VERSION 1.5

ParentChild+

Equal Possibilities From The Start

Training Workbook

www.parentchildplus.org

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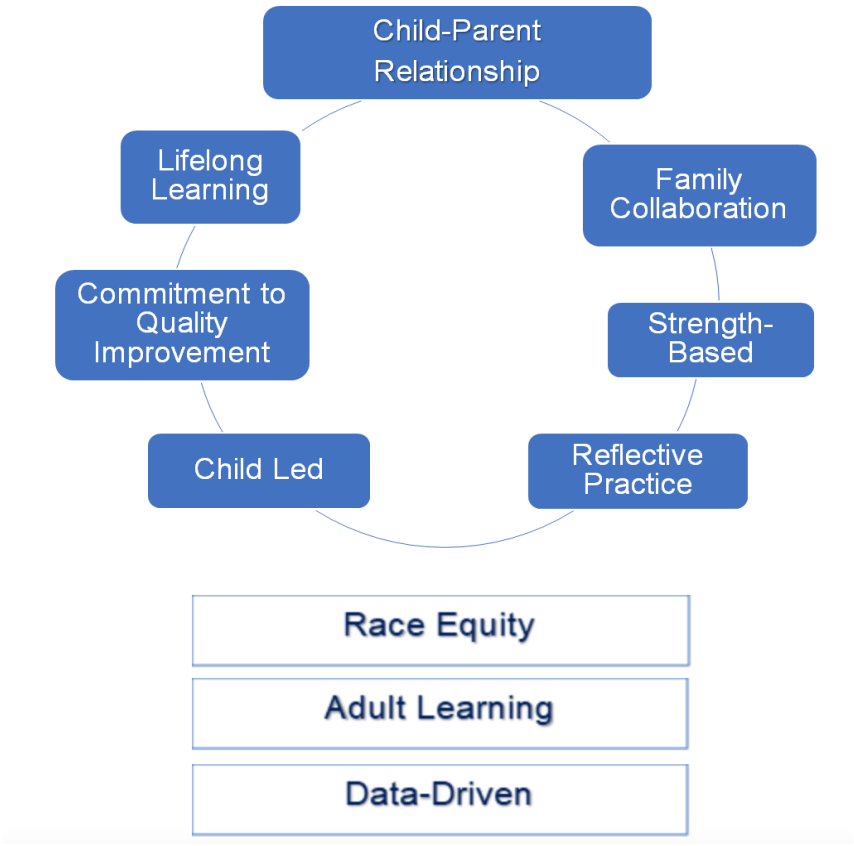
BRAINSTORMING: SCHOOL READINESS

In small groups, brainstorm the answers to the following questions:

- How would you define and describe “school readiness?"
- From your perspective, how do children become “school ready?"
- Could you describe the ways in which:
  1) the family supports “school readiness?"
  2) ParentChild + supports “school readiness?"
- In what ways, do you think the children in the ParentChild+ program are “school ready” upon entering formal school settings?
- In what ways, if any, has COVID affected your understanding and definition of school readiness?

PARENTCHILD+ CORE VALUES



Definition of Parallel Process:

Definition of Turnkey Training:

+ **Strength-based**
  - Ability to identify and build off parent/family strengths.
  - Ability to identify strengths in the home environment.
  - Ability to identify strengths in the community environment.

+ **Race Equity**
  - Willingness to understand structural and systemic racism.
  - Respects diverse values and views.
  - Supportive of families' individual goals.

+ **Parent-Child Relationship**
  - Understands the primacy of the parent-child relationship.
  - Prioritizes the parents' relationship with the child when interacting with families.

+ **Reflective Functioning**
  - Ability to recognize own emotions.
  - Ability to recognize and acknowledge parents' emotions.
  - Helps parents recognize and acknowledge child's emotions.

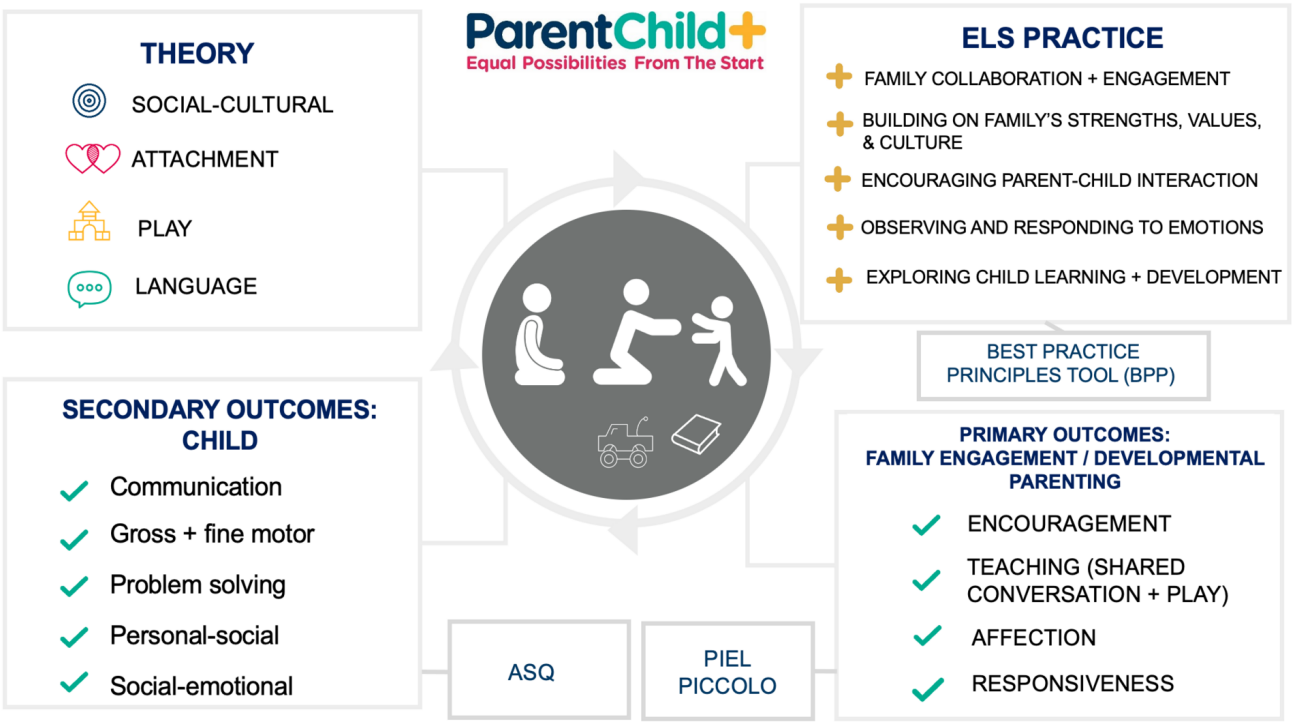
+ **Life-Long Learner**
  - Understands that all learning is developmental.
  - Encounters new experiences and people with humility.
  - Interest in and knowledge of the evolving field of early learning and its "best practices".

