ParentChild+
Equal Possibilities From The Start

INSTRUCTIONS - Supervisors and Coordinators should plan to use this document to facilitate a collaborative conversation together about the ParentChild+ program implementation in your community.

You may not know the answers to some of these questions now, which is acceptable, as this is primarily a learning and training tool. If you don't know the answer, or feel you need guidance, please leave it blank.

The goal is to have this document completed by *the end* of your start-up and training process. Afterwards, you can 1) upload this to your "Notes" section of DAISY; and 2) send this to your designated ParentChild+ contact after training (Start-up Director, FCC Director, and/or State Director). This will be the basis of a conversation with them.

PARTNER AGENCY

Name: _____

Street Address _____

Town, State: _____ County: _____

Country: _____ Zip: _____

Phone: (_____) _____ Fax: (_____) _____

Partner Agency Executive: _____ Title: _____

Supervisor of the ParentChild+ Site Coordinator: _____

Title: _____ Phone: (_____) _____

Fax: _____ E-Mail: _____

SUBCONTRACTING AGENCY (if any)

Name: _____

Street Address _____

Town, State: _____ County: _____

Country: _____ Zip: _____

Phone: (_____) _____ Fax: (_____) _____

Contact at Subcontractor: _____ Title: _____

VALUES ALIGNMENT

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 all populations, while amplifying voices from communities that have for too long been excluded because of systemic racism. Examining all aspects 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 use education to supply 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, supporting a livable wage for all, and ensuring that staff are a linguistic and cultural match with the families with whom they work;

- 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 within all the systems in which we work (i.e., home visiting, health, social services, schools, etc.).

As such, ParentChild+ is committed to working with organizations that have policies and resources that are culturally responsive and health-promoting. ParentChild+ continues to innovate and adapt to better meet the wellness needs of staff and partner organization staff, wherever possible.

Core Values

1. How do your agency's values correspond or overlap with the core values of ParentChild+? How do they differ?

2. What might this mean for the ParentChild+ program administration at your agency?

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

Staff Well-Being

4. Does your agency/school have a point person to address mental health for your staff? If not, does your agency/school have partners/resources to connect staff to?

5. Will there be anyone that can supply mental health training or support to your ELSs (Early Learning Specialists)?

PROGRAM STARTUP TIMELINE AND OPERATION SCHEDULE:

There are several factors to consider when creating a program operations schedule and startup timeline. First, the startup timeline is based on a variety of factors - alignment of funding sources, Coordinator recruitment and hiring, attendance at the Training Institute (when is the next one scheduled?), onboarding and training of Early Learning Specialists, program model selection, and the amount of time it takes to recruit and successfully enroll a full caseload of families and/or providers.

Then, you will need to determine what will your site's operating schedule be:

A. Enroll and work with families/providers on a year-round schedule, which can allow for rolling or cohort admissions as you work towards your full caseload (with families finishing the program in approximately 18 months, or less. or providers finishing in approximately 8 months, or less); or

B. Enroll and work with families on a school year calendar (for example, with families/providers completing the program in approximately 24 months)

Early Learning Specialists will have 92 visits with each family, and they will have 48 visits with each home-based child care (HBCC) provider. They meet one-on-one with families and providers twice a week for the length of the program. Depending upon the site, visits are now being offered in an in-person, virtual, or hybrid format. Depending on your program's operating schedule (year-round or school year), families will be enrolled in the program anywhere from 16 to 24 months, and providers from 6 months to a year.

Timeline

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

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

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

9. What are the major deadlines that you must meet given your funding timeline (include enrollment numbers, assessments, reports, spending funds)?

Scale

10. How many families/providers do you plan to serve in year one? Year two? How many families do you hope or predict serving at scale?

11. What is your expected modality of service delivery? Is your scale affected by this modality (virtual/in-person/hybrid)?

Funding + Communications

12. What funding sources are supporting your ParentChild+ site?

13. Do your funding sources have any requirements that could affect implementation of the program?

14. Does your organization have a development director/department? How can you work with them to sustain the program?

15. Does your organization have a communications staff who we can work with to publicize the program?

Budget

16. Please plan to share your program budget with us. Is the amount of staff time allocated sufficient under ParentChild+ staffing guidelines? Do your salaries reflect a living wage?

