

KEEP Overview

The goal of the KEEP process is to ensure you have the support and tools you need to successfully implement the ParentChild+ program to fidelity. It is also a conversation to understand how your program might individualize the program to meet the needs of your community. Finally, it is a chance for you to reflect on your site's implementation of the ParentChild+ models while also setting goals for your program.



Step 1: Planning

This is both a planning and reflection tool for sites. Your State Director or National Center liaison will review the form with you annually in the summer or early fall to orient you to the KEEP process.



Step 2: KEEP submission + DAISY uploads + ASQ Online

- After checking Y/N/P for each of the criteria, there are approximately 10 questions you must answer. It is okay to respond with bullets.
- Before completing the KEEP, you will need to download three reports from DAISY (listed on the next page). You will need these reports to answer all the questions.
- You will also have additional Annual Requirements to upload onto DAISY (listed on the next page).
- Sites should plan to upload both the KEEP Form (pages 3-9) and Annual Requirements onto DAISY by **January 31st** each year.
- The KEEP Form represents data and reflections for a calendar year. For example, the form due on Jan 31, 2025, is your site's data for the calendar year 2024 (Jan-Dec 2024).
- Page 10 will be completed by the National Center staff and documented in our records.
- If you use **ASQ Online** or another external database to enter ASQ-3 scores, ASQ:SE-2 scores and follow up action steps, please remember to send your data files to the National Center by January 31st. For additional details, please see [this article](#) on submitting data files from ASQ Online.
- If you use an external database to enter visit and referral information and have already discussed sharing data files with your data support team member, please remember to send your data files to the National Center by January 31st. For additional details, please see [this article on visits](#) and [this article on referrals](#).

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Step 3: Reflection + Goal Setting Conversation

Sites do not need to complete the last section, “Goal Setting + Continuous Quality Improvement.” These questions will be discussed in your check-in call and documented by your State Director and/or National Center liaison.

Reminders:



Download: DAISY Reports

Before you get started, **download** from DAISY the following three reports for each model (Family and/or HBCC) you are implementing for the most recent calendar year (ex: Jan to Dec 2024) as you will need to reference these documents to complete this form:

1. Participant Demographic Excel Export
2. Referral Excel Export
3. Site Information Excel Export



Upload: Annual Requirements

After you have completed the KEEP, **upload** the documents below onto DAISY by January 31st. Programs with both Family and HBCC models need to upload DAISY reports for both models.

1. Completed KEEP Form (pages 3-9)
2. Training materials:
 - ELS onboarding training
 - Ongoing professional development or training agendas
3. Program materials:
 - Full VISM list of all books and toys for program
 - Two sample guide sheets (one book and one toy)
4. Video recordings:
 - One video recording of one ELS for the Family model
 - One video of each ELS implementing the HBCC model
 - Video length: If your site feels comfortable submitting a 30-minute video, please do so. This is considered a "best practice" in evaluations. If file management or uploading is challenging, please continue to submit a min. 10-minute video - the same as last year.
5. *Optional* - annual program budget: If you don't have access to it, please email your National Center liaison to let us know who to contact (ex: Finance Officer or Executive Director)

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KEEP Form

Today's Date: _____

Coordinator Names: _____

Which model does your site implement? ____ Family ____ HBCC ____ Both

Site Information

Site Name: _____ State: _____

Communities/area served: _____

How many families/providers did you work with over the calendar year?

- Family Model (# of families): _____
- HBCC Model (# of providers): _____

What is the current enrollment capacity (how many families/providers are you funded to serve at one time)?

- Family Model (# of families): _____
- HBCC Model (# of providers): _____

Basic Fidelity Guidance

Please read the basic fidelity and data quality guidelines below and then comment **“Y/N/P” for each item to indicate “yes,” “no,” or “in progress.”** This is a self-evaluation, so please answer this section in an accurate way. You will have the opportunity to ask questions or state your concerns about program implementation in the Site Reflection section.



