Family Leadership to Inform Maternal and Early Childhood Systems

Early Childhood Comprehensive Systems
Driver Diagram and Change Package

HRSA Maternal & Child Health

Early Childhood Systems
TECHNICAL ASSISTANCE & COORDINATION CENTER

Contents

Introduction

Families with young children are recognized as experts on their children, but many maternal and early childhood systems are not currently designed to meaningfully integrate this expertise into planning, implementing, and making decisions about early childhood services. They traditionally advocate, share stories, and even give feedback on programmatic design, but frequently are provided with limited opportunities to engage in family-led leadership and influence decision-making. Barriers to authentic partnership with families—especially with those who have been historically marginalized and oppressed—often stem from a lack of planning, clarity, commitment, and purpose for developing family leadership. This can result in transactional or inaccessible engagement opportunities where families can marginally effect change and share leadership spaces. Efforts to involve families should include a clear framework that moves toward equitable, authentic, and family-led engagement, with all the tools and resources needed to increase their leadership capacity in their communities and in maternal and early childhood systems building.

Purpose

This driver diagram and change package is intended for use by Early Childhood Comprehensive Systems (ECCS) Health Integration P-3 awardees to inform continuous quality improvement (CQI) projects focused on developing or strengthening family leadership within maternal and early childhood systems and initiatives. For the purposes of this change package, family leadership means families are continuously engaged as integral partners to inform and influence planning, implementation, evaluation, and decision-making. Family leadership is an all-inclusive term encompassing the full spectrum of family structures. Leaders may be anyone who is in a caregiving role (e.g., birth, foster, or adoptive parents; grandparent or family members; non-relatives; guardians) and has experience with services provided by maternal and early childhood systems. These systems may encompass, but are not limited to, home visiting, early care and education, family and social supports, income assistance and basic needs, physical health (i.e., pre- and postnatal care, pediatric or family care), oral health, mental and behavioral health, child welfare, and employment training and education. Family leadership is a critical and dynamic element of maternal and early childhood systems-building efforts and can set the foundation for meaningful and effective work for all families. The leaders' role is to help shape and influence the direction of maternal and early childhood systems building, and their contributions must be recognized and sustained through strong infrastructure and supports.

Definitions

Term	Definition
CONTINUOUS QUALITY IMPROVEMENT	A systematic approach to continuously examining the processes and outcomes of a program using regular data collection and change testing to achieve measurable improvement.
CHANGE PACKAGE	An evidence-informed collection of actionable change ideas that are known to produce the desired result in a process or system.
DRIVER DIAGRAM	A visual display of an improvement theory showing what "drives" or contributes to the achievement of a project aim; helps break down large CQI projects into smaller, more manageable pieces.
SMART AIMS	Desired outcomes that are specific, measurable, achievable, relevant, and time-bound.
SMARTIE AIMS	Desired outcomes that are specific, measurable, achievable, relevant, time-bound, inclusive, and equitable.
PRIMARY DRIVERS	System-level components which contribute directly to achieving the aim.
SECONDARY DRIVERS	Components which influence primary drivers.
CHANGES	Ideas that are believed to result in improvement.
CHANGE TOOLS	Specific examples or resources to support tests of change.
MEASURES	Key data indicators that are used to monitor progress and assess improvement.

Ingredients for Improvement

To achieve system-level results, ECCS awardees should review and consider the three "must-haves"[2] listed below.

> **❶ WILL**

The urgency, buy in, and motivation to improve; "We must do what it takes!"

> **❷ IDEAS**

Alternatives to the status quo; changes to the way you are currently doing things.

> **❸ EXECUTION**

The ability to carry out change effectively and make improvements.

Awardees can discuss these elements with their partners to identify strengths and opportunities for growth. The Early Childhood Systems Technical Assistance and Coordination Center (ECS-TACC) team can provide technical assistance to support awardees in building the will; testing change ideas; identifying custom measures; and using CQI methods, tools, and resources. Please contact your ECS-TACC Technical Assistance Specialist (TAS) for assistance, support, or more information on this change package.

Using the Change Package

This driver diagram and change package provides concrete changes for incorporating family voice and leadership in practice, which is one of the strategies highlighted in the ECS-TACC *Considerations for Applying Health Equity to Foster Transformative Change in Early Childhood Comprehensive Systems* resource. This resource provides foundational concepts and broad strategies to support the advancement of health equity in maternal and early childhood systems. If not previously done, awardees are advised to review the health equity resource to better understand how centering families and providing them opportunities for leadership in ECCS work are important steps toward transformative change in maternal and early childhood systems.

