treating parents as collaborators

· Building partnerships

· Practicing equity

When “orienting toward parent and family service,” the facility and staff demonstrate a willingness to provide parents and families with high-quality customer service. This pathway’s key features are being A) accessible, B) inviting, C) family friendly, and D) informative.

When “treating parents as collaborators,” staff encourage and champion parent participation in early childhood services. This pathway’s key features are A) encouraging parent participation, B) providing organized support to parents, C) collecting and using parent feedback and input, D) encouraging parent leadership, E) being responsive, and F) being communicative.

When “building partnerships,” the agency or organization partners with external community services and helps parents access these services. This pathway’s key features are A) being connected to a network of external resources and B) connecting parents to these resources.

When “practicing equity,” the agency or organization builds an internal culture of respect, inclusion, and equity. This pathway’s key features are A) values and B) actions.

The PLC has provided examples of the pathways’ key features. The examples illustrate three different scenarios of parent engagement: fully developed, partially developed, or not developed. Together, the pathways, features, and examples make up the PLC’s Parent Engagement Framework.

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**INSTRUCTIONS**

As an observer of early childhood services, you can use this framework to structure an observation of parent engagement in action.

During your visit to an early childhood service or program and its website (if there is one), check for parent engagement. Watch what is happening, talk to staff, and collect paperwork. Take notes, writing down what you see, what staff do, and what staff say.

Then, referring to your notes, check the box next to the scenario that best matches what you have seen and heard. Select only one scenario per example. Write the explanation for your selection.

Depending on the timing and duration of your observation, you might not have the opportunity to observe or ask about every feature of the program’s or service’s parent engagement. In that case, select ‘Not observed or reported.’

**PROGRAM/SERVICE INFORMATION**

**Name of agency or organization** Click or tap here to enter text.

**Name of center, site, or setting** Click or tap here to enter text.

**Contact information of the center, site, or setting**

Street address: Click or tap here to enter text.

Website address: Click or tap here to enter text.

Phone number: Click or tap here to enter text.

**Contact information for the program or service**

Contact person’s name: Click or tap here to enter text.

Contact person’s email address: Click or tap here to enter text.

**PROGRAM/SERVICE INFORMATION (Continued)**

**Type of early childhood center, site, setting, program, or service (check up to two)**

Childcare or early learning center

Doula and breastfeeding support programs

Early childhood drop-in programs

Early childhood mental health provider

* Early Head Start or Head Start
* Early intervention program
* Enrichment programs (such as arts, exercise)
* Family resource centers
* Hospital or community health center
* Library
* Maternal or infant or early childhood home visiting program
* Museum
* Private medical or dental practice
* Women and children's shelter
* WIC
* Other; describe: Click or tap here to enter text. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hours and days of operation of the program or service** Click or tap here to enter text.

Click or tap here to enter text.

**OBSERVATION INFORMATION**

**Day and date of observation** Click or tap here to enter text.

**Start time of observation** Click or tap here to enter text.

**End time of observation** Click or tap here to enter text.

**Comments about the observation (if any)** Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

**OBSERVER INFORMATION**

**Name** Click or tap here to enter text.

**Agency or organization** Click or tap here to enter text.

**Title** Click or tap here to enter text.

**Email address** Click or tap here to enter text.

**Phone number** Click or tap here to enter text.

**PATHWAY 1: ORIENTING TOWARD PARENT AND FAMILY SERVICE**

The early childhood service space and staff demonstrate a willingness to provide parents and families with high-quality customer service. This pathway’s key features are being A) accessible, B) inviting, C) family friendly, and D) informative.

**1. Orienting toward parent and family service, 1A. Accessible**

The early childhood service space, hours, location, and languages are accessible.

SUGGESTED CHECK: OBSERVATION (in person or online)

* ⬤ The early childhood service space is located within at least two of the following: a 10-minute drive from an interstate, a 10- minute walk from a nearby bus stop, or a 10-minute walk from the nearest bike lane and bike rack.
* ◒ The early childhood service space is located within only one of the following: a 10-minute drive from an interstate, a 10-minute walk from a nearby bus stop, or a 10-minute walk from the nearest bike lane and bike rack.
  + ⭘ The early childhood service space is not located within any of the following: a 10-minute drive from an interstate, a 10-minute walk from a nearby bus stop, or a 10-minute walk from the nearest bike lane and bike rack.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: OBSERVATION (in person)

* ⬤ The early childhood service space is located within a 5-minute walk from well-lit parking spaces.
* ◒ The early childhood service space is located within a 5-minute walk from parking spaces, but they are not well-lit.
* ⭘ The early childhood service space is not located within a 5-minute walk from parking spaces.
* Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1A. Accessible (Continued)**

The service space, hours, location, and languages are accessible.

SUGGESTED CHECK: OBSERVATION (in person)

* ⬤ The early childhood service space has both handicapped parking **AND** at least one ADA-compliant bathroom.
* ◒ The early childhood service space has either handicapped parking **OR** at least one ADA-compliant bathroom, but not both.
* ⭘ The early childhood service space does not have handicapped parking **OR** an ADA-compliant bathroom.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: OBSERVATION (in person)

* + ⬤ **ALL** of the spaces for parents and their children and family members to gather together are free of barriers. At minimum, free of barriers means the spaces have wide enough doorways to accommodate strollers **AND** wheelchairs; if necessary, there are also ramps or elevators available for stroller and wheelchair access to all family rooms.
  + ◒ **SOME** of the spaces for parents and their children and family members to gather together are free of barriers.
  + ⭘ There is no space in the facility for parents and their children and family members to gather together that is free of barriers.

Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1A. Accessible (Continued)**

The early childhood learning service space, hours, location, and languages are accessible.

SUGGESTED CHECK: OBSERVATION (in person) & DOCUMENTATION

* ⬤ For at least five hours during the week, staff are available to meet with parents–with or without a scheduled appointment– before 9am or after 5pm on both weekdays **AND** weekends.
* ◒ For at least five hours during the week, staff are available to meet with parents–with or without a scheduled appointment– before 9am or after 5pm on either weekdays **OR** weekends, but not both.
* ⭘ Early childhood staff are not available to meet with parents before 9am or after 5pm for at least five hours during the week.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: QUESTIONS

Ask staff: Are there online or virtual options for parents to schedule appointments or to meet with staff?

Are there technology supports available to parents? If yes, what are these supports?

* ⬤ There are online or virtual options for parents to schedule appointments or to meet with staff **AND** technology supports are a available to parents so that they can use these options.

Examples of technology supports: WiFi, devices, troubleshooting

* ◒ There are online or virtual options for parents to schedule appointments or to meet with staff, **BUT** there are no technology supports.
* ⭘ There are no online or virtual options for parents to schedule appointments with staff or to meet with staff.
* Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1A. Accessible (Continued)**

The early childhood learning service space, hours, location, and languages are accessible.

SUGGESTED CHECK: OBSERVATION (in person) & DOCUMENTATION

* ⬤ For at least five hours during the week, early childhood services are available before 9am or after 5pm on both weekdays **AND** weekends.
* ◒ For at least five hours during the week, early childhood services are available before 9am or after 5pm on either weekdays **OR** weekends, but not both.
* ⭘ Early childhood services are not available before 9am or after 5pm for at least five hours during the week.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: OBSERVATION (in person and online) & DOCUMENTATION

* ⬤ Information about early childhood services is readily available in the primary languages of the community, **BOTH** online and in print. Upon request, that information is **ALSO** available in accessible formats (for example, Braille, large print). Upon requests made three-days in advance of in-person or telephone appointments, trained interpreters are **ALSO** available.
* ◒ Some information about early childhood services is available in the primary languages of the community online, in print, **OR** in accessible formats; trained interpreters might be available upon request.
* ⭘ No information about early childhood services is available in languages other than English **OR** in accessible formats **AND** trained interpreters are not available.
* Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1B. Inviting**

The early childhood service space is safe, clean, and set up for parents to change and nurse young children. The space and staff are welcoming.

SUGGESTED CHECK: OBSERVATION (in person)

* ⬤ The ventilation, lighting (both inside of the building and its surroundings), **AND** temperature are **ALL** set appropriately in spaces f for children, parents, or family members.
* ◒ **SOME** of the ventilation, lighting, **OR** temperature are set appropriately in spaces for children, parents, or family members.
* ⭘ None of the ventilation, lighting, ortemperature are set appropriately in spaces for children, parents, or family members.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: OBSERVATION (in person)

* ⬤ **ALL** spaces, surfaces, and furnishings accessed by parents, children, or family members are clean **AND** in good condition.
* ◒ **SOME** spaces, surfaces, or furnishings accessed by parents, children, or family members require minor cleaning or repairs.
* ⭘ At least one space, surface, or furnishing accessed by parents, children, or family members requires major cleaning or repair.
* Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1B. Inviting (Continued)**

The early childhood space is safe, clean, and set up for parents to change and nurse young children. The space and staff are welcoming.

SUGGESTED CHECK: OBSERVATION (in person)

* ⬤ Restrooms have baby changing stations **AND** are stocked with diapers and wipes.
* ◒ Restrooms have baby changing stations, but they are not stocked with diapers and wipes.
* ⭘ Restrooms do not have changing stations.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: OBSERVATION (in person)

⬤ There is a designated private nursing station available to parents.

◒ There is a designated nursing station available to parents, but it is not private.

⭘ There is no designated nursing station available to parents.

Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1B. Inviting (Continued)**

The early childhood service space is safe, clean, and set up for parents to change and nurse young children. The space and staff are welcoming.

SUGGESTED CHECK: OBSERVATION (in person) & DOCUMENTATION

* ⬤ Based on enrollment, decorations or displays reflect demographics (such as races and ethnicities, languages, family structures, neighborhoods, disabilities) of **ALL** children participating in the early childhood service.
* ◒ Based on enrollment, decorations or displays reflect demographics of **SOME** children participating in the early childhood service.
* ⭘ Based on enrollment, decorations or displays reflect only **ONE OR NONE** of the demographics of children participating in the early childhood service.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: OBSERVATION (in person)

* ⬤ **ALL** decorations or displays that depict people or cultures avoid negative generalizations, parodies, or misconceptions.
* ◒ **SOME** decorations or displays that depict people or cultures avoid negative generalizations, parodies, or misconceptions.
* ⭘ **ALL** decorations or displays that depict people or cultures include negative generalizations, parodies, or misconceptions.
* Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1B. Inviting (Continued)**

The early childhood space is safe, clean, and set up for parents to change and feed young children. The space and staff are welcoming.