Replication Site + Staff Training:

____ Local sponsoring agency has a signed replication agreement.

____ Local sponsoring agency has hired a F/T Coordinator who will oversee work with a maximum of 50 families in the Family model (variance above 50 is only allowed with National Center/State Director approval). These numbers will vary for coordinators who

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implement both models. (If the site is working with fewer than 50 families, Coordinator's hours are in accordance with ParentChild+ guidelines).

_____ All Coordinators have attended the New Coordinator Training Institute, including the Home-Based Child Care model training if they are implementing this model.

_____ New Coordinator(s) trained after Sept 2021 have completed all asynchronous course content on Elevate and downloaded the certificate of completion.

_____ New Coordinators trained after Sept 2021 have consistently attended Community of Practice (i.e., technical assistance).



ELS and Initial Training:

_____ Sites prioritize hiring ELSs (Early Learning Specialists) from the communities in which families live and who are a cultural and/or linguistic match with the families.

_____ Sites prioritize hiring former program parents and promoting from within the organization based on valuing lived experiences and on-the-job training.

_____ All ELSs receive a minimum of 16 hours of training on home visit practice and program implementation before starting visits. Please refer to [Turnkey Training Guidance](#).

_____ All staff have completed local or county Mandated Reporter training.

_____ Site's ELS training utilizes race equity and data-driven frameworks and uses the ParentChild+ Core Values as the organizing principles. (See [Turnkey Training Guidance](#))



Supervision and Professional Development:

_____ Weekly staff and reflective group supervision meetings are a minimum of two hours.

_____ Weekly staff meetings are devoted to reflective supervision/consultation.

_____ Coordinator(s) have observed all ELSs visiting with families at least twice per year (either video or in-person).

_____ Coordinator conducts a one-on-one [reflective supervision](#) after each observation of home visits (using the [Best Practice Principles for Coaching](#) framework)

_____ All staff evaluate books and toys together at least once a year, based on their experience and using the [Anti-Bias Checklist](#).

_____ Coordinators' training and supervision of ELSs is rooted in a strength-based practice (parallel process).

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Family Participation:

- ____ Site has clearly defined its “eligibility” requirements for its target population (ex: often based on income, such as qualifies for free-school lunch)
- ____ Families’ participation is voluntary and the program is free to them.
- ____ Children start the program at 16 months and no later than three-years-old.
- ____ Programs offer 92 home visits to families or 48 visits to child care providers.
- ____ ELSs conducts all in-home visits and/or honors family/provider choice for virtual or hybrid visiting ([see In Home/Virtual Visiting Guidance from July 2022](#)).
- ____ Coordinator oversees the family/provider recruitment and enrollment process. Each family/provider in the program is introduced to their ELS by a Coordinator.
- ____ All families and child care providers have a [Participation Agreement](#).
- ____ Family/provider preference as to the language spoken in the visit is honored.
- ____ Prioritize families/providers to be paired with an ELS who is a cultural and linguistic match.
- ____ Coordinator conducts a mid-year check-in with each program family/provider.
- ____ Each family/provider responds to the anonymous end-of-year Program Satisfaction Survey.
- ____ Site has explicit confidentiality and privacy safeguards in place to protect families’/providers’ personal and demographic information.



Intervention + Home Visit Practice:

- ____ Home visiting in the Family model is aligned with the [Best Practice Principles](#). (N/A for HBCC model)
- ____ ELS provides [strength-based feedback](#) to the families/providers on positive interactions with the child(ren) or activities they do to promote child development.
- ____ ELS supports the family’s observation skills and communicates child development milestones.
- ____ ELS centers [child development conversations](#) with the families/providers during the visits, especially after the use of the ASQ-3 and ASQ:SE-2. (ASQs are not required in the HBCC model.)
- ____ ELSs self-evaluate their practice regularly and participate in at least 2x/annually formal observations with their supervisor (See [Best Practice Principles for Coaching](#)).
- ____ The agreed number of videos (see guidance above) are uploaded and shared with the National Center.