Awardees can use this driver diagram and change package to develop CQI projects with unique aims and custom measures (e.g., number of family leaders engaged, number of policies enacted to support family leadership) related to the changes being tested. In particular, awardees are encouraged to tailor the aims to be SMARTIE (specific, measurable, achievable, relevant, time-bound, inclusive, equitable). Examples might include specifying certain processes or adding a priority population.

◆ Increase the capacity of ECCS awardee leaders, staff, and organization partners to develop and sustain equitable, inclusive, and authentic partnerships with family leaders by providing training on diversity, equity, and inclusion to 75 percent of awardee leads, ECCS staff members, and partner staff.

◆ Increase by 50 percent the number of family leaders representing tribal populations who are meaningfully and equitably engaged in ECCS initiatives and systems.

While the change package summarizes numerous drivers and changes, choosing a subset of these can help awardees strategically focus efforts while ensuring the project feels manageable. Using the change package to guide discussions can help create a culture of collaboration by enabling each partner to identify their own strengths and opportunities. Awardees and their partners can determine which individual and/or collective actions need to be taken to advance the goals for family leadership. Awardees are encouraged to start reviewing the drivers and corresponding changes with their partners by discussing the questions below.

❶ What items are we currently doing well?

❷ Where are our opportunities to improve?

❸ Of those opportunities, how much time and effort might be needed to demonstrate improvement? Is the potential impact high or low?

❹ How can we prioritize the drivers and changes to achieve our most urgent goals?

❺ Do we need to work on some changes before others? (sequencing)

❻ How will we delegate these changes?

A change package should be referenced during CQI project planning and revisited frequently. It is intended to be a living document, one that awardees can edit and adapt as needed. Depending on progress and lessons learned, additional drivers/changes may be addressed over time, existing ones may be refined, and others may be added.

Driver Diagram

A driver diagram is a visual display of an improvement theory showing what "drives" or contributes to the achievement of a project aim. It helps break down large CQI projects into smaller, more manageable pieces.

Aims *Desired outcomes that are specific, measurable, achievable, relevant, and time-bound.*	Primary Drivers *System-level components which contribute directly to achieving the aim.*	Secondary Drivers *Components which influence primary drivers.*
By MM/DD/YY, 1. *Increase the capacity (XX to YY)* of ECCS awardee leaders, staff, and organization partners to develop and sustain equitable, inclusive, and authentic partnerships with family leaders.* 2. *Increase the number of family leaders meaningfully and equitably engaged in ECCS initiatives and systems from XX to YY.* 3. *Increase diverse representation among family leaders (by number or percentage) to be meaningfully and equitably engaged in ECCS initiatives and systems from XX to YY.* *Using the 100M Lives Community Transformation Map,[1] the CSSP Parent Engagement and Leadership Assessment Toolkit,[2] or a similar tool to assess family leadership in systems.	Commitment to diversity, inclusion, equity, and anti-racism	Leadership buy-in
		Resource allocation
		Shared goals and values
		Policies and practices
		Transparency
	Prepared awardees and partners	Organizational readiness
		Workforce training and development
		Bi-directional communication
		Accountability
	Trusting relationships	Cultural humility and responsiveness
		Mutual respect
		Language justice**
		Community connections
	Family voices	Inclusive and diverse representation
		Valuing and centering lived experience
		Intentional power sharing
		Co-creation and facilitation
	Family supports	Equitable compensation
		Reducing barriers to participation
		Training and skills development

**The Community Language Cooperative defines language justice as, "a key practice used in social justice movements to create shared power, practice inclusion, and dismantle traditional systems of oppression that have traditionally disenfranchised non-English speakers." Language Justice | Community Language Cooperative

Change Package

A change package is an evidence-informed collection of actionable change ideas that are known to produce the desired result in a process or system.