SUGGESTED CHECK: OBSERVATION (in person)

* ⬤ Staff consistently acknowledge parents and family members who enter the early childhood service space within 5 minutes of entry **AND** introduce themselves if the parent or family member is new to the facility. Staff refer to parents and family members by name and preferred pronouns upon return visits.
* ◒ Staff introduce themselves, acknowledge parents and family members within 5 minutes, **OR** introduce themselves, but not consistently.
* ⭘ Staff rarely, if ever, introduce themselves **OR** acknowledge **OR** refer to parents and family members by name or preferred pronouns.

Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: OBSERVATION (in person)

⬤ Staff consistently greet callers over the phone by stating their name **AND** stating the name of the agency or organization **AND** asking how they can help the caller.

◒ Staff sometimes greet callers over the phone **OR** staff do not include **ALL** three elements in their greeting to callers.

⭘ Staff rarely, if ever, answer the phone **OR** rarely, if ever, include any of the three elements in their greeting to callers.

Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1B. Inviting (Continued)**

The early childhood service space is safe, clean and set up for parents to change and feed young children. The space and staff are welcoming.

SUGGESTED CHECK: QUESTIONS & DOCUMENTATION / OBSERVATION (in person) & DOCUMENTATION

Ask staff: Are there response time expectations (also known as “first reply times”) for staff to respond to parents' routine questions made by phone, online, in person?

If yes, are there standard procedures for staff to resolve these questions consistently (for example, direct callers to the FAQs on the website, talk parents through online portal registration)? If yes, what are they?

* ⬤ Staff address and resolve parents’ common questions made by phone within the next business day **AND** staff address and resolve parents’ common questions made online (via website, social media, or email) within 72-hours **AND** staff address and resolve parents’ common questions made in person during that visit.
* ◒ Staff sometimes address or resolve parents’ common questions.
* ⭘ Staff rarely, if ever, address and resolve parents’ common questions.

Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1C. Family friendly**

Non-parent family members can be involved.

SUGGESTED CHECK: OBSERVATION (in person)

* ⬤ There is at least one space or room equipped and supplied for parents, children under the age of 5, and family members to play together.
* ◒ There is at least one space or room for parents, children under the age of 5, and family members to gather together, but it is not equipped or supplied for children’s play.
* ⭘ There is no space or room for parents, children under the age of 5, and family members to gather or play together.

Not observed or reported

Explanation:Click or tap here to enter text.

SUGGESTED CHECK: QUESTIONS & DOCUMENTATION / OBSERVATION (in person) & DOCUMENTATION

Ask staff: Are there opportunities for non-parent family members to participate in activities with the enrolled child?

If yes, what are they and who can participate?

* ⬤ There are multiple opportunities for non-parent family members to participate in activities with the enrolled child.
* ◒ There is one opportunity for non-parent family members to participate in activities with the enrolled child.
* ⭘ There are no opportunities for non-parent family members to participate in activities with the enrolled child.
* Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1D. Informative**

Information about the early childhood services provided is readily available to parents.

SUGGESTED CHECK: OBSERVATION (online)

* ⬤ The website is mobile friendly **AND** it provides clear and accessible instructions to families on how to access services (including contact information for the early childhood service provider) **AND** it answers frequently asked questions.
* ◒ The website has up to two of the following, but not all three: is mobile friendly, provides clear and accessible instructions to families on how to access services (including contact information for the early childhood service provider), answers frequently asked questions.
* ⭘ There is no website **OR** the website is not mobile friendly, it does not provide clear and accessible instructions to families on how to access in services (including contact information for the early childhood service provider) **AND** it does not answer frequently asked questions.
* Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1D. Informative (Continued)**

Information about the early childhood services provided is readily available to parents.

SUGGESTED CHECK: QUESTIONS & DOCUMENTATION / OBSERVATION (in person) & DOCUMENTATION

Ask staff: Are parents given information prior to their child’s participation?

If yes, what kinds of information are parents given?

If yes, is it written down?

* ⬤ Prior to their child’s participation, parents are given participation information written in simple terms that includes **ALL** of the following:

- summary of early childhood services

- staff to child ratios

- schedule of operating times and days

- calendar of events

- cost and payment options

- child drop-off and pick-up procedures

- permission or release forms

- vaccination policy

- supports for children with disabilities

- enrollment and cancellation policies and procedures.

* ◒ Prior to their child’s participation, parents are given **SOME** participation information.
* ⭘ Prior to their child’s participation, parents are not given any participation information.
* Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1D. Informative (Continued)**

Information about the early childhood services provided is readily available to parents.

SUGGESTED CHECK: DOCUMENTATION

* ⬤ Parents are notified in writing at least 30 days prior to any substantial changes in services, such as changes to **ANY** of the following:

- staff to child ratios

- schedule of operating times and days

- calendar of events

- cost and payment options

- child drop-off and pick-up procedures

- permission or release forms

- vaccination policy

- supports for children with disabilities

- enrollment and cancellation policies and procedures.

* ◒ Parents are notified at least 14 to 29 days prior to any substantial changes in services.
* ⭘ Parents are not notified at all or are notified less than 14 days prior to any substantial changes in their child’s services.
* Not observed or reported

Explanation: Click or tap here to enter text.

**1. Orienting toward parent and family service, 1D. Informative (Continued)**

Information about the early childhood services provided is readily available to parents.

SUGGESTED CHECK: QUESTIONS & DOCUMENTATION / OBSERVATION (in person) & DOCUMENTATION

Ask staff: Does your agency or organization have a policy for reporting child abuse and neglect? For confidentiality and data protection? For accidents and emergencies?