+ **Relationship-Based**
  - Ability to form trusting relationships.
  - Acknowledges and listens to parental input.
  - Sensitive, responsive, and supportive when interacting with families.
  - Ability to communicate in a non-judgmental fashion.

+ **Child-Led Practice**
  - Understands where child is developmentally and uses this knowledge to inform practice, expectations, and interactions.
  - Follows the child's play and verbal cues.
  - Adapts knowledge to individual children and parents.

+ **Attitude Towards Quality Improvement**
  - Open to feedback.
  - Willingness to change practice based on feedback.
  - Learns about and understands role in data collection and review.
  - Understands use and value of data in assessing and altering practice.

Program activities + Theory of Change



THEORY OF CHANGE CONVERSATION

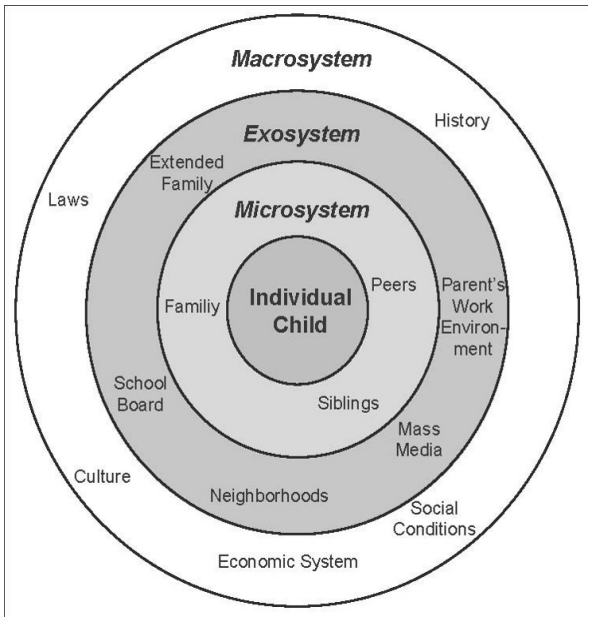
1) With whom do you work to achieve the goals in your program?

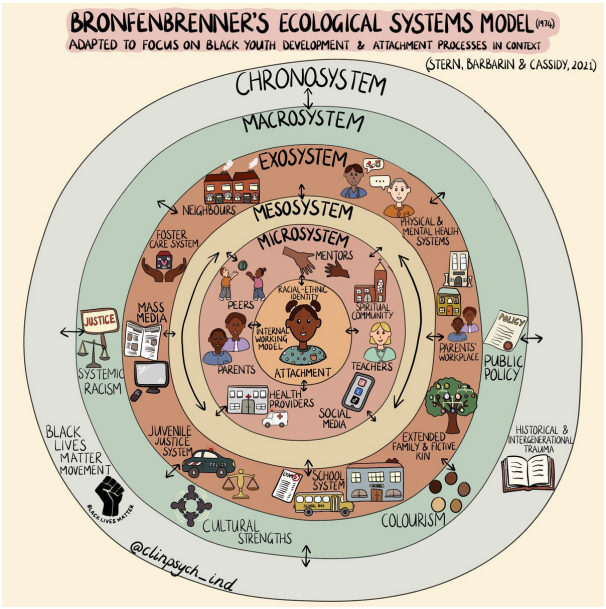
2) What are the outcomes for the ParentChild+ program?

3) What activities happen during home visits to promote the intended outcomes?

4) What is the purpose of the books and toys in the home visits?

SOCIO-CULTURAL CONTEXT





MY SOCIAL IDENTITIES PORTRAIT

1. In each row, read the social identity term in column 1 and write in column 2 whatever word(s) you used to describe yourself as a child and the words you use now. Then, circle the identities in columns 3 and 4 that apply to your life. You may not always have words to describe these identities. That's okay. Write down your best thoughts at the moment. Don't leave the section blank. You can always redo this as time goes on.