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Basic Data Collection + Data Quality Assurance:

_____ Coordinator completed [*DAISY for Supervisors and Coordinators*](#) (*Family model*) on Elevate.

_____ For partner sites with the HBCC model, staff have completed [*DAISY for Supervisors and Coordinators - HBCC*](#).

_____ Your program communicates with families/providers about data protocols and assessment schedule.

_____ New ELSs have completed *DAISY for Early Learning Specialists* in the model for which they are assigned (*Family and/or HBCC models*) on Elevate within 30 days of completing early learning specialist onboarding training.

_____ Families/providers are given a consent form that informs them how we protect their information and how information will be shared. If signed, family/provider-level data are entered into ParentChild+'s management information system (DAISY).

_____ If the replication site needs to share data with external partners, an additional consent form is obtained.

_____ New site Supervisors and site Coordinators should request a DAISY account within 30 days of completing coordinator training.

_____ Site Supervisors and site Coordinators should create a DAISY account for new Early Learning Specialists within 30 days of completing ELS onboarding training.

_____ New DAISY users should enter their demographic data within 2 weeks from when their account was created. Existing DAISY users should update their demographic data every year by Jan 31st.

_____ The replication site has completed data quality check-ins at recommended frequency per data support staff assigned to their site.

Emerging, Innovation, or Additional Practices:

Please see the list below and then comment "Y/N/P" for each item to indicate "yes," "no," or "in progress." The below practices represent both innovations by the National Center and/or practices developed organically at local sites. We recognize that many of the practices listed below were implemented at sites for many years before the National Center recognized or adopted them. For other sites, you may not have heard of the practices below, until now. Depending on site goals, some practices below may be incorporated into a Quality Improvement Plan.

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Emerging + Innovative Practices:

- _____ [Reflection Record](#) for Family model.
- _____ Updated [Participation Agreement Process](#).
- _____ [Workbook and Implementation Planning](#) for new site startups.
- _____ [Developmental Parenting](#) and facilitating/coaching of the parent/provider (target of the intervention is the parent or caregiver).
- _____ [Funds of Knowledge](#) for parent and caregiver enrollment.
- _____ Coordinator employs the parallel process using [practice-based coaching](#) techniques during professional development sessions.
- _____ Video feedback during which a video (2-5 mins) of the parent/provider and child playing and/or reading together is created and the ELS and parents watch it together with the ELS providing [strength-based observation](#) and feedback on the interactions with the child. The recording is then given to the family/provider.
- _____ Use of [RIOS \(Reflective Interaction Observation Scale\)](#) Reflective Interaction Observation Scale for Reflective Supervision.



Additional Practices:

- _____ Infant and/or Early Childhood Mental Health Endorsements
- _____ Parent Support Groups and/or Child Socialization Groups
- _____ Community advocacy groups
- _____ Trauma-informed site
- _____ Other:

Comments: Please elaborate or explain any of your responses to the above, or if you provide additional supportive services to the families within your community context. Also, if you are interested in learning more about any of the above practices, please let us know here:

Site Reflection Questions:

Please answer these questions in the section and include it with your annual upload before **January 31st**.

1. Do you have any questions or concerns related to the above fidelity guidance? Is anything unclear?
2. ***Pull referral list from DAISY*** Is this accurately representing your referral network? (E.g., Referrals mean any community resource given to families, including other programs within your agency, housing support, immigrant support, food/material goods, etc.)? Are any referrals a result of ASQ scores? If so, this should be noted.
3. Are you able to meet and maintain your enrollment capacity? If not, what are the barriers?
4. Based on your last data quality check-in, what have you agreed to work on until your next check-in to ensure data is complete?
5. If you completed the KEEP process before, what progress did you make on last year's goals (if any)?
6. If you could adjust your budget, what areas would you address? Do you have any budget concerns?