If yes, is it shared with parents? If yes, how is it shared?

If yes, is it written down?

If yes, is there a procedure for staff to carry out the policy consistently? If yes, what is it?

* ⬤ Prior to their child’s participation, staff provide parents with, and consistently follow, written early childhood service management policies and procedures that include **ALL** of the following:

- child abuse and neglect reporting policy

- confidentiality and data protection

- accidents and emergencies.

* ◒ Staff communicate their early childhood service management policies and procedures to parents, though they are either not written **OR** not consistently followed.

⭘ Staff do not have early childhood service management policies and procedures.

* Not observed or reported

Explanation: Click or tap here to enter text.

**End of section**

**PATHWAY 2: TREATING PARENTS AS COLLABORATORS**

When “treating parents as collaborators,” staff encourage and champion parent participation in early childhood services. This pathway’s key features are A) encouraging parent participation, B) providing organized support to parents, C) collecting and using parent feedback and input, D) encouraging parent leadership, E) being responsive, and F) being communicative.

**2. Treating parents as collaborators, 2A. Participation**

All parents are encouraged to participate.

SUGGESTED CHECK: QUESTIONS & OBSERVATION (in person) / QUESTIONS & DOCUMENTATION

Ask staff: Are parents invited to participate in activities with their children?

If yes, what parent participation options are offered?

If yes, how are parents informed about their participation options?

* ⬤ Parents are regularly invited to participate in **A VARIETY** of activities with children.

Examples: parents volunteer in the child’s classroom; parents play an active role in the day’s activities and/or caregiving routines; parents plan and/or participate in special events and field trips.

* ◒ Parents are occasionally invited to participate in **SOME** activities with children.

Example: parents volunteer in children’s rooms, but primarily in custodial roles.

* ⭘ Parents are not invited to volunteer in the children’s room, go on field trips, or participate in other activities with children.

Examples: parents are not allowed beyond a certain point when they drop off or pick up children; there is no sign-up list for parents who want to volunteer.

**[NOTE: This set of scenarios was directly modified from the Program Quality Assessment (PQA), Form B—Agency items for infant-toddler and preschool programs, Section V. Parent involvement and family services. Permission to reproduce content from this form is being sought by the PLC.]**

* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2A. Participation (Continued)**

All parents are encouraged to participate.

SUGGESTED CHECK: QUESTIONS & OBSERVATION (in person) / QUESTIONS & DOCUMENTATION

Ask staff: Are parent-focused activities offered?

If yes, what are these parent-focused activities?

If yes, how are parents informed about these activities?

If yes, which parents are invited to participate?

* ⬤ Parents are regularly invited to participate in a **VARIETY** of parent-focused activities.

Examples: sitting on an advisory council or decision-making committee(s); meeting with staff to create progress plans for their child; joining an affinity group of parents; volunteering as a parent mentor; offering explicit input about the design of early-childhood services; providing feedback about parent engagement or early childhood policies, practices, and procedures; attending workshops, seminars, or information sessions with staff; Attending parent events or meetups with other parents.

* ◒ Parents are occasionally invited to participate in **SOME** parent activities; the activity options are limited **OR** not all parents are invited.
* ⭘ Parents are not invited to be involved in parent activities.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2A. Participation (Continued)**

All parents are encouraged to participate.

SUGGESTED CHECK: QUESTIONS & OBSERVATION (in person) / QUESTIONS & DOCUMENTATION

Ask staff: Does the agency make it easy for parents to participate in parent-focused activities?

If yes, which activities?

If yes, which accommodations are offered?

If yes, is there a procedure for staff to accommodate parents consistently? If yes, what is it?

* ⬤ Parents participation in parent-focused activities is consistently **FULLY ACCOMMODATED**. Full accommodation includes scheduling activities that consider parents’ and families’ availability **AND** arranging transportation to and from activities **AND** providing onsite childcare **AND** providing snacks (or meals if during mealtime) and refreshments that consider dietary restrictions
* ◒ **SOME** parent participation in parent-focused activities is accommodated; either the accommodation is sometimes fully accommodated or only some accommodations are available.
* ⭘ Parents participation in parent-focused activities is not accommodated.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2A. Participation (Continued)**

All parents are encouraged to participate.

SUGGESTED CHECK: QUESTIONS & OBSERVATION (in person)

Ask staff: Is onsite childcare provided during parent-focused activities?

If yes, which children can participate?

* ⬤ Suitable onsite childcare that adequately serves the number, ages, and abilities and needs of the children present is provided during parent-focused activities.
* ◒ Onsite childcare is provided during parent-focused activities, but it serves a limited number of children, age groups, or abilities or needs.
* ⭘ Onsite childcare is not provided during parent-focused activities.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: QUESTIONS

Ask staff: Do staff create progress plans for children?

If yes, are parents included in making these plans?

If yes, do parents have a say in defining activities or outcomes for their children in these plans?

* ⬤ Staff and parents create progress plans for children, defining activities or outcomes for children together.
* ◒ Only staff create progress plans for children, solely defining activities or outcomes for children.
* ⭘ Staff do not create progress plans for children.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2B. Organized support**

There is organized support for parents to navigate through the agency’s or organization’s services.

SUGGESTED CHECK: QUESTIONS & DOCUMENTATION

Ask staff: Does your agency have any affinity, support, resource, or peer group for parents or family members?

If yes, does it meet on a consistent schedule?