Social Identity	Description of Self		Groups Defined as the Norm; Recipients of Societal Advantages	Groups that Are Marginalized and Targets of Institutional Prejudice and Discrimination
	Childhood	Currently		
Ethnicity or heritage			European American "melting pot"	All other ethnicities, including indigenous peoples
Place of birth			Born in the country you now live in	Immigrant
Language			English	Home language other than English
Racialized identity			White	People of color; biracial; multiracial
Gender			Male	Female, nonbinary, transgender, etc.
Sexuality			Heterosexual	Asexual, bisexual, gay, lesbian, polyamorous, etc.
Religious beliefs			Christian or Christian tradition	Muslim, Jewish, Buddhist, Hindu, pagan, atheist, etc.
Age (currently)			Productive adults (ages 20-50 for women, 20-60 for men)	Children, adolescents, women over 50, men over 60
Education (currently)			College degree(s); Highly literate	High school education or less; struggle with literacy
Body type/size			Slim, fit; Medium height for women; Tall for men	Large, overweight; Very short or very tall
Able self (physical, mental, emotional health)			Healthy, Functional; No apparent disability	Any form of disability; physical, mental, emotional, learning, behavioral
Economic class			Middle to upper class	Poor or working class
Family structure			Male/female married; parents with one to three biological children	Unmarried; single parent; gay or lesbian parents; no children; divorced; adoptive, foster, or blended family; more than three children

2. Look at the pattern of circled identities and think about the following questions, then discuss together: In what ways have you experienced either prejudice/discrimination or privilege/visibility because of these identities? What identities made life harder for you and which ones opened doors? Which of your identities have had the biggest impact on you? In which identities do you feel the most pride?

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Developing a Race Equity Framework for Our Work

For over 50 years, ParentChild+ has attempted to eradicate the educational opportunity gap for children and families from marginalized communities. From the beginning, our founder, Dr. Phyllis Levenstein, designed the program to equalize access to early childhood education and support so that all children could enter school ready to succeed because every parent has the information, skills, and resources to build school readiness where it starts: the home. Now, building and expanding on that goal and with a growing understanding of the work to be done to overcome systemic racism, ParentChild+ seeks to expand its work with children and families to end racial inequities in the early childhood arena. With a commitment to incorporate a racial equity lens and evolve its operations and practice, ParentChild+ will grow its work with families to build a future where all children, regardless of race and socio-economic status, succeed.

A New Focus and Commitment

Recent events and our growing understanding of the devastating impacts of systematic racism have caused ParentChild+ to take a new look at our own organizational structure, training, and programming, and how we in our national and international work can address structural racism. This examination has prompted ParentChild+ to expand our goal of bridging the opportunity gap, to intentionally include eradicating systemic racism in home visiting, early childhood care and education, and family support work.

We are also reviewing how we approach and partner to provide services to families and children in multi-ethnic, multi-lingual communities. ParentChild+ is committed to embedding its race equity lens throughout the organization: Developing a more inclusive and diversified Board of Directors; hiring national staff who reflect the communities that we work in; being inclusive in our training and curricular materials, content, and approach by utilizing books and toys that give voice to the communities in which we work; and working with our partners and state and local staff to elevate the voices of our staff, families, and communities. We also commit to re-emphasizing a key aspect of our approach to hiring home visiting staff, requiring staff who are community-based, a linguistic and experiential match with the families they are working with, and, as often as possible, parent graduates of ParentChild+.

What is the ParentChild+ Racial Equity Lens?

According to the Government Alliance Racial Equity Guide and Toolkit, a racial equity lens is defined as a means of paying systematic attention to race and ethnicity in

examining and analyzing problems or issues within any social or cultural environment, or relational or group dynamics. It focuses organizations on increasing individual and group skills and capacity to see patterns related to inequities, separating symptoms from causes, seeking effective strategies and solutions, and creating pathways for improving life chances, outcomes, and success for all groups.

Developing and applying a racial equity lens requires looking both internally and externally – building both personal and institutional awareness. It takes into account history, technological and cultural context and patterns, identity, and requires us to institutionalize new policies and practices for improving and equalizing life chances for all groups.

ParentChild+ recognizes that racial equity is critically important to getting to the desired outcomes in the communities in which we work. We must go beyond "closing the gap in education" as a goal, and create benchmarks that lift up all populations, while amplifying voices from communities that have for too long been excluded because of systemic racism. As such, we are exploring the most effective ways to create these new benchmarks, which include, but are not limited to, raising the voices of the families and children we work with, hiring from the community, co-creating new training materials with and for our staff and those implementing the program across the country and internationally, and re-examining our current curricular materials. We will also explore new strategies to "close the gaps" that limit success for families by recommitting to and enhancing our "strengthening families" approach" and embedding it across ParentChild+'s unique practice and all operations.

By adopting this focus and commitment, ParentChild+ seeks to put into action "Racial Justice," "the systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone. All people can achieve their full potential in life, regardless of race, ethnicity or the community in which they live. Racial justice — or racial equity —goes beyond "anti-racism." It is not just about what we are against, but also what we are for."[1]

We are committed to early education of children and the strengthening of families that is focused on achieving equitable positive outcomes from the start and that leads to future success and community impact.

ParentChild+ Values

Examining all of ParentChild+'s work through a racial equity lens will enable us to ensure that we are practicing our values at all levels and in all contexts of our work, and are truly

engaging with our mission to close the equity gap, support parents, and utilize education to provide opportunities. As such we commit to:

- Recognizing that families are always the experts on their own lives.
- Expanding hiring from within the communities where we work and supporting a livable wage for all.
- Building training and professional development that reflects the staff and families that we are working with.
- Taking a deep dive into racial equity issues internally to examine our own culture and leadership and broaden the diversity of our Board of Directors.
- We will take all necessary steps to reflect on our own implicit biases.
- We will stand for equality and against racism.
- We will intentionally work at the local, state and national level to improve racial equity with all systems, i.e. home visiting, health, social services, schools, etc.