Primary Driver: Commitment to Diversity, Inclusion, Equity, and Anti-Racism

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Leadership buy-in	• Join or align existing initiative(s) to optimize and advance family leadership • Increase awareness and acceptance among leaders that meaningful family leadership can be an equity strategy • Identify the "hook" or key information most likely to motivate leaders; be flexible and persistent as relationship building takes time • Make strong and clear requests of decision-makers (e.g., document in writing, describe the need, gain commitment) • Ensure leadership is committed to providing clear expectations, dedicated time, and adequate funding and resources to participating staff to engage in equity and family leadership work • Identify influential internal and external champions to promote family leadership • Develop tangible and visible strategies for champions to advocate for family leadership (e.g., talk about parent leadership as a priority and an added value for staff and colleagues)	• Stepping Up and Speaking Out: The Evolution of Parent Leadership in Michigan (Early Childhood Investment Corporation [ECIC]) (PDF) • Person-Centered Engagement at the Organizational Level Change Package (Center for Consumer Engagement in Health Innovation Community Catalyst) • Starting with Mindsets: A Resource to Support Exploration of Mindsets about Parent Leadership (ECIC) (PDF) • Sustaining and Embedding Parent Leadership and Voice (ECIC) (PDF)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Resource allocation	• Dedicate sustainable funding and develop a budget for family leadership, including investments in staff time, family recruitment, training, implementation support structures, development, accommodations, and compensation for time and expenses incurred because of participation • Provide staff with sufficient time and opportunities to attend trainings, foster relationships with and support and engage family leaders as equal partners, and encourage staff to learn from family leaders on an ongoing basis as part of their role • Establish a grant program to support relevant community-based projects developed by family leaders or family-led organizations • Create professional positions for family leaders • Encourage staff to build family leadership into grant applications	• Example: Parent Leadership and Voice in Michigan: An Evolving Commitment (National Home Visiting Network) (PDF) • Supporting Home Visiting: A Guide to State and Federal Funding (Healthy Families America) (PDF) • Exploration and Planning: Tools and Resources to Support the Steps to Build Infrastructure for Parent Leadership (ECIC) (PDF) • Resource Collection: Fiscal Strategies: Efficiencies, Innovations, and Revenue Generation (BUILD Initiative) • Example: Boston Children Thrive Mini Grants for Parent Leaders (Thrive in 5) • Example: Partners in Policymaking-Minnesota (Minnesota Department of Administration, Governor's Council on Developmental Disabilities)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Shared goals and values	• Include groups that are systemically marginalized and underrepresented at the beginning and during all stages of the initiative • Define the state's role in family leadership • Develop a state framework for family leadership that prioritizes it as a critical component of all work; include universal vision/goals with targeted but flexible strategies to engage communities and develop family leaders • Contract with persons or organizations with expertise in family engagement, equity, diversity, and inclusion to inform ongoing initiative efforts	• Manifesto for Race Equity and Parent Leadership in Early Childhood Systems (Center for the Study of Social Policy [CSSP]) • Program Quality Roadmap for Family & Community Engagement (Root Cause) (PDF) • Example: North Carolina Family Engagement and Leadership Framework (The North Carolina Partnership for Children) (PDF) • Webinar: Engaging Families in Advocacy: Strategies, Practices, and Lessons from the Field (ZERO TO THREE) • The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework (Pennsylvania Office of Child Development and Early Learning [PA OCDEL]) (PDF) • Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework: A Companion Guide for Families (PA OCDEL) (PDF)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Policies and practices	• Establish shared definitions and provide a glossary of terms • Establish a diverse, multi-level interagency steering committee and governance structure where family leaders make up at least 50 percent of the membership • Embed family leadership as a key strategy or core value within written policies and other formal documentation • Develop written policies and procedures mandating family leadership in system-level initiatives • Develop group guidelines that (1) first consider the families who have been oppressed or marginalized first and (2) are accessible, flexible, and revisited before each meeting • Create an accessible repository to share best practices and foster connections between different partners developing family leadership • Use tools such as a process map or decision tree to ensure shared understanding of roles, expectations, and processes • Allow flexibility for local communities to inform and modify/adapt state policies or guidelines to meet the needs of their populations	• Racial Equity Toolkit: An Opportunity to Operationalize Equity (Government Alliance on Race and Equity) (PDF) • Example: Children's Cabinet Minnesota (Minnesota's Children's Cabinet) • Example: Home Visiting Task Force Recommendations to the Funding Commission (Illinois Office of Early Childhood Development) (PDF) • 50+ Ideas for How to Improve Diversity and Inclusion in the Workplace (LinkedIn)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Transparency	• Conduct a racial equity impact analysis using a validated assessment tool • Establish clear decision-making guidelines that promote equal voice/ influence of family leaders • Establish equitable and transparent voting/feedback processes for family-centered decisions • Acknowledge the impact of historical and structural racism on Black, Indigenous, and families of color • Take ownership when harm is caused implicitly or explicitly, or when a process has broken down; help and work to resolve or "fix" the situation • Share findings, data, decisions, and results so family leaders can understand how their contributions were incorporated	• Equity Impact Review Tool (King County, Washington) • Racial Equity Impact Assessment Toolkit (Race Forward) • Racial Equity Organizational Assessment (Race Matters Institute) • Reflection Tool on Parent Partnership and Diversity, Equity, and Inclusion in Your Organization (National Parent Leadership Institute [NPLI])