* ⬤ The agency has at least one affinity, support, resource, or peer group for parents or family members that meets on a consistent schedule.
* ◒ The agency has at least one affinity, support, resource, or peer group for parents or family members, but it meets consistently.
* ⭘ The agency has no affinity, support, resource, or peer groups for parents or family members.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: QUESTIONS & DOCUMENTATION

Ask staff: Can parents be matched with parent mentors who have experience with the agency’s or organization’s services?

If yes, how are parents made aware of this option?

* ⬤ Parents have of the option **AND** are reliably made aware of the option to be matched with parent mentors who have experience with the agency’s or organization’s services.
* ◒ Parents have the option to be matched with parent mentors who have experience with the agency’s or organization’s services but are not reliably made aware of the option.
* ⭘ There is no parent mentorship matching option available.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2C. Feedback and input**

Staff seek feedback and input from parents to improve services.

SUGGESTED CHECK: OBSERVATION (in person) & DOCUMENTATION / QUESTIONS & DOCUMENTATION

Ask staff: Do staff request specific feedback or input from parents?

If yes, how often? If yes, in what format(s)?

* ⬤ Staff frequently request specific feedback or input from all parents in a variety of formats.
* ◒ Staff occasionally request specific feedback or input from parents.
* ⭘ Staff do not request specific feedback from any parents.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: QUESTIONS

Ask staff: Do staff request any feedback or input from parents?

If yes, do staff review the feedback or input?

If yes, is there a procedure for staff to review parent feedback or input consistently? If yes, what is it?

If yes, have there been any changes in the past year made because of feedback or input from parents? If yes, what changes?

* ⬤ Staff consistently review and make use of requested feedback or input from parents to improve.

Examples: budgeting for parent participation; changing pick-up and drop-off procedures; updating training.

* ◒ Staff review and make use of requested feedback or input from parents to improve, but not consistently.
* ⭘ Staff do not review any requested feedback or input they collect from parents.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2D. Leadership**

Parents have formal roles in leadership and decision-making.

SUGGESTED CHECK: QUESTIONS & DOCUMENTATION

Ask staff: Is there a parent-led advisory council?

If yes, what is its purpose?

* ⬤ There is a parent-led advisory council that meets and addresses parents’ experiences or concerns.
* ◒ There is a parent-led advisory council, but it rarely if ever addresses parents’ experiences or concerns.
* ⭘ There is no parent-led advisory council.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: QUESTIONS

Ask staff: Does the parent-led advisory council give staff recommendations, input, or feedback?

If yes, do staff review the recommendations, input, or feedback?

If yes, is there a procedure for staff to review the recommendations, input, or feedback consistently? If yes, what is it?

If yes, have changes been made in the past year because of these recommendations, input, or feedback? If yes, what changes?

* ⬤ Staff consistently review and use parent-led advisory council’s recommendations, input, or feedback to improve staff approaches to parents’ or children’s experiences.
* ◒ Staff review and use parent-led advisory council’s recommendations, input, or feedback, but not consistently.
* ⭘ Staff do not review any requested feedback or input they collect from parents.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2D. Leadership (Continued)**

Parents have formal roles in leadership and decision-making.

SUGGESTED CHECK: QUESTIONS & DOCUMENTATION

Ask staff: Are all parents invited to sit on a parent-led parent advisory council?

How much advance notice of its selection requirements are parents given?

What is the process to select parents to sit on the council? Is the process transparent to parents?

* ⬤ All parents are invited to sit on a parent-led parent advisory council **AND** all parents are notified of its selection requirements at least 30 days in advance **AND** there is a transparent process to select parents to sit on the council.
* ◒ Two of the following, but not all three, are true of the parent-led advisory council: all parents are invited to sit on a parent-led parent advisory council; parents are notified of its selection requirements at least 30 days in advance; there is a transparent process to select parents to sit on the council.
* ⭘ One or none of the following are true of the parent-led advisory council: all parents are invited to sit on a parent-led parent advisory council, parents are notified of its selection requirements at least 30 days in advance, there is a transparent process to select parents to sit on the council.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2D. Leadership (Continued)**

Parents have formal roles in leadership and decision-making.

SUGGESTED CHECK: QUESTIONS

Ask staff: Do parents sit on at least one decision-making committee with staff?

If yes, does it discuss or address parents’ experiences or concerns?

⬤ Parents sit on at least one decision-making committee with staff that discusses or addresses parents’ experiences or concerns.

◒ Parents sit on at least one decision-making committee with staff, but do not discuss or address parents’ experiences or concerns.

* ⭘ Parents do not sit on any decision-making committees with staff.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: QUESTIONS & DOCUMENTATION

Ask staff: Are all parents invited to sit on a parent-led advisory council?

How much advance notice of its selection requirements are parents given?

What is the process to select parents to sit on the committee? Is the process transparent to parents?

* ⬤ All parents are invited to sit on a decision-making committee with staff **AND** all parents are notified of its selection requirements at least 30 days in advance **AND** there is a transparent process to select parents to sit on the committee.
* ◒ One or two of the following, but not all three, is true of the parent-led advisory council: all parents are invited; parents are notified at least 30 days in advance; there is a transparent process to select parents.
* ⭘ Parents are not invited to sit on a decision-making committee with staff.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2D. Leadership (Continued)**

Parents have formal roles in leadership and decision-making.