17. Is the budget realistic in terms of the amount allotted to technology, travel, books, and toys?

COMMUNITY DEMOGRAPHICS AND DEFINING A SERVICE AREA:

Most agencies define a service area considering factors such as geography, where the need is concentrated; distance, driving time, and transportation; target population; languages spoken (and available staff who speak those languages); and funding parameters. ParentChild+ is designed to reach families/providers living in underserved and historically marginalized and low-income communities. It is important to decide your funder's and your agency's definitions of "eligibility". For example, to prioritize families, sites can look at:

Community Demographics

18. Who is your target population (Some examples: low-income families, refugees, teen parents, families experiencing housing insecurity, children in kinship care or foster care)?

19. How do you define "eligibility" for the program?

20. Are there funding parameters for eligibility? Will you need to report this to your funding partners (if so, how)?

21. Where or how is the need concentrated in your community?

22. What languages are spoken by the target population? Is there a particular ethnic or cultural group represented?

23. What are the community strengths/assets of your target population?

24. For all these questions, what data source are you referencing? (Demographic data should come from a local government, NGO website, or community needs assessment)

Service Area

25. <u>Geography: What are the boundaries of your service area? Will this change if you use an in-person or virtual modality?</u>

26. <u>What other agencies serve the target population in this community? Are there other home visiting or Early Head Start programs? If so, how might you collaborate with them?</u>

27. <u>What are the transportation considerations for visiting families (driving time, public transportation, etc.)? Have you allocated sufficient time and funding to ELS's schedule to accommodate these considerations?</u>

RATIOS + STAFFING GUIDANCE

The Replication Agreement describes agency requirements for Early Learning Specialists and Coordinator caseloads. On average, the maximum number of families a new full-time Specialist can take on is 10-12 and the number of providers is between 8-10 (an experienced ELS may work with up to a maximum of 14 families or 12 providers). Full-time ELSs with a caseload of 12 will dedicate at least 24 hours per week to home visiting, this does not include data entry, training, supervision, referrals, travel, and family communication. Part-time ELSs also have a standard amount of time allotted each week for data entry, training, supervision, referrals, travel, and family communications.

Please note that ParentChild+ is best implemented when Specialists work full-time enabling them to build competency in the model while fully participating in other administrative and professional development responsibilities. Overall site experience also shows that full-time ELSs are retained longer than part-time employees. A site may decide to hire part-time ELSs to meet language or location needs, and if it identifies strong candidates who are seeking part-time work. Site staff responsibilities include: Recruiting families/providers and the time needed to communicate and engage with them before enrollment; Communicating and confirming home visit sessions; At least 15 minutes of data entry and/or paperwork after each visit; Addressing family issues, including additional time to refer, connect, support, and/or advocate for families; One team meeting each week (minimum of two hours); One-on-one supervision and/or individual coaching sessions; Training and professional development days; At least one more hour of administrative record keeping each week, including VISM checkout and inventory organization or any pending data entry; Translation services.

Coordinator

28. <u>Have you hired the Coordinator? What is his/her background?</u>

29. <u>What is the Coordinator's connection to the community</u>?

30. <u>Is the Coordinator allocated F/T to ParentChild+? Do they have other responsibilities within your agency? If so, how many hours a week are distributed to ParentChild+ and how will they manage both responsibilities?</u>

Early Learning Specialists (ELSs)

31. How do you plan to recruit community-based Early Learning Specialists (ELSs)?

32. How will you ensure the ELSs are a cultural and/or language match with the target community?

33. How do you plan to ensure that they have a "strength-based" perspective?

34. What will be the staffing ratios for the ELSs? How many families/providers will the Coordinator visit, at first?

35. Are there any hiring guidelines required by your agency (i.e., experience, education, or certification requirements)?

CAPACITY FOR DATA COLLECTION + QUALITY ASSURANCE

As part of the ParentChild+ commitment to ensure data-driven delivery of its quality home visiting models, your team will be collecting a wide variety of data. To aid sites in evaluating both their effectiveness with families and providers and the long-term impact of the program, each ParentChild+ site manages their program data using the program's secure web-based management information system (DAISY). The system is designed to store and report information entered by each replication site on the families they serve. The system generates aggregate site reports, along with state and national reports. The reports include demographic information on the families and providers and staff, as well as data on service delivery, including the number of participants retained by each site throughout the program, the number of books and toys provided to families and providers, and the number of home visits completed annually. This process is fundamental to successful program implementation and outcomes.

In most cases, *ELSs will be the ones collecting and entering data into DAISY. They will need ongoing system training and support.* Coordinators will use data collection to guide program implementation, enhance program quality, and show program fidelity.