Primary Driver: Prepared Awardees and Partners

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Organizational readiness	• Utilize a family leadership toolkit to create SMARTIE goals and a corresponding action plan to include key milestones and timelines for family leadership development • Conduct a family leadership readiness assessment with the organization and individuals; use results to inform an action plan • Develop and share messages to build buy-in using data, stories, and examples of success; many staff operate from a scarcity mindset (e.g., time, resources, funding) and need consistent messaging and visible support from leaders to embrace family leadership as adding to, not taking away from, work and priorities • Identify staff leads to engage directly with families • Provide staff flexibility and ongoing protected time • Get staff input on actions they feel are manageable; then start small, build momentum, and gain buy-in among teams • Develop plans and procedures for family leader recruitment, compensation, training, orientation, engagement, and retention • Anticipate turnover among family leaders and plan for ongoing recruitment	• Building Readiness and Capacity (ECIC) (PDF) • Tools to Assess Personal and Organizational Readiness-Meaningful Parent Leadership (Appendix A) (FRIENDS National Resource Center for Community-Based Child Abuse Prevention [FRIENDS NRCC]) (PDF) • ABLe Change Pocket Guide for Community Systems Change (Michigan State University) (PDF) • Parent Engagement and Leadership Assessment Guide and Toolkit (CSSP) (PDF) • Family Engagement in Systems Assessment Tool (FESAT) (Family Voices) (PDF) • Roadmap to Inviting, Engaging, and Including Patient/Family Partners in Quality Improvement and Other Related Initiatives (National Institute for Children's Health Quality [NICHQ]) • Engaging Parents, Developing Leaders: A Self-Assessment and Planning Tool for Nonprofits and Schools (Annie E. Casey Foundation) • HV CoIIN 2.0: Toolkit to Build Parent Leadership in CQI (Home Visiting Collaborative Improvement and Innovation Network) • Engaged: Building Intentional Partnerships with Families (e-book) (Parents as Teachers) • Michigan's Spectrum for Parent Leadership in the Home Visiting System (ECIC) (PDF)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*