Discuss what equity looks like in small groups?
How might this apply to your team meetings?

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ANTI-BIAS CURRICULUM CHECKLIST

BOOKS + TOYS SHOULD BE

- [ ] FREE OF STEREOTYPES
- [ ] FREE FROM TOKENISM
- [ ] AVOID LOADED WORDS
- [ ] ACCURATE AND RESPECTFUL

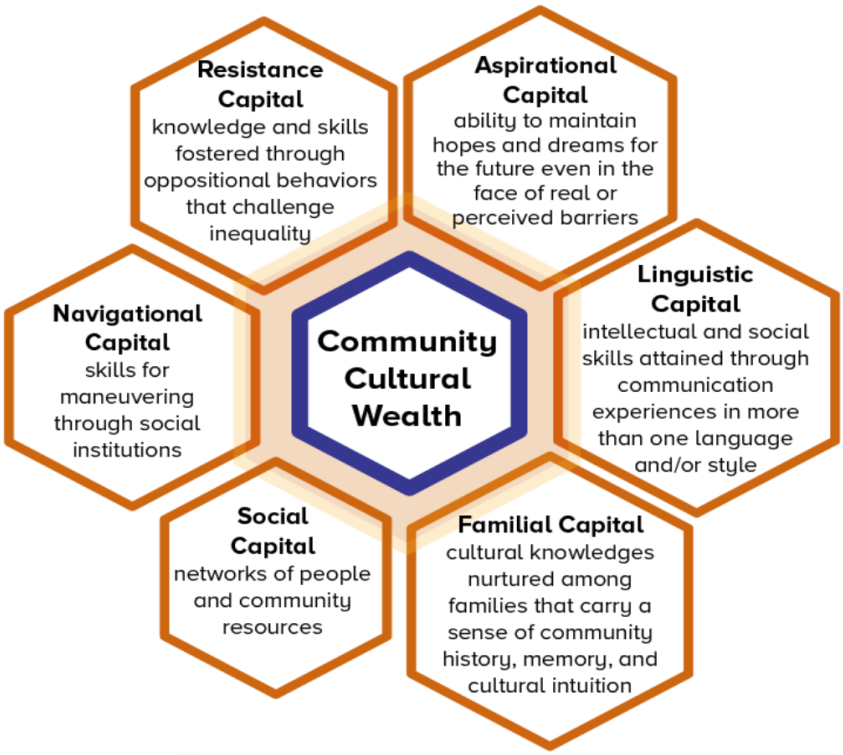
SOME BOOKS + TOYS SHOULD

- [ ] SHOW FAMILIES AND LIFESTYLES THAT REPRESENT YOUR PROGRAM FAMILIES AND THEIR COMMUNITY
- [ ] INCLUDE PEOPLE, NOT ONLY ANIMALS
- [ ] REPRESENT PEOPLE GROUPS WHO ARE OFTEN EXCLUDED OR UNSEEN
- [ ] SHOW DIVERSE ABILITIES
- [ ] BE WRITTEN OR ILLUSTRATED BY PEOPLE OF COLOR
- [ ] INCLUDE "DOERS" OF ALL AGES AND GROUPS
- [ ] PORTRAY ACTION TOWARD CHANGE

ALSO CONSIDER

- [ ] CHOOSING BOOKS + TOYS WITH RECENT PUBLICATION OR DESIGN DATES (AS THEY MORE ACCURATELY REFLECT OUR DIVERSE SOCIETY)

FAMILY STRENGTHS + ASSET-BASED APPROACHES



1) Self-reflection: List your own strengths that will help you in your role? Write down an experience related to this strength and share it with your colleagues.

2) What are the assets of your the community in which you work?

FUNDS OF KNOWLEDGE

- **Funds of Knowledge definition:** A family's funds of knowledge can be described as: personal background knowledge, accumulated life experiences, skills and knowledge used to navigate everyday social contexts, and world views structured by broader historically and politically influenced social forces. Funds of Knowledge can include learning how to make tortillas from scratch or keeping the score at a futbol match. It could be quilting or spinning wool into yarn. It could be how to fix a car, care for a crying baby, or prepare a meal.
- **In relation to home visiting practice:** This is an *optional tool* that ELS can use to get to know the family during the enrollment process (first 3-5 visits) to meaningfully guide interactions and enhance engagement with the family. This is NOT to be interpreted as transactional form to be completed in one sitting. For example, one way to approach this is to focus on 1-2 themes as you get to know the families and then continue referring to this document when co-planning program activities or selecting program materials.

Funds of Knowledge (Open ended questions)	What is the home/community practices: Conversations + ELS observations	How will you use this in application to home visiting?
Your child + child development Ex: Tell me a story about your child. What are your goals for your child? What do you like to do together?		
Culture, language, food Ex: What is your family's cultural identity? What holidays do you celebrate? What foods are important to your family		
Fun, entertainment, technology Ex: What do you like to do for fun?		
Community Ex: Where do you go in the community?		
ParentChild+ Program Ex: What do you expect from the program?		

- What types of open-ended questions can you ask to get to know the families/caregivers better? What questions can you ask to uncover what they already know or do as a family?
- How can you incorporate funds of knowledge into home visits?