SUGGESTED CHECK: QUESTIONS

Ask staff: Does the decision-making committee composed of parents and staff give recommendation, input, or feedback to staff?

If yes, do staff review the recommendation, input, or feedback?

If yes, is there a procedure for staff to review the recommendations, input, or feedback consistently? If yes, what is it?

If yes, have there been any changes in the past year that the agency or organization has made because of these recommendations, input, or feedback? If yes, what are these changes?

* + ⬤ Staff consistently review and use the recommendations, input, or feedback from a decision-making committee composed of staff and parents to improve staff approaches to parents’ or children’s experiences.
* ◒ Staff review and use recommendations, input, or feedback from a decision-making committee composed of staff and parents, but not consistently.
* ⭘ Staff do not review any recommendations, input, or feedback from a decision-making committee composed of staff and parents.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2D. Leadership (Continued)**

Parents have formal roles in leadership and decision-making.

SUGGESTED CHECK: DOCUMENTATION

* ⬤ Based on enrollment, the parents who sit on parent-led advisory council(s) or on decision-making committee(s) with staff reflect demographics (such as races and ethnicities, languages, family structures, neighborhoods, disabilities) of **ALL** children participating in the early childhood service.
* ◒ The parent-members who sit on advisory council(s) or decision-making committee(s) reflect demographics of **SOME** children participating in the early childhood service.
* ⭘ The parent-members who sit on advisory council(s) or decision-making committee(s) reflect **ONE OR NONE** of the demographics of children participating in the early childhood service.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2E. Responsive**

Staff seek input from parents and respond to parents about their particular situations and circumstances.

SUGGESTED CHECK: QUESTIONS

Ask staff: Do parents have a consistent, single point person to contact about their child?

If not, do parents have a general staff position to contact about their child?

* ⬤ There is a consistent, **SINGLE** person for parents to contact about their child.
* ◒ There is a **GENERAL** staff position for parents to contact about their child.
* ⭘ There is no point-of-contact for parents.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: QUESTIONS

Ask staff: Do staff conduct or have access to an assessment, intake interview, or other information-gathering activities about the child participant’s and their parent’s or family’s strengths and needs?

* ⬤ Staff conduct or have access to an assessment, intake interview, or other information-gathering activities about the child **AND** their parent’s or family’s strengths and needs.
* ◒ Staff conduct or have access to an assessment, intake interview, or other information-gathering activities about the child’s strengths and needs but not their parent’s or family’s strengths and needs.
* ⭘ Staff do not conduct or have access to an assessment, intake interview, or other information-gathering activities about the child’s strengths and needs.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2E. Responsive (Continued)**

Staff seek input from parents and respond to parents about their particular situations and circumstances.

SUGGESTED CHECK: QUESTIONS

Ask staff: Do staff provide advice to parents about the agency or organization’s parent or early childhood services?

If yes, is advice personalized? If yes, how so?

* ⬤ Staff provide **PERSONALIZED** advice to parents about the agency’s or organization’s parent or early childhood services.
* ◒ Staff provide **GENERIC** advice to parents about the agency or organization’s parent or early childhood services.
* ⭘ Staff do not provide advice to parents about the agency or organization’s parent or early childhood services.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2F. Communicative**

Staff interact with parents to share information about their child.

SUGGESTED CHECK: QUESTIONS & DOCUMENTATION

Ask staff: Do staff share written observations or activity descriptions with parents?

If yes, is there a procedure for staff to share written observations or activity descriptions consistently? If yes, what is it?

* + ⬤ Staff consistently share written observations or activity descriptions with parents within 72 hours of their child’s participation in services.
* ◒ Staff share observations or activity descriptions with parents about their child within 72 hours, but not consistently.
* ⭘ Staff rarely, if ever, share observations or activity descriptions with parents.
* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, 2F. Communicative (Continued)**

Staff interact with parents to share information about their child.

SUGGESTED CHECK: QUESTIONS & OBSERVATION

Ask staff: When staff speak with parents, who tends to carry the conversation?

* ⬤ Staff frequently communicate with parents in a give-and-take manner. Staff use an interested, unhurried, friendly manner to communicate clearly, honestly, and respectfully with parents about the service, their children, and issues of interest or concern. Examples: teachers and parents exchange information about the child; when staff talk with parents they listen attentively, take turns in conversation, and offer comments and observations; staff speak positively about parents even when they are not present.
* ◒ Staff occasionally communicate with parents in a give-and-take manner.

Example: staff are respectful but cursory and businesslike in their interactions with parents.

* ⭘ Staff rarely communicate with parents in a give-and-take manner.

Examples: staff interact with parents in a blunt, distracted, impatient, or disinterested manner; staff ignore or avoid parents; staff speak negatively about parents when they are not present.

**[NOTE: This set of scenarios was directly modified from the Program Quality Assessment (PQA), Form B—Agency items for infant-toddler and preschool programs, Section V. Parent involvement and family services. Permission to reproduce content from this form is being sought by the PLC.]**

* Not observed or reported

Explanation: Click or tap here to enter text.

**2. Treating parents as collaborators, F. Communicative (Continued)**

Staff interact with parents to share information about their child.

SUGGESTED CHECK: QUESTIONS & OBSERVATION

Ask staff: Do staff interact outside of scheduled meetings with parents about their children’s recent experiences?

If yes, how and how often?

* ⬤ Staff and parents frequently interact outside of scheduled meetings to update each other about the child’s recent experiences.