Workforce training and development	• Provide consistent training on the family leadership framework, including state, partner, staff, and family roles
	• Provide staff and community partners (e.g., city government, community-based providers, local businesses) with training to build their capacity to engage family leaders equitably and meaningfully. Topics may include:
	  • Emotional intelligence
	  • Strengths-based coaching models (e.g., motivational interviewing, solution-focused supports) that view families and caregivers as capable of identifying and developing solutions to their own challenges
	  • Trauma-informed approaches and communication
	  • Having difficult conversations and managing conflict
	  • Asset-informed approaches
	• Train facilitators in conducting effective meetings
	• Offer staff reflective supervision
	• Support staff in understanding that work and progress are not always linear, and some cultures do not share the linear process worldview; help staff prepare for how this might affect communication
		• Staff Resources to Support Family Engagement (Head Start Early Childhood Learning & Knowledge Center [ECLKC])
		• Implicit Association Test (Project Implicit)
		• Implicit Bias Training Modules (Kirwan Institute for the Study of Race and Ethnicity)
		• Unconscious Bias in Medicine (Stanford University School of Medicine)
		• Emotional Intelligence Training (LinkedIn)
		• Partnering with Parents: Training for Staff (Institute for the Advancement of Family Support Professionals)
		• Parent Advisory Committee Training (National Family Support Network)
		• ACEs Online Learning (Aces Online Learning-Home Office Early Intervention Fund)
		• Strengthening Families Protective Factors Training (Children's Trust Fund Alliance)
		• GWI Resources (Groundwater Institute)
		• Guide to Meeting Facilitation (Strategic Training Solutions) (PDF)
		• Effective Coalition Meeting Checklist (Jennifer Redmond Knight Coalition Coach) (PDF)
		• Infant and Early Childhood Mental Health Consultation (IECMHC) Toolbox (Substance Abuse and Mental Health Services Administration)
		• Communities of Practice for Mission-Driven Leaders (Conveners.org)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Bi-directional communication	• Develop a communication plan, describing expectations, mechanisms, and frequency, to support families participating in ECCS project activities • Utilize system structures and tools (e.g., listserv, RACI matrix, templates, links to shared documents such as agendas, notes, progress updates) to facilitate ongoing communication between staff and family leaders • Develop regular, bi-directional communication processes for staff, community organizations, and family leaders; consider the communication needs and preferences, including text messages and emails, to facilitate comfortable communication and sharing • Develop and maintain a dedicated web-based platform (website/padlet/portal) for information about family engagement and leadership opportunities • Ensure all communications reflect equity, diversity, and inclusion • Assign meeting roles in advance • Prepare and send an agenda and materials at least one week before meetings; provide an opportunity for family leaders to add to or modify the agenda	• Sessions and Messages to Promote Parent Leadership (ECIC) • What Is a RACI Chart? Template, Example, & Definitions (TeamGantt) • Developing a Plan for Communication – Community Tool Box (Center for Community Health and Development at the University of Kansas) • A Guide to Diversity, Equity, and Inclusion in Communications (Forbes) • The Diversity Style Guide • Resources on Parent Leadership, Education, and Support (FRIENDS NRCC) • Successful State Models of Parent Leadership – Meaningful Parent Leadership (appendix B) (FRIENDS NRCC) (PDF) • Families-Early Intervention Technical Assistance Online Learning Portal (Early Intervention Technical Assistance) • Serving on Groups That Make Decisions: A Guide for Families (WI Facets)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*

Accountability	• Require a quorum for major decisions (e.g., number of family leaders and community partners present and voting)
	• Measure progress and impact of family leadership and voice
	• Assess progress at regular intervals using milestones and barometers
	• Survey family leaders at regular intervals about engagement, satisfaction, and suggested changes
	• Assess and share the metrics of support (e.g., compensation, policies, technology, champions, key partnerships) with community leaders and organizations on a regular basis
	• Establish accountability measures to ensure group guidelines and agreements are respected and upheld by staff, leadership, and family leaders
	  • Example: Develop a forum (i.e., email address, discussion board) where partners, community members, and family leaders can provide feedback anonymously
	  • Example: Engage an ombudsman to raise concerns about the initiative and assist with resolution of conflicts
	• Develop a plan to regularly report progress, celebrate successes, and share challenges with strategies to address them
	• Identify CQI leads at each partner
	• Provide CQI training for partners and staff
		• Community Engagement Assessment Tool (Wisconsin Department of Health Services)
		• Evaluating the Initiative- Community Tool Box (Center for Community Health and Development at the University of Kansas)
		• Using the Head Start Parent, Family, and Community Engagement Framework in your Program: Markers of Progress (Early Childhood National Centers, National Center on Parent, Family, and Community Engagement) (PDF)
		• Capturing the Ripple Effect: Developing a Theory of Change for Evaluating Parent Leadership Initiatives (Annenberg Institute for School Reform at Brown University) (PDF)
		• Leveraging Community Knowledge through Community-Based Participatory Research (Center for Health Care Strategies [CHCS])
		• Family Leadership Self-Assessment for System-building Collaboratives (FRIENDS National Resource Center)
		• Quality Improvement 101 (NICHQ)
		• Quality Improvement 102 (NICHQ)
		• CQI Toolkit: A Resource for MIECHV Awardees (James Bell Associates)
		• Quality Improvement Essentials Toolkit (Institute for Healthcare Improvement)