PIEL (Parental Involvement in Early Learning)

1.	Play games like peek-a-boo	Rarely	Sometimes	Often	Always
2.	Bring the child on errands, like to the laundromat or grocery store.	Rarely	Sometimes	Often	Always
3.	Join the child while he or she is playing alone	Rarely	Sometimes	Often	Always
4.	Limit the child's TV and video watching.	Rarely	Sometimes	Often	Always
5.	Read books together	Rarely	Sometimes	Often	Always
6.	Go to the library	Rarely	Sometimes	Often	Always
7.	Visit health clinic or doctor for well-baby checks	Rarely	Sometimes	Often	Always
8.	Teach the child new words.	Rarely	Sometimes	Often	Always
9.	Take the child to a family's or friend's house to play with other children	Rarely	Sometimes	Often	Always
10.	Seek early intervention services for the child	Rarely	Sometimes	Often	Always
11.	Keep a regular bedtime schedule for the child	Rarely	Sometimes	Often	Always
12.	Say good things about the child in front of friends and family	Rarely	Sometimes	Often	Always
13.	Tell stories together	Rarely	Sometimes	Often	Always
14.	Go to places in the community to learn special things (e.g., zoo, museum, parks, religious activities, sporting events, etc.)	Rarely	Sometimes	Often	Always
15.	Name colors and shapes so the child can learn them	Rarely	Sometimes	Often	Always
16.	Watch TV or movies together	Rarely	Sometimes	Often	Always
17.	Wrestle or play rough games together	Rarely	Sometimes	Often	Always
18.	Call a doctor if I have a concern about the child's health	Rarely	Sometimes	Often	Always
19.	Play educational games, like Leap Frog or Vtech.	Rarely	Sometimes	Often	Always
20.	Go to park or playground.	Rarely	Sometimes	Often	Always
21.	Attend events at family support centers in my community	Rarely	Sometimes	Often	Always
22.	Maintain rules at home	Rarely	Sometimes	Often	Always
23.	Invite other children to my home to play with my child	Rarely	Sometimes	Often	Always
24.	Do creative activities, like drawing or shaping play dough	Rarely	Sometimes	Often	Always
25.	Count or do other number activities with the child	Rarely	Sometimes	Often	Always

OBSERVATION VS. INTERPRETATION

Table 1.1: Objective Observations vs. Subjective Observations

Objective Observations	Subjective Observations
Objective observations are based on what we observed using our senses, we record exactly what we see, hear, taste, touch, and smell	Subjective observations are often influenced by our past events, personal experiences and opinions, and can be biased based on our cultural backgrounds
Objective information is based on the facts we gather. If we don't see it, we don't report it. We report only details and provide vivid descriptions	Subjective information is based on our opinions, assumptions, personal beliefs, prejudice feelings or can be based on suspicions, rumors and guesses
Results are more likely to be valid and reliable from child to child	Results are often inconsistent and vary from child to child
Objective Terms that can be Used: Seems to be; Appears to	Subjective Words to Avoid: Just; because; but; always, never; can't; I think; happy, smart, helpful, pretty, angry, shy, likes, loves, hates, sad

Table 1.2: Observation and Documentation Do's and Don'ts

Observation and Documentation DOs:	Observation and Documentation DON'Ts
1. Note the date, time, setting, 2. Note the child (or children) involved 3. Record only the facts – in a concise (to the point) manner 4. Record the facts in the order as they occur and exactly as you see it 5. Collect vivid details and quotes 6. Use a variety of Observation Methods 7. Observe with an open heart, an open mind and a clear lens, free of bias	1. Do not interfere or pressure the children to perform 2. Do not assume or state your opinion while recording evidence 3. Do not record anything you do not see 4. Do not label behaviors, actions or feelings 5. Avoid using subjective, bias or judgmental terms 6. Avoid using exaggerations and conditional words

Affection:

Responsiveness:

Teaching:

Encouragement:

SELF-REFLECTION: DEVELOPMENTAL PARENTING

Self-reflection: What did _____ look like growing up? Or, if you have a child, how do you express it?

What might _____ look like in the families you work with?

What can ELSs do or say to coach and support families in these domains?

CHILD DEVELOPMENT:ASQ/ASQ-SE

ASQ:

Communication

Gross motor

Fine motor

Problem solving

Personal-social

ASQ-SE:

Self-regulation:

Compliance:

Communication:

Adaptive functioning:

Autonomy:

Affect:

Interaction with people:

How might the ELS coach the parent to facilitate the child's play using this block cart? What ASQ domains might it relate to? Brainstorm some ideas below.

REFLECTION RECORD

Part I - Caregiver and ELS together: During the last five minutes of the session, reflect on these questions together. Reflection Records may be completed 1x per week for each family instead of every visit:

1. Goals: In the caregiver's words, do you have any goals? Has the goal changed? (*Reminder: This is a moment for the caregiver to reflect on goals for themselves or reflect on goals for their child, family, or broader community. Goals can change each week or goals can be the same for multiple weeks/months at a time.)

2. Observations: In caregiver's words, describe the interaction with the child during this session? What did the caregiver observe about their child or child's development?