Data Collection + Data Entry

36. Is your agency required to use another database besides DAISY? If so, which one?

37. Who is collecting family information at enrollment? Who is entering this data into DAISY? Who is completing assessments with families? Who is entering this data into DAISY?

38. Does your funding source require you to use any additional assessments outside of ParentChild+ requirements?

39. Do you foresee any issues with the data quality assurance guidelines of running DAISY reports every 30 days?

40. Given the requirement of recording, uploading, and sharing two to three videos per year per ELS, what systems do you need to have in place to do so? Do you need any added equipment, software, or training to do so?

Referrals

41. What are the referral resources your agency already has? In what way does your referral network need to be expanded?

42. Who will make referrals for families – Coordinators, ELSs, both (if both, how will this be managed)? What is the internal training and/or communication that needs to happen to ensure referrals are happening when needed?

43. Who will be collecting and tracking referral data? Who will be following up on referrals?

PROGRAM MATERIALS

ELSs use books and toys to facilitate time together between the child and caregiver - such as conversation, play, and reading. At ParentChild+, the acronym given for the materials that stimulate verbal interaction in the home is called "VISM" for verbal interaction stimulus material. Caregivers and children can always bring or use materials or objects from home or from earlier sessions. Whatever interests the family is the subject of that session (Levenstein, 2008).

ParentChild+ is committed to ensuring that all children have access to the best early childhood education materials currently available. As society evolves, and the families we work with becomes increasingly diverse, it is imperative for organizations supporting children and families to engage in continuous quality improvement. Recent research has brought to light the lack of diversity and inclusivity in educational books and toys. It is our goal to challenge this trend and provide the ParentChild+ community with the tools needed to enrich the lives of families by sharing materials that are diverse, inclusive, and encompass the values and mission of our program.

Books + Toys

44. How many books and toys do you need to buy (based on the number of families served above)?

45. Have you checked the books and toys you are ordering with the Anti-Bias Book Checklist? Any questions or concerns?

46. Do your selected books and toys match the community demographics and families' linguistic needs, how?

47. Are your books and toys developmentally appropriate? Do they follow a developmental sequence?

48. Do you have sufficient storage for your materials?

CREATING A FAMILY/PROVIDER RECRUITMENT + ENROLLMENT PROCESS

To recruit families from the community, the Coordinator and ELSs should make presentations and share information about the program with a diverse array of community services.

Speaking directly to parents and home-based child care providers is the most effective outreach. Staff should visit a variety of community programs, including WIC offices, food pantries, schools, clinic waiting rooms, faith-based organizations, laundromats, playgrounds, and stores, at times when parents are present to connect with parents who may not be accessing other early childhood services. Once the program is set up in the community, the most effective outreach is often word-of-mouth. Parents refer to friends, neighbors, and relatives.

The Coordinator interviews parent(s) to determine whether the program is a good fit for them and if they are interested in participating. The Coordinator should partner with an ELS who speaks the family's home language, when needed, for this initial interview.

Recruitment

49. Where are you recruiting families/providers from (referrals, direct recruitment, other)? Who will be doing the recruitment?

50. What is your agency's "elevator pitch" to families about ParentChild+?

Enrollment

51. Who is enrolling families? What is the enrollment process – are you talking with them in-person, by phone, or via video call? What conversations are you having with them? Are you supplying sample books or toys?

52. If the ELS is not involved in recruitment or enrollment, when does the ELS meet the family/provider?

Engagement + Retention + Participation

53. How long do you allow families/providers to "pause" services, if mutually agreed? How do you define when someone is "unengaged" vs. "paused?" When might you decide to remove the family/provider from the ELS roster?

54. How do you envision engaging families around program participation?

Graduation

55. What are the next educational/child care steps for families in your community? How will you support families in accessing their next steps?

PARENTCHILD+ REPLICATION INFO

56. How should we list your site and its catchment on our website (must include ParentChild+ in Site Name?):

57. What challenges or concerns do you anticipate in implementing ParentChild+? How do you propose to address them? What can we do to support you?

Signatures (agency)

ParentChild+ Coordinator (print): _____

Signature: _____Date: _____

Sponsoring Agency Director (print): _____

Signature: _____Date: _____

Signatures (ParentChild+)

ParentChild+ point person (print): _____

Signature: _____Date: _____

ParentChild+ startup coordinator(print): _____

Signature: _____ Date: _____