Primary Driver: Trusting Relationships

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Cultural humility and responsiveness	• Provide leadership and staff training on systemic racism and implicit bias and explore how these trainings impact family outcomes and their relationships with families • Train staff in cultural humility and responsive practices • Train staff and family leaders on cultural context and biases • Provide staff with practice or training in cross-cultural communication • Provide open discussion opportunities for staff and family leaders to explore and share their own cultural context and biases and to understand how these may inform their participation • Demonstrate cultural humility and curiosity; listen deeply to learn and understand	• Equity Impact Review Tool (King County, Washington) • Implicit Association Test (Project Implicit) • Implicit Bias Training Modules (Kirwan Institute for the Study of Race and Ethnicity) • Unconscious Bias in Medicine (Stanford University School of Medicine) • Emotional Intelligence Training (LinkedIn) • National Center for Cultural Competence at Georgetown University (Georgetown University National Center for Cultural Competence) • Enhancing Cultural Competence-Community Tool Box (Center for Community Health and Development at the University of Kansas)
Mutual respect	• Establish a sense of inclusion and belonging for all members • Train staff to create friendly, supportive environments that welcome, honor, and make visible the unique contributions and cultures of each family leader • Articulate the value family leadership brings to the work and show the importance of integrating it as a critical component of all work, not a separate task to be done occasionally • Explain what family leaders and professionals will gain from joint participation • Respect different learning styles, communication preferences, and personalities • Recognize every parent as a leader in all capacities they choose to exercise leadership; the goal is to provide tools and help family leaders apply talents in new ways	• Othering & Belonging Institute (The Othering and Belonging Institute at University of California, Berkeley) • Amplifying Family Voice to Advance Equitable Outcomes for Young Children (Groundwork Ohio) (PDF) • Leading by Convening: A Blueprint for Authentic Engagement (Idea Partnership) (PDF) • Parent Leader Network (CSSP)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Language justice	• Honor first languages • Develop a language justice plan • Use plain language in all forms of writing and speaking • Provide materials in multiple languages • Make meeting minutes and other materials available in easily understood formats and languages • Provide interpreters and/or assistive devices during meetings and events • Recruit, sustain, and train culturally and linguistically diverse staff to engage directly with families from their respective communities • Help both professionals and family members understand the key points being shared	• Language Justice Toolkit (The Praxis Project) • Language Justice Tools and Practices Compendium (Racial Equity Tools) • Applying a Language Justice Approach to Evaluation (American Evaluation Association) • Language Justice (NPLI)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Community connections	• Develop a list of potential community organizations, influential leaders, and cultural brokers/liaisons with which to partner to bridge the gap between systems and communities • Seek to understand what families and community organizations need and want from a partnership • Engage community organizations that have trusting relationships with groups such as tribal organizations, federally qualified health centers, community health workers (CHWs), cultural/religious centers (e.g., churches, mosques, temples, gurdwara, synagogue), local MCH coalitions, doulas, postpartum groups, lactation consultants, homeless shelters, and domestic violence organizations to identify and engage family leaders • Partner with existing family-serving or family-led organizations (e.g., federal and state-funded Parent Training and Information [PTI] Centers, Community Parent Resource Centers [CPRCs], Family-to-Family Health Information Centers, Family Resource Centers) for family leadership training, recruitment, and support • Develop memoranda of understanding (MOUs) or other agreements with family-serving or family-led organizations to define roles and expectations	• Growing Your Capacity to Engage Diverse Communities by Working with Community Liaisons and Cultural Brokers (Family Voices) (PDF) • Building Trust in Communities (University of Minnesota Extension) • Bridging the Cultural Divide in Health Care Settings: The Essential Role of Cultural Broker Programs (Georgetown University Center for Child and Human Development National Center for Cultural Competence) • Serving Families Who Are Experiencing Domestic Violence Toolkit (Pennsylvania Coalition Against Domestic Violence) (PDF) • Special Education Technical Assistance and Dissemination Network (U.S. Department of Education) • Your Central Hub for Parent Centers Serving Families of Children with Disabilities (Center for Parent Information and Resources) • National Parent Leadership Institute: An Overview (NPLI)

Primary Driver: Family Voices

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Inclusive and diverse representation	• Develop customized and community-centric strategies to reach and invite families directly impacted by ECS services (including fathers, grandparents raising grandchildren, and LGBTQ+ families) • Ensure leadership and work groups reflect the diversity of the community being served (e.g., race, ethnicity, language, age, income, education level, geography, gender, sexual orientation, parenthood, housing, disability) • Celebrate differences and the role of culture in promoting community health and well-being, along with being sensitive to all cultures • Assess diversity at the state partner level; examine which organizations are invited, which populations are served, how partners are engaged, and what opportunities are provided to share perspectives and influence decision-making • Assess diversity at the individual level—who is representing partners such as decision-makers, staff, community leaders, family leaders • Create a father-friendly and father-centered series of partnership opportunities to engage them and gain their insights	• Building Early Childhood Systems in a Multi-Ethnic Society (BUILD Initiative) • Meaningful Parent Leadership: A Guide for Success (FRIENDS NRCC) (PDF) • Strong Staff and Family Relationships: The Heart of Tribal Home Visiting Programs (Programmatic Assistance for Tribal Home Visiting for the Administration of Children and Families) (PDF)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Valuing and centering lived experience	• Ensure the state family leadership framework and corresponding action plans center lived experiences and relevant community issues and needs; consider using the Cycle of Engagement principles • Continuously ask: "Who are we centering in this work? Who is the community? How are we spending our time?" • Facilitate listening sessions to understand how current policies and practices impact families • Amplify diverse community and family stories in every aspect of ECCS project activities • Recognize, validate, support, and celebrate individual and organizational contributions • Encourage and support staff to embrace their own discomfort with what family leaders may share • Seek to understand root causes of disparity and inequity within family outcomes	• Amplifying Family Voice to Advance Equitable Outcomes for Young Children (Groundwork Ohio) (PDF) • Keeping Families at the Center of Children's Health Care (Family Voices) • Ethical Storytelling (Ethical Storytelling) • Building Effective Health System-Community Partnerships: Lessons from the Field (CHCS) (PDF) • Listening to Somali Voices: The Impact of Hennepin Healthcare's Community Engagement Leaders in Addressing Mental Health Needs (CHCS) • Engaging People with Lived/Living Experience: A Guide for Including People in Poverty Reduction (Tamarack Institute) (PDF) • Family-Focused Organizing (Community Organizing and Family Issues [COFI]) • Influencing Policy Development-Community Tool Box (Center for Community Health and Development at the University of Kansas) • Using Your Story to Teach Toolkit for Families (Early Childhood Personnel Center [ECPC]) (PDF) • Using Your Story to Teach Facilitator's Guide (ECPC) (PDF) • Example: 2022 Equity in Early Childhood Education (ECE) Champion Awards (The Pennsylvania Key) • Cycle of Engagement (Child & Adolescent Health Measurement Initiative)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Intentional power sharing	• Assess power dynamics among partners (e.g., federal/state, state/county, community organizations) • Assess power dynamics among team members (e.g., administrator/provider, provider/client, employee/family leader) • Ensure committees, boards, and other groups with defined structures have at least 50 percent of the positions reserved for family leaders who reflect the diverse population being served • Establish a structure for decision-makers to demonstrate willingness and intentionally share power with families who have been underrepresented by elevating their voice and influence during all parts of the process • Designate a person or role such as a Family Engagement Coordinator who is well-connected to state agencies, communities, and families; fosters power sharing; and serves as a leadership broker (e.g., family advocate, parent educator, home visitor, CHWs, cultural brokers/liaisons) • Utilize skilled facilitators who can effectively open space for family voices to be lifted when there is an imbalance in participation	• Facilitating Power: The Spectrum of Community Engagement to Ownership (The Movement Strategy Center (PDF) • Fostering Distributed Leadership (Harvard University Center on the Developing Child) • The Participatory Budgeting Project (Participatory Budgeting Project) • Centering the Margins: A Framework for Equitable and Inclusive Social Policy (New America) (PDF) • Engaging Families in Program and Policy Development to Advance Health Equity (CHCS) • Consensus Decision-Making (University of Minnesota Extension)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Co-creation and facilitation	• Provide a menu of engagement options for family leaders that reflects the diversity and depth of their interests • Design opportunities to optimize the strengths of family leaders and support them in creating their own initiatives • Elevate family leaders to key roles with responsibilities for creating and facilitating • Develop a roadmap for family leaders to become co-creators and co-facilitators of the work; use milestones to increase the proportion of efforts led by family leaders • Enlist current/experienced family leaders to identify, recruit, and train new family leaders • Co-facilitate meetings with family leaders	• Co-Developing Solutions with the Community: The Power of Human-Centered Design (CHCS) • Example: Parent Education	Ingham Great Start Collaborative (Ingham County Health Department) • Example: The Power of Engaging Parents as Leaders (New America) (PDF) • Example: Boston Thrive in 5 Parent Partners as Parent Screeners (Thrive in 5) (PDF) • Assessing Community Needs and Resources – Community Tool Box (Center for Community Health and Development at the University of Kansas)