3. Co-Planning: Does the caregiver have any ideas or activities that can be incorporated into the next visit?

Part 2 - ELS self-reflection: This section will be completed by the ELS after the session:

4. My Practice: What domain of Best Practice Principles did I focus on during this session with this family?

- ☐ 1 - Encouraging parent-child interaction
- ☐ 2 - Building the relationship (caregiver collaboration and engagement)
- ☐ 3 - Acknowledging family strengths, values, and cultural context
- ☐ 4 - Acknowledging parent-child emotions
- ☐ 5 - Encouraging parent-child play and exploration together

Additional notes or thoughts on what I did well or what I could do differently:

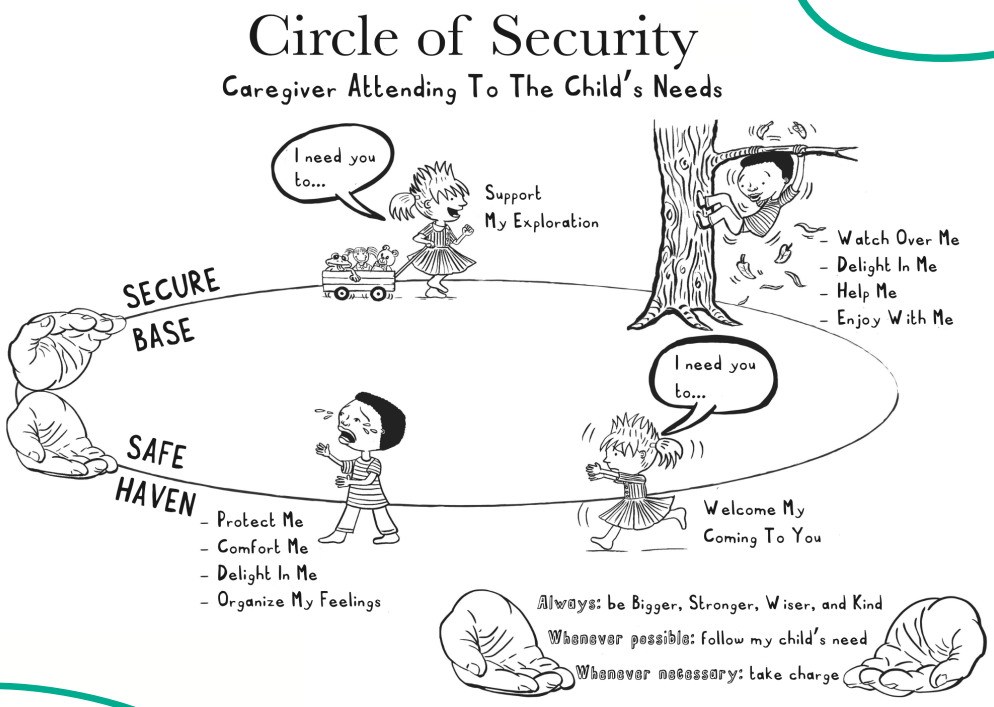
5. Strengths: What did I say or do to acknowledge the caregiver's strengths? (*Reminder: ParentChild+ recommends frequently acknowledging family strengths that can relate to child development, parent-child interaction, or how the child is supported within the broader community. In addition to commenting, you can send a motivational text to the caregiver after the visit.)

6. Supervision: Overall, what is my reflection on this visit? Is there anything that needs to be brought to supervision (e.g., referrals, support needed for family, or support for my practice)?

ATTACHMENT CONTEXT

What do toddlers need to feel securely attached to their caregivers? What gets in the way of parents being able to provide this?

PICCOLO:
Teaching
Encouragement



PICCOLO:
Affection
Responsiveness

Notes:

DEVELOPMENTAL PARENTING: COACHING VS. MODELING

Definitions:

- "Developmental parenting" is what parents do to support their children's learning and development - parenting that values child development and changes when a child does.
- "Modeling" means to set an example or show how to perform a skill.
- "Coaching" is meant to build capacity around certain skills or behaviors and is focused on goal-setting.

Questions:

- When the ELS models something for the caregiver, is this "mutually competent?" When might modeling be appropriate or not appropriate?
- How and when does an ELS coach the caregiver?

Directions: Reword the following modeling prompts into coaching prompts. For example:

- MODELING PROMPT: ELS says to the child, ""Let's see if the square block will fit on top of the tower."
- FACILITATING PROMPT: ELS says to the parent, "Mommy, do you want to help Aiden pick out the next block to fit on to the tower?"

- MODELING PROMPT: ELS says to the child, "Can you find the picture of the mouse on each page?"
- COACHING PROMPT:

- MODELING PROMPT: ELS says to the child, "Let's start on the first page of this book."
- COACHING PROMPT:

- MODELING PROMPT: ELS says to the child, "Look at all the puzzle pieces. Can you fit them together?"
- COACHING PROMPT:

KEY ELEMENTS OF THE ONE-TO-ONE MODEL

1. In ParentChild+ one-to-one model, families receive _____ home visits a week for a total of _____ weeks.
2. Each home visit lasts on average _____ minutes.
3. Each weekly group supervision should last at least _____ hours.
4. The first visit of the week is known as the _____ visit, while the second visit is called a _____ visit.
5. VISMs are curricular materials that families receive during home visits. VISMs are _____ and _____ that are gifts given to families free of charge.
6. Each VISM must be accompanied by a _____ that explains what it is about.
7. Coordinators are expected to provide _____ hours of training to each Early Learning Specialist before they begin home visits.
8. During the weekly supervision, ELSs should have the opportunity to have hands-on practice with that week's _____ and to discuss what happened in the _____ week's visits.
9. During weekly supervision, ELSs and Coordinators could use the _____ as a way to reflect on the quality of the home visiting practice.
10. Each family in the program, receives _____number of toys and _____ number of books.

True or False?

1. Families receive that week's VISM during the introductory visit. _____
2. Children usually begin at ParentChild+ at two years old, but can begin as young as 16 months. _____
3. It is important that the coordinator meet every family enrolled in the program. _____
4. If a parent is busy, the ELS can do a visit alone with a child. _____
5. Families must voluntarily choose to participate in ParentChild+. _____
6. Half of the weekly supervision meetings should be used to handle administrative tasks. _____

JOB RESPONSIBILITIES

The ELS and Coordinator might have some responsibilities in common, but their overall roles are different. Look at the responsibilities below and decide whether they'd be designated to an ELS, Coordinator, or both.