Examples: staff greet family members by name; staff converse with family members during drop-off and pick-up times; staff send home or encourage parents to bring in things the child has made.

* ◒ Staff and parents occasionally interact outside of scheduled meetings.
* ⭘ Staff and parents do not interact outside of scheduled meetings.

Examples: parents are ignored or avoided; staff are busy with routine tasks when parents are present.

**[NOTE: This set of scenarios was directly modified from the Program Quality Assessment (PQA), Form B—Agency items for infant-toddler and preschool programs, Section V. Parent involvement and family services. Permission to reproduce content from this form is being sought by the PLC.]**

* Not observed or reported

Explanation: Click or tap here to enter text.

**End of section**

**PATHWAY 3: BUILDING PARTNERSHIPS**

The agency or organization partners with external community services and helps parents access these services. This pathway’s key features are A) being connected to a network of external resources and B) connecting parents to these resources.

**3. Building partnerships, 3A. Being connected**

The agency or organization is connected to external community services.

SUGGESTED CHECK: DOCUMENTATION

* ⬤ The agency or organization currently has ongoing relationships with external community services. Examples: memorandums of understanding, joint agreements or contracts, up-to-date direct points-of-contact lists.
* ◒ The agency or organization is planning to have ongoing relationships with external community services.
* ⭘ The agency or organization does not have and is not planning to have ongoing relationships with external community services.
* Not observed or reported

Explanation: Click or tap here to enter text.

**3. Building partnerships, 3A. Being connected (Continued)**

The agency or organization is connected to external community services.

SUGGESTED CHECK: QUESTIONS

Ask staff: Do staff review information about parent’s or family’s collective needs?

If yes, is there a procedure for staff to review the information consistently? If yes, what is it?

If yes, do staff use that information to determine which relationships with external community services should be maintained or pursued? If yes, how so?

* + ⬤ Staff consistently review information about parent’s or family’s collective needs **AND** use that information to determine which relationships with external community services should be pursued or maintained.
* ◒ Staff review collected information about parent’s or family’s needs, but rarely use it to determine which connections external community services should be pursued or maintained.
* ⭘ Staff do not review any information about parent’s or family’s collective needs.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: QUESTIONS

Ask staff: Does your agency or organization encourage staff to be familiar with external community services?

If yes, is there a procedure for staff to be informed and updated about these kinds of services consistently?

* ⬤ Staff are very familiar with external community services available to meet parent or family needs.
* ◒ Staff are somewhat familiar with external community services to meet parent or family needs.
* ⭘ Staff are not familiar with any external community services to meet parent or family needs.
* Not observed or reported

Explanation: Click or tap here to enter text.

**3. Building partnerships, 3B. Connecting parents**

The agency or organization connects parents to external community services.

SUGGESTED CHECK: QUESTIONS

Ask staff: Do staff make referrals for parents to needed external community services?

If yes, is there a procedure for staff to make referrals consistently? If yes, what is it?

* ⬤ Staff consistently refer parents to needed external community services.
* ◒ Staff refer parents to needed external community services, but not consistently.
* ⭘ Staff rarely, if ever, refer parents to needed external community services.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: QUESTIONS

Ask staff: Do staff assist parents in accessing needed external community services?

If yes, is there a procedure for staff to assist parents consistently to access needed external community services? If yes, what is it?

* ⬤ Staff consistently assist parents in accessing needed external community services.

Examples: staff provide documentation to parents to share with resource providers; staff help set up an initial meeting with parents and the community resource’s staff.

* ◒ Staff assist parents in accessing needed external community services, but not consistently.
* ⭘ Staff do not assist parents in accessing needed external community services.
* Not observed or reported

Explanation: Click or tap here to enter text.

**3. Building partnerships, 3B. Connecting parents (Continued)**

The agency or organization connects parents to external community services.

SUGGESTED CHECK: QUESTIONS

Ask staff: Do staff track referrals for parents to needed external community services?

If yes, is there a procedure for staff to track referrals consistently? If yes, what is it?

Do staff assist parents to access needed external community services?

If yes, is there a procedure for staff to assist parents consistently? If yes, what is it?

* ⬤ Staff consistently track referrals for parents to needed external community services **AND** consistently follow up and follow thro through with parents to ensure access to needed external community services.
* ◒ Staff track referrals for parents to needed external community services, but rarely follow up and follow through with parents.
* ⭘ Staff do not track referrals for parents to needed external community services.
* Not observed or reported

Explanation:

**End of section**

**PATHWAY 4: PRACTICING EQUITY**

The agency or organization builds an internal culture of respect, inclusion, and equity. This pathway’s key features are A) values and B) actions.

**4. Practicing equity, 4A. Values**

The agency or organization values diversity, equity, and inclusion.

SUGGESTED CHECK: QUESTIONS

Ask staff: Does your agency or organization have a stated principle to treat all people respectfully?

If yes, how are staff held accountable to this principle?

* ⬤ There is a stated principle to treat all people respectfully **AND** staff are held accountable to this principle in their interactions with parents.
* ◒ There is a stated principle to treat all people respectfully, though staff are not held accountable to this principle in their interactions with parents.
* ⭘ There is no stated principle to treat all people respectfully.
* Not observed or reported

Explanation: Click or tap here to enter text.

**4. Practicing equity, 4A. Values (Continued))**

The agency or organization values diversity, equity, and inclusion.

SUGGESTED CHECK: QUESTIONS & DOCUMENTATION

Ask staff: Does your agency or organization have a stated value to support diversity, equity, and inclusion?