Primary Driver: Family Supports

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Equitable compensation	• Identify a point person for all compensation/reimbursement queries • Gather information from family leaders about the best methods to provide regular, ongoing compensation (e.g., direct payments, gift cards, contracts, paid positions) • Contract with community or family-serving organizations that can be used as "pass-throughs" to compensate family leaders • Simplify processes for timely payments with minimal paperwork • Communicate to family leaders the implications of accepting payment or income for their role, time, and services (e.g., tax implications) • Compensate family leaders upfront for contributing their expertise and experience and for participation costs (e.g., childcare, meals, gas, lodging, training, technology) to lessen their financial burden • Consider developing a tiered system of compensation with family leaders to reflect time investment and skill levels needed for different leadership opportunities • Ensure wages for paid family leader positions are equitable with other professionals with comparable skills and experience	• Procedures & Guidelines for Financial Support of Parents in Parents Leadership in State Government (Michigan Public Health Institute) • Financial Support of Parent Leaders: HV CoIIN Parent Leadership Toolkit (Home Visiting Collaborative Improvement and Innovation Network) (PDF) • Parents as Partners in Professional Development (Parents as Partners in Professional Development) • Example: Supports Available to Parent Members of the Great Start Collaborative (ECIC) (PDF) • Example: Stipend Request Form and Information-Early Childhood Policy Council (California Health and Human Services)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Reducing barriers to participation	• Reach and engage family leaders during times and in places that are convenient and accessible for them • Solicit feedback from family leaders on the structure of family leadership engagement and make adaptations to fit the needs of families • Anticipate and address barriers (e.g., work/school, scheduling conflicts, childcare, transportation, technology, lodging) • Provide on-site childcare and meals during meetings and events • Secure additional funding to help with family engagement expenses that may not be allowable from federal funds • Provide accommodations for individuals with disabilities (e.g., translation, interpretation, live captioning for virtual meetings, deaf or hard of hearing services) • Hold meetings at flexible times to accommodate different schedules and provide hybrid opportunities for meeting space when possible • Provide opportunities for family leaders to contribute before and after a meeting if they are unable to attend • Foster safe ways for family leaders to access support for participation based on needs and preferences	• National Culturally and Linguistically Appropriate Services Standards (CLAS) (U.S. Department of Health & Human Services, Think Cultural Health) • Accessible Meeting and Event Checklist (Cornell University Division of Human Resources) (PDF) • Family Involvement Self-Assessment (Early Childhood Personnel Center) (PDF)

Secondary Drivers *Components that influence primary drivers.*	Changes *Ideas that will result in improvement.*	Change Tools *Specific examples or resources to support tests of change.*
Training and skills development	• Develop professional titles and detailed job descriptions (e.g., expectations, time commitment, benefits/compensation, duration) for family leadership roles/opportunities • Design a comprehensive training plan to orient and prepare new family leaders; use a mix of methods (e.g., teaching, reading, hands-on, mentoring, established adult learning methods) • Provide relevant information (e.g., background information, timeline, milestones) during recruitment and training to help family leaders understand the role and purpose of their work; this may occur during different stages • Provide family leaders with training certifications and documentation that can be used on resumes • Invite family leaders to internal professional development sessions • Design, and offer at regular intervals, a variety of ongoing leadership and professional development opportunities • Develop a program for new family leaders to be mentored one-on-one with a staff lead and/or an experienced family leader • Design and facilitate family leader peer-to-peer network(s)	• Enhancing Parents' Advocacy and Leadership Skills Series (ECLKC) • List of Parent Leadership Curriculum Options (Connecticut State Education Resource Center) • National Parent Leadership Institute (NPLI) (PDF) • Community Organizing and Family Issues (COFI) • Parent Leadership Training and Development-Collab4Kids (Collaboration for Early Childhood) • Parent Networks (Be Strong Families) • United Parent Leaders Action Network (United Parent Leaders Action Network) • Parent Engagement and Leadership (Child Welfare Information Gateway) • Partnering With Parents (Children's Trust Fund Alliance) • Vital Village Networks Certificate in Community Advocacy and Leadership (Vital Village Networks) • Example: Parent Leadership in Michigan State Government (Parent Leadership in State Government) • Supporting Parents as Leaders on the Policy Council (ECLKC)

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Additional Resources

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