1. Responsibility: Leads reflective supervision during weekly meetings.
   a. ELS
   b. Coordinator
   c. Both

2. Responsibility: Complete pre-and post assessments of families.
   a. ELS
   b. Coordinator
   c. Both

3. Responsibility: Provide community-based referrals, such as food banks and health clinics.
   a. ELS
   b. Coordinator
   c. Both

4. Responsibility: Provide emergency referrals for things like domestic violence, substance abuse, child abuse, as well as early intervention services.
   a. ELS
   b. Coordinator
   c. Both

5. Responsibility: Train and hire Early Learning Specialists.
   a. ELS
   b. Coordinator
   c. Both

6. Responsibility: Form and maintain professional relationships with parents.
   a. ELS
   b. Coordinator
   c. Both

7. Responsibility: Provide regular home visits with program families.
   a. ELS
   b. Coordinator
   c. Both

8. Responsibility: Collect data and input it into DAISY.
   a. ELS
   b. Coordinator
   c. Both

9. Responsibility: Enroll program families.
   a. ELS
   b. Coordinator
   c. Both

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Best Practice Principles (BPP) for Coaching and Supervision

Directions: First, ELS reviews a 10-min video and self-reflects and assesses their home visit practice. If you feel a category is N/A for the video or context, please leave it blank. Then, the Supervisor reviews the same video (*do not assess*). Together, discuss the ELS's observations and reflections to co-define professional development goals.

In the home visit practice with the family, does the Early Learning Specialist….?

#1) Encourage Parent-Child Interaction	Need Support	Meet Often	Excel
Interact with both parent and child together.			
Support ongoing parent-child interactions and reinforce positive parent-child interactions. This might mean observing and commenting or waiting and listening.			
Encourage parent responsiveness to child by either highlighting the child's cues or asking questions to help the parent enrich interaction with the child.			
Have supportive body positioning to encourage parent-child interaction and/or togetherness.			

#2) Engage and Collaborate with the Family	Need Support	Meet Often	Excel
Ask questions about parent preferences and respond accordingly.			
Involve parents in planning activities they want to complete with their child during the next visit.			
Reflect and share the child's development and learning observations with the family.			
Hand the VISM material to the parent and/or encourage parental lead with the VISM or materials in the home environment.			

#3) Build on the Family's Strengths, Values, and Culture	Need Support	Meet Often	Excel
Ask open-ended questions about family behaviors, beliefs, and practices as it relates to the child.			
Acknowledge ways the child is positively supported in the family and community environment.			
Adapt to the environment in a way that honors their strengths, values, and culture. One way to do this is by including other family members or making use of objects within the home environment.			
Plan or model activities that build on the family's activities, strengths, and culture.			

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Best Practice Principles (BPP) for Coaching and Supervision

#4) Observe, Reflect, and Respond to Parent-Child Emotions	Need Support	Meet Often	Excel
Facilitate awareness of emotions by responding to positive or negative feelings by mirroring, labeling, and describing the affect for both the child and parent.			
Engage empathetically with the parent and promote empathy towards the child by the parent.			
Verbally encourage child's efforts, rather than praise the outcome.			
Reflect or ask reflective questions on the child's behavior and actions, providing parents with the language or tools that help the parent to understand the child's socio-emotional needs.			

#5) Explore of the Child's Learning and Development	Need Support	Meet Often	Excel
Ask questions and suggest ways to help the parent and child engage in the activity or understand when the activity should shift to child-led play.			
Pause and wait for child's response after suggesting or asking a question AND/OR alter the pace of activities to meet the child's needs.			
Respond to child's vocalizations and behaviors by showing attention, encouragement, enthusiasm, or interest in what s/he is doing.			
Make suggestions to parent to engage in or extend child's play, especially symbolic play.			
Accept the parent and child's play ideas and encourage creative behavior in play.			
Support the parent in having developmentally appropriate expectations and in making developmentally appropriate choices with their child.			
For Cycle 1: Label characteristics of the book or object, including features like color, shape, texture, and movement. (This is developmentally appropriate for younger toddlers.)			
For Cycle 2: Ask the child open-ended or prediction questions about a book or object, like "who, what, when, where, why, how?" (This is developmentally appropriate for older toddlers).			

SAMPLE ANNUAL SCHEDULE

	ParentChild+ Sample Calendar Template*		Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
1	**Coordinator Onboarding**	Coordinator Training Institute													
		Complete Elevate course content													
		DAISY Learning Program in Elevate													
		Complete DAISY profile													
2	**ELS Onboarding**	Interview candidates													
		Check references and background check													
		Hire ELS													
		Initial training of ELS (min. 16 hours)													
		DAISY Learning Program in Elevate													
		Complete DAISY profile													
3	**Family Recruitment**	Family recruitment													
		Family intake and enrollment													
		Family enrollment													
		Match meeting ELS:family													
4	**Administratio**	Create schedule for families with VISM list in DAISY													
		Prepare budget													
		Prepare grant/funding proposals and reports													
		Order curricular materials													
		Create VISM list in DAISY													
		Prepare curriculum guide sheets for VISMs													
		Keep records of required forms & files													
		Monthly DAISY data check													
		Graduation													
		Upload annual requirements to DAISY													
5	**ELS Duties**	Meet assigned program families													
		Family technology availability + setup calls													
		Home visiting*													
		Complete home visit record for each visit													
		Self recording of home visits for supervision meeting													
6	**Supervision**	Weekly staff meeting and group reflection													
		One-on-one supervision based on ELS recording w/ families													
		Coordinator conducts mid-year family check-in													
		Plan other professional development days													
7	**Evaluation**	CBT													
		PACT/PICCOLO													
		ASQ-3, ASQ-SE, or other measures													
		Family satisfaction surveys													
		Evaluate VISMs with team													

**This calendar is for school year. A rolling enrollment calendar will look different.*
Please adjust to your organization's activities, as needed.