If yes, how is it shared with staff?

If yes, is it written down? If yes, is it written in public-facing materials?

* ⬤ The agency or organization has a stated value to support diversity, equity, and inclusion **AND** shares it in public-facing materials.
* ◒ The agency or organization has a stated value to support diversity, equity, and inclusion, but it is not shared in public-facing materials.
* ⭘ There is no stated value to support diversity, equity, and inclusion.
* Not observed or reported

Explanation: Click or tap here to enter text.

**4. Practicing equity, 4B. Actions**

The agency or organization acts toward diversity, equity, and inclusion.

SUGGESTED CHECK: QUESTIONS & DOCUMENTATION

Ask staff: Does the agency or organization use measures to track its diversity, equity, and inclusion? If yes, which ones?

If yes, have there been any changes in the past year that the agency or organization has made because of these measures? If yes, what are these changes?

* ⬤ The agency or organization uses measures in **ALL** key areas to track and improve its diversity, equity, and inclusion.

Examples of diversity, equity, and inclusion key areas and measures: 1) Demographics across the employee life cycle, such as demographics of candidate hiring pool, of hiring committees, of people hired, of current employees, of people retained, of people promoted; 2) Employee experience, such as employee satisfaction, employee resource group participation, pay equity; 3) Company representation, such as demographics of company leadership, profiles of partners and vendors; 4) Resources spent on diversity, equity, and inclusion, such as budget allocation, staff training and professional development, mentorship programs.

* ◒ The agency or organization uses measures in **SOME** areas to track and improve diversity, equity, and inclusion.
* ⭘ The agency or organization does not track diversity, equity, and inclusion **OR** does not use measures to improve diversity equity and inclusion.

**[NOTE: This set of items is new. It has not yet been reviewed by the PLC Working Group, and approval is needed for inclusion. The suggestion is to replace the “internal policies” item from the original text with these scenarios.]**

* Not observed or reported

Explanation: Click or tap here to enter text.

**4. Practicing equity, 4B. Actions (Continued)**

The agency or organization acts toward diversity, equity, and inclusion.

SUGGESTED CHECK: DOCUMENTATION

* ⬤ Based on enrollment, the demographics of staff, executive leadership, **AND** the oversight board reflect demographics (such as races and ethnicities, languages, family structures, neighborhoods, disabilities) of **ALL** children participating in the early childhood service.
* ◒ Based on enrollment, the demographics of staff, executive leadership, **OR** the oversight board reflect different demographics of  **SOME** children participating in the early childhood service.
* ⭘ Based on enrollment, the demographics of staff, executive leadership, **OR** the oversight board reflect only **ONE OR NONE** of the demographics of children participating in the early childhood service.

Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: QUESTIONS

Ask staff: Are staff required to participate in anti-bias and/or anti-oppression training within their first six months of employment?

If yes, which staff?

* ⬤ **ALL** staff participate in anti-bias and/or anti-oppression training within their first six months of employment.
* ◒ **SOME** staff participate in anti-bias and/or anti-oppression training within their first six months of employment.
* ⭘ No staff participate in anti-bias and/or anti-oppression training.
* Not observed or reported

Explanation: Click or tap here to enter text.

**4. Practicing equity, 4B. Actions (Continued)**

The agency or organization acts toward diversity, equity, and inclusion.

SUGGESTED CHECK: QUESTIONS

Ask staff: Are staff required to participate in ongoing diversity, equity, and inclusion training throughout the year.

If yes, which staff?

* ⬤ **ALL** staff participate in ongoing diversity, equity, and inclusion training throughout the year.
* ◒ **SOME** staff participate in ongoing diversity, equity, and inclusion training throughout the year.
* ⭘ No staff participates in ongoing diversity, equity, and inclusion training throughout the year.
* Not observed or reported

Explanation: Click or tap here to enter text.

SUGGESTED CHECK: QUESTIONS

Ask staff: Are any children of staff currently enrolled in the agency’s or organization’s early childhood services?

If not, have there been any children of staff previously enrolled in the agency’s or organization’s early childhood services?

* ⬤ Staff currently enroll their own children in the agency’s or organization’s early childhood services.
* ◒ Staff have in the past enrolled their own children in the agency’s or organization’s early childhood services, but none are enrolled currently.
* ⭘ Staff do not enroll their own children in the agency’s or organization’s early childhood services.
* Not observed or reported

Explanation: Click or tap here to enter text.

**4. Practicing equity, 4B. Actions (Continued)**

The agency or organization acts toward diversity, equity, and inclusion.

SUGGESTED CHECK: QUESTIONS

Ask staff: Do staff conduct a review of policies, practices, and procedures relating to employees who are raising young children?

If yes, how often?

If yes, have there been any changes in the past year that the agency or organization has made because of the review? If yes, what are these changes?

* ⬤ **AT LEAST ONCE A YEAR**, staff conduct a review of policies, practices, and procedures relating to employees who are raising young children and use the results to improve support for caregiver-employees.
* ◒ Staff **SOMETIMES** conduct a review of policies, practices, and procedures relating to employees who are raising young children and use the results to improve support for caregiver-employees.
  + ⭘ Staff do not conduct a review of policies, practices, and procedures relating to employees who are raising young children **OR** do not use the results to improve support for caregiver-employees.
* Not observed or reported

Explanation: Click or tap here to enter text.

**End of section**