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7. Did you use any “emerging or innovative practices” (section above) for the first time this year? What was your experience with them? Did you do anything else new or different this year that was important for your learning or program enhancement?
8. Do you or your staff need additional training and support on program implementation or home visit practice? Do you need support with scaling up or strategic growth?
9. Do you have any highlights or positive family/provider feedback or stories you want to share? Do you have any highlight of positive ELS feedback or stories you want to share?

Signatures:

Coordinator Name (printed): _____

Coordinator Signature: _____ Date _____

State Director Name (printed): _____

State Director Signature: _____ Date _____

You are done! The sections below are for your reference.

Goal Setting + Continuous Quality Improvement:

This section should be **left blank** when you upload it onto DAISY. These questions will guide your check-in conversation with your State Director or National Center liaison, which will occur in the spring or early summer each calendar year.

1. Please describe your community, families, and program eligibility requirements.
2. Based on your review of this document together, what are your organizational or programmatic strengths?
3. Based on your review of this document together, what are two to three goals your site will plan to address in the next year?
4. How do you plan to monitor your progress towards these goals?
5. Do you have any feedback or questions for the National Center on emerging + innovative practices?
6. How can the National Center support you now?
7. Is there anything else you would like to share?

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Appendix:

Below are conversation starters for you and your team that support program implementation. They are provided to you for internal use only; **do not submit** them as part of the KEEP process. They can support your agency's internal conversations around strategic operations, goal setting, and continuous quality improvement.

Context and Scale of Agency

1. Are you able to meet enrollment capacity? If not, what are the barriers (e.g., hiring challenges or cultural match)?
2. Is your current enrollment capacity for families or providers aligned with your organizational goals and/or community needs?
3. What does the annual schedule look like for your site? Do you start families/providers on a rolling basis, by cohort (e.g., starting a group of families/providers every month or every quarter) on a school year calendar, etc.?
4. Do Early Learning Specialists work on a full-year schedule or school year schedule?
5. How do you engage with families and/or providers in the summer months, if it is different from regular home visits?
6. What other support does your agency offer ParentChild+ families? Are there other supports that you are providing to families /providers that might not be listed in DAISY (e.g., playgroups, parent cafes, webinars, training sessions, community activities, field trips)? Please note: These should be added to your referral list in DAISY, if they are not already.
7. Do you need any support with fund development - identifying funding opportunities, grant writing, advocacy, and/or grant reporting?
8. Please plan to share your annual program budget with us. Do your salaries reflect a [*living wage?*](#)

Replication + Staff Training

9. When was your site last certified by the National Center?
10. Describe your training of ELSs: What did you learn? What might you do differently next time? What additional support do you need from the National Center to effectively train your team?
11. In the past year, in what professional development have you and/or your team participated? This includes Elevate modules, Communities of Practices (CoPs), and/or professional development opportunities provided through others.
12. Describe your weekly team meetings. How do you make this a reflective time or space? Do you need support or resources in this arena?
13. Describe your ELS observations (at least 2x annually for each). Does this happen virtually or in-person? Which resources do you utilize, if any (practice-based coaching, [*Best Practice Principles*](#), or others?)

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14. Do you have formal policies to support diversity, equity, belonging, and inclusion? To support staff mental health and well-being?

Program Operations + Support

15. Who is your target population? How does your program define “eligibility” for the program?
16. When during the year are you recruiting and enrolling families and/or providers? Discuss any family /provider recruitment or enrollment questions or concerns, if any?
17. What is your program retention rate? Discuss any family/provider participation or program retention questions or concerns you have.
18. What are ELS and Coordinator caseloads and ratios? Do you have workload concerns or challenges?
19. Describe successes and challenges of ensuring ELS cultural and/or language match with the target community?
20. What does the mid-year or end-of-year check-in look like with your families/providers? How do you solicit their feedback to enhance or alter the program or home visits?
21. How do you support families/providers in their transition from the program? How do you support the next step in ParentChild+ graduates' education?
22. Describe how and your team evaluate family/provider satisfaction with books and/or toys.