What does the annual schedule look like for your site? (Ex: rolling/calendar/cohort). What are the staffing implications for this implantation plan?

Would you consider the summer months any differently? Will staff work through the summer?

What is your program start date (when will you start visiting with families/providers)?

DATA ENTRY GOALS: ONE-ON-ONE MODEL

Families

- Contact information of Family Information form are entered into DAISY within 30 days from intake date
  **At this time, it is not required for the full Family Information form to be completed*
- At least one participating adult is added to the Family Information form
- Demographic information of Family Information form are entered by 46 completed visits
  **At this time the full Family Information form should be completed*

Developmental Screener (ASQ-3 & ASQ:SE-2)

- First questionnaire is entered by 6 completed visits
- Based on child's age, each questionnaire is completed at appropriate month intervals (16 to 60 months)
- All questionnaires are entered into DAISY within 30 days from administration date

Parent Measures (PIEL & PICCOLO)

- Pre-measure is entered by 6 completed visits
- Mid-measure is entered by 46 completed visits
- Post-measure is entered by 90 completed visits
- All measures are entered into DAISY within 30 days from administration date

Visits

- For each enrolled family, 46 visits are completed in the scheduler by the middle of the program (30-36 weeks)
- For each completed family, 92 visits are completed in the scheduler by the end of the program (60-72 weeks)
- All visits are entered into DAISY within 30 days from visit date

Referrals

- For each referral, follow up date is entered in referral information within 3 weeks
- Initial referral entries are entered into DAISY within 30 days from referral date

Staff

- For each active staff, demographic data are entered within 2 weeks from when their account was created

SELF-REFLECTION

Self-reflection question: Think about the following emotions: curiosity, happiness, sadness, and anger.

- To what extent were you allowed to express these emotions by your family growing up?
- How might this affect how you potentially relate to families when they express these emotions?

NEXT STEPS
SKILL BUILDING ACTIVITY

Here are some potential self-reflection questions at the end of the training session to complete individually and discuss together:

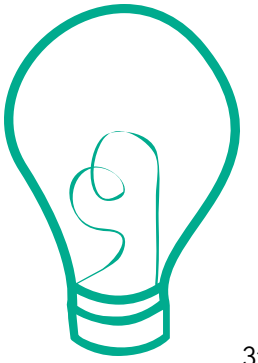
1. Goals: Now that you've completed the training, identify 1-2 specific skills you want to improve on?

2. Steps + Resources: What are the things you will do to improve this skillset?

3. Challenges: What might make it hard to meet your goal?

4. Helpers: Who can help you meet your goal?

5. First Steps: What is something you can do next week to get started?



TECHNOLOGY SUPPORTS

ParentChild+

Technology Tools for Program Support

For on-boarding new employees and keeping current employees connected

SUPPORT 1: ELEVATE
https://parentchildplus.bridgeapp.com

What is it?
eLearning platform with video tutorials and continuing education opportunities.

Why is it important?
- This is the FIRST STEP in on-boarding & training new ELSs.
- Access live webinars that you missed.

First steps:
- **Coordinators:** Must email Support to receive login credentials for ELSs.
- **ELSs** within 30 days of hire date:
- Must enroll and complete the DAISY Learning Program to receive login credentials for DAISY (Support 2).
- Must complete the Best Practices Program. Useful tool for supervision.

Contact for Support:
Email: elevate@parentchildplus.org
Replies: 2-3 business days.

SUPPORT 2: DAISY
https://daisydata.org

What is it?
Database with info on families, staff, assessments, and other key program info.

Why is it important?
- Data helps improve the program - what it's doing and why it is or isn't working.
- Data informs critical decision-making, and validates or clarifies to your instincts.
- Data is provided to funders for reports and supports $ asks.

First steps:
- **Coordinators:** Enter staff as they onboard: email address , contact info, etc. Must delete inactive staff.
- **ELSs:** Must complete DAISY Learning Program on Elevate. Staff only receive Support after program is complete.

Contact for Support:
Email: DAISYhelp@parentchildplus.org
Replies: 3-4 business days.

SUPPORT 3: STAFF PORTAL
www.parentchildplus.org

What is it?
"Backend" of ParentChild+ website, where key files and resources are stored.

Why is it important?
Here you will find:
- training manual,
- implementation manual,
- administrative forms,
- logos,
- sample grant language,
- and more!

First steps:
Coordinators + ELSs: The login to the portal is located at the bottom of the ParentChild+ website.

Contact for Support
Login provided at training.
Email: jfaith@parentchildplus.org

SUPPORT 4: SLACK
www.slack.com

What is it?
Online communication channel to chat in real-time with fellow Coordinators + ELSs..

Why is it important?
- Stay current with info from ParentChild+ National Center.
- Ask a quick question to a group of people or to our entire network.

First steps:
- **Coordinators + ELSs:** Download Slack on your computer or cell: @parentchildplus.slack.com.
- Join Channels to participate in group conversations.

Contact for Support:
If needed after download, email:
cinman@parentchildplus.org