



**Program Structure**

- Two home visits a week for a total of 46 weeks/92 visits (often implemented as two 23-week program cycles over two program years).
- Each visit is 30 minutes.
- First visit of the week is the Introductory Visit, when a new book or toy is brought to the family.
- Second visit of the week is the Review Visit, no new curricular item is brought to the family.
- Weekly two-hour (minimum) group supervision meeting.

**Families**

- Families have a target child who enters in their two-year-old year (may be as young as 16 months).
- Visits take place with parent/primary caregiver and child together.

- Family participation in the program is voluntary.
- The program prioritizes historically marginalized communities where there is often limited access to high quality early childhood services or educational programs, and extensive housing and food insecurity.
- The program works with families who speak over 40 different home languages.

### **Staff**

- Staff are from the communities in which they work.
- Staff have diverse experiential, cultural, and linguistic backgrounds like the families with whom they work.

### **Curriculum**

- Toys and books follow a developmental sequence and adhere to National Center guidelines.
- Specific toy and book choices are made at the local level, reflecting culture, language, and community.
- Each toy and book has an accompanying curricular guide/tip sheet.
- The Early Learning Specialists (home visitors) act as facilitators of parent-child interaction.

### **Training**

- Coordinator must complete the initial Training Institute and the follow-up training (within one year of the training institute), along with all pre and post-assigned distance learning courses.
- Coordinator provides a minimum of 16 hours of training to the Early Learning Specialists prior to beginning home visits.
- Coordinator provides reflective supervision through weekly staff meetings (minimum of two hours) and regular one-on-one support.

### **Reflective Practice to Support Fidelity**

- Best Practice rubrics for ParentChild+ home visiting are explored during the initial Training Institute.
- ELS and Coordinators use the Best Practice rubrics as a self-assessment tool to guide reflective practice conversations during weekly supervision.
- Online courses on ParentChild+'s online eLearning platform, Elevate, are available to both Coordinators and ELSs, using video practicums to explain and support ParentChild+ practice.

- During the first year of site implementation, new site Coordinators meet with the ParentChild+ Training team bi-weekly to explore implementation practices using video feedback to ensure the program is being implemented with fidelity.

### **Data**

- All program data is to be input into DAISY, the ParentChild+ Management Information System in accordance with the Data Management Plan.
- All family level data should be entered within 30 days of the intake interview.
- Staff data must be entered in DAISY within two weeks of hiring.
- At the completion of each program cycle, the site must submit the Annual/Cycle Report with all demographic, implementation, and assessment data via DAISY.
- The ParentChild+ National Center will regularly review all required data in DAISY, to determine that the Partner Agency is continuing to replicate the program model according to ParentChild+ guidelines.