ParentChild+

The Race Equity Framework and Parallel Process in Turn-Key Training

Vidya Ragoo, National Director
Home-Based Child Care Model
October 14, 2026



Agenda

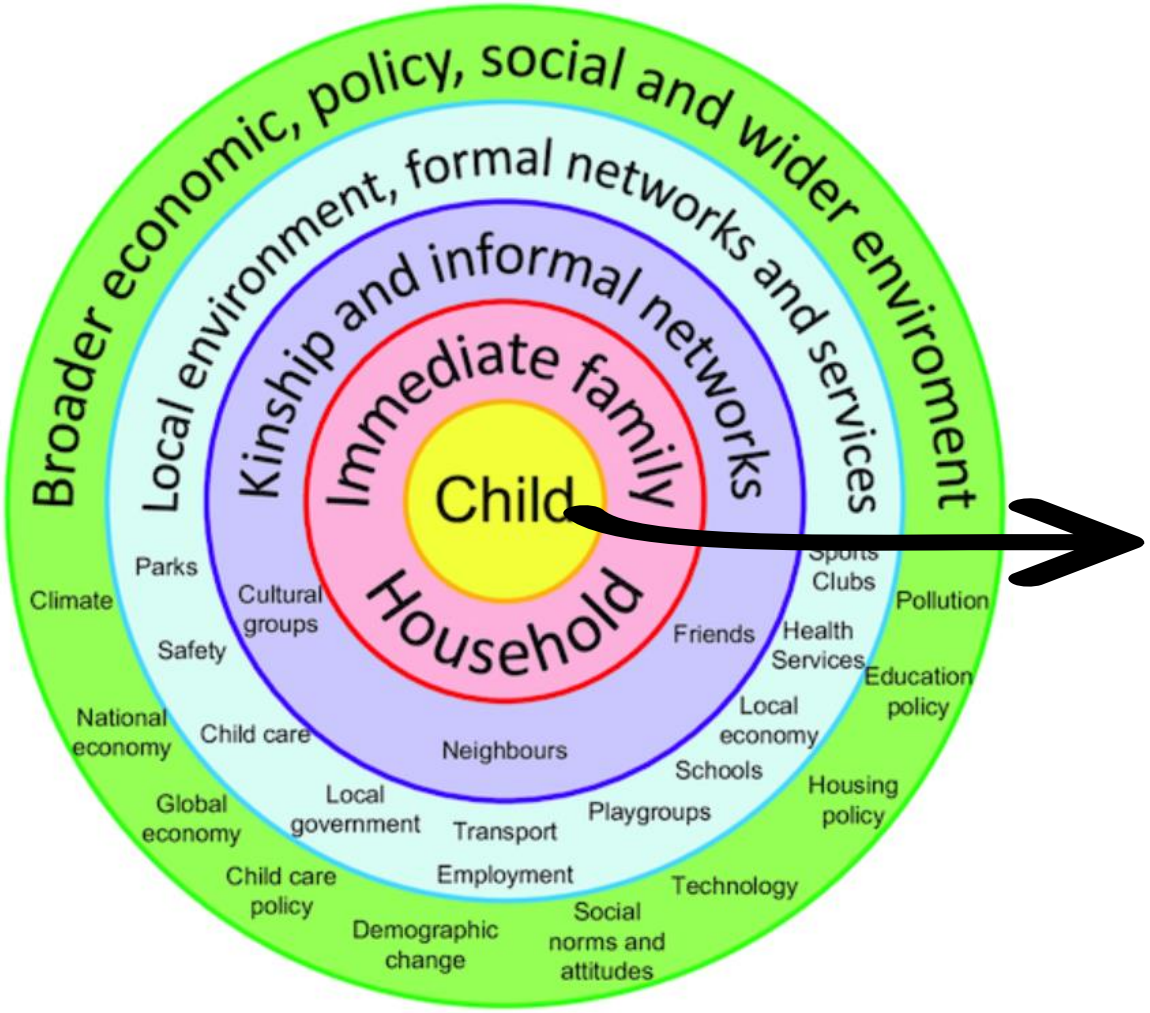
- Ecological Systems, Brofenbrenner
  - Race Equity at ParentChild+
  - Theory and Practice
- Adult Learning, Malcolm Knowles
  - Parallel Process
  - Turn-Key Training
- Coordinator Supports



Ecological Systems

Circles of Influence Model: Building on Strengths, Values, and Culture

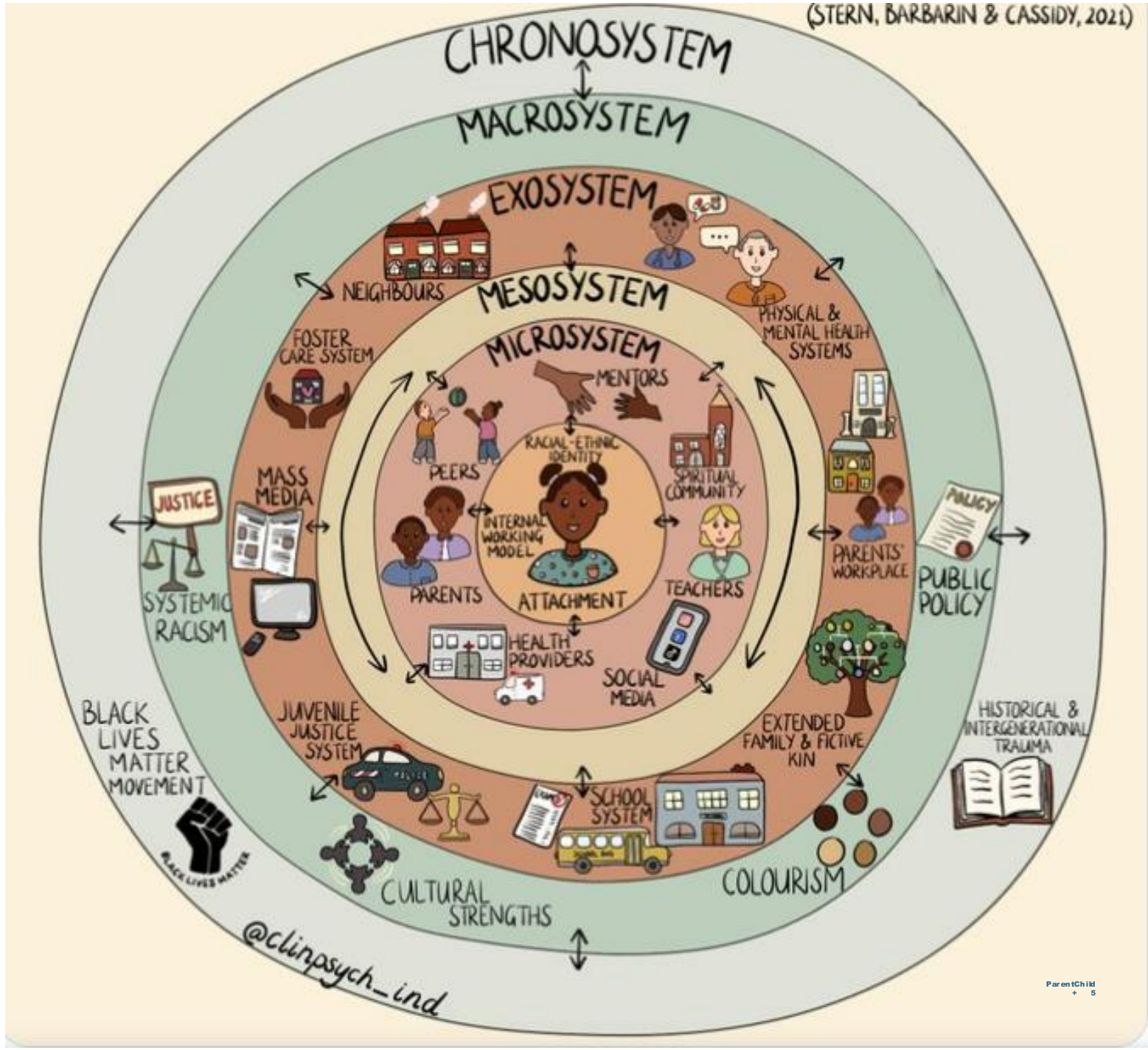
(ELEVATE Course 3, Workbook page 11)

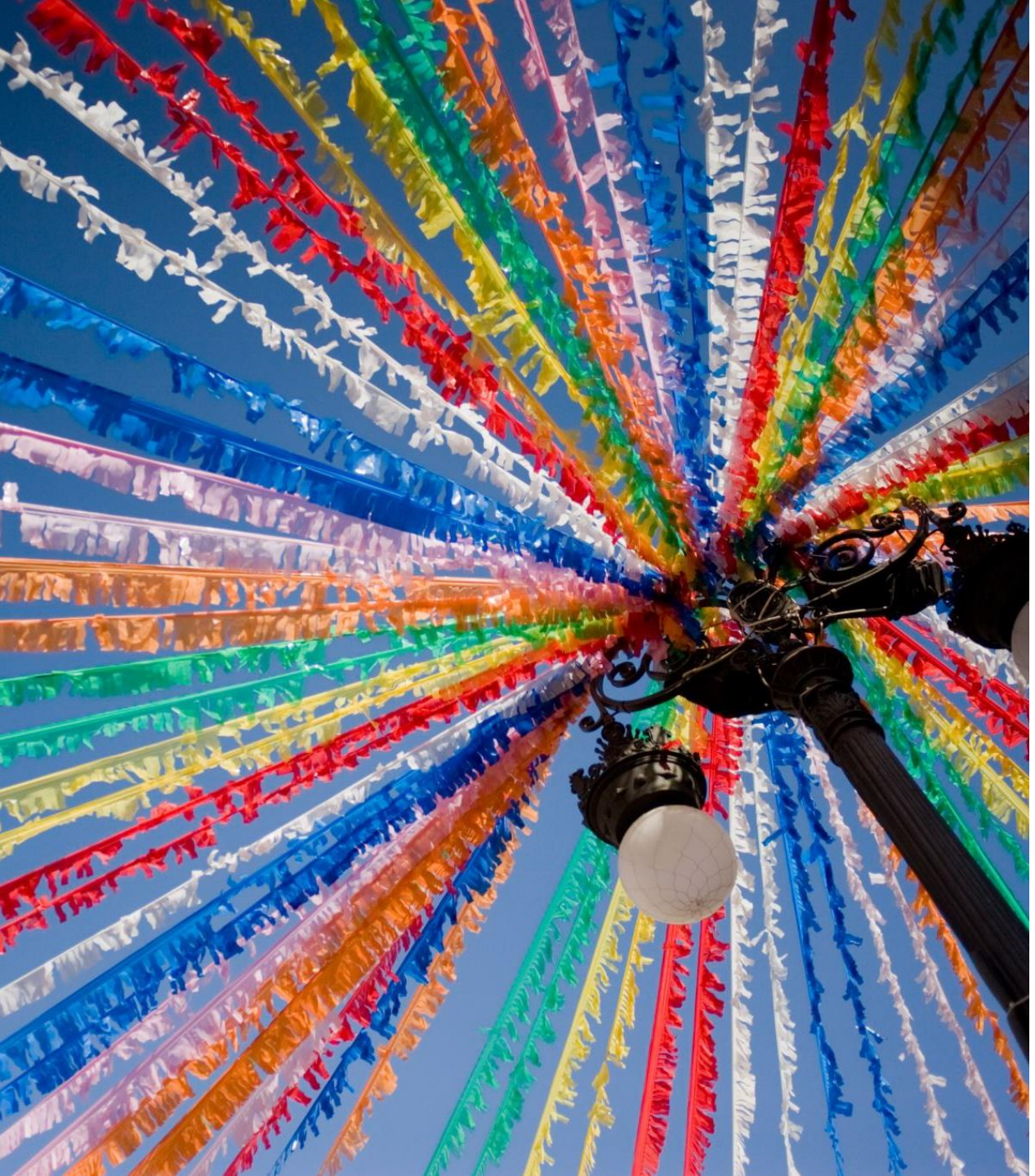




Reflect on Self

Adaptable for different people at different stages

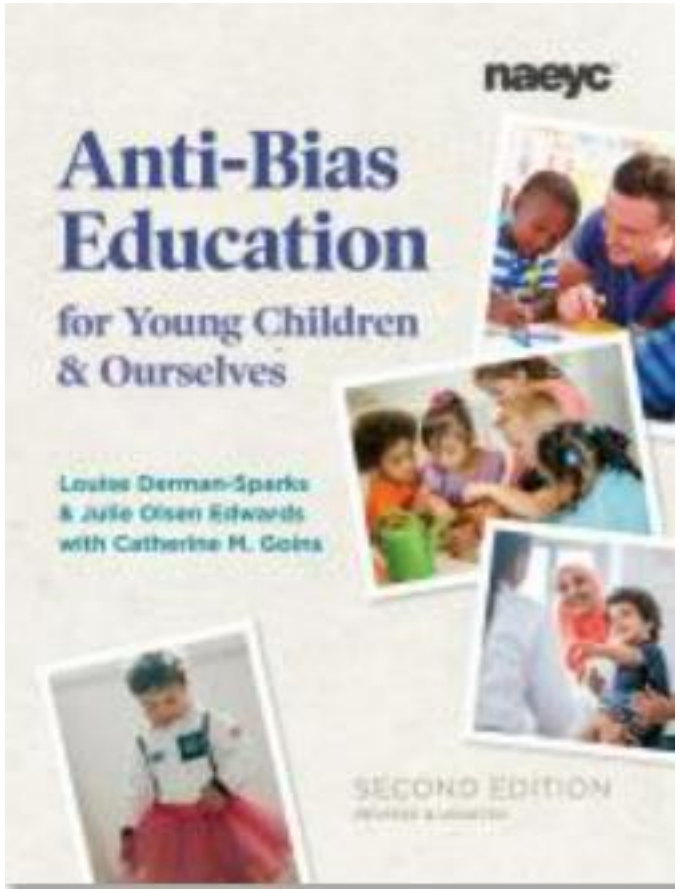




Cultural Humility

The National Institutes of Health (NIH) defines cultural humility as

"a lifelong process of self-reflection and self-critique whereby the individual not only learns about another's culture, but the individual starts with an examination of her/his/their own beliefs and cultural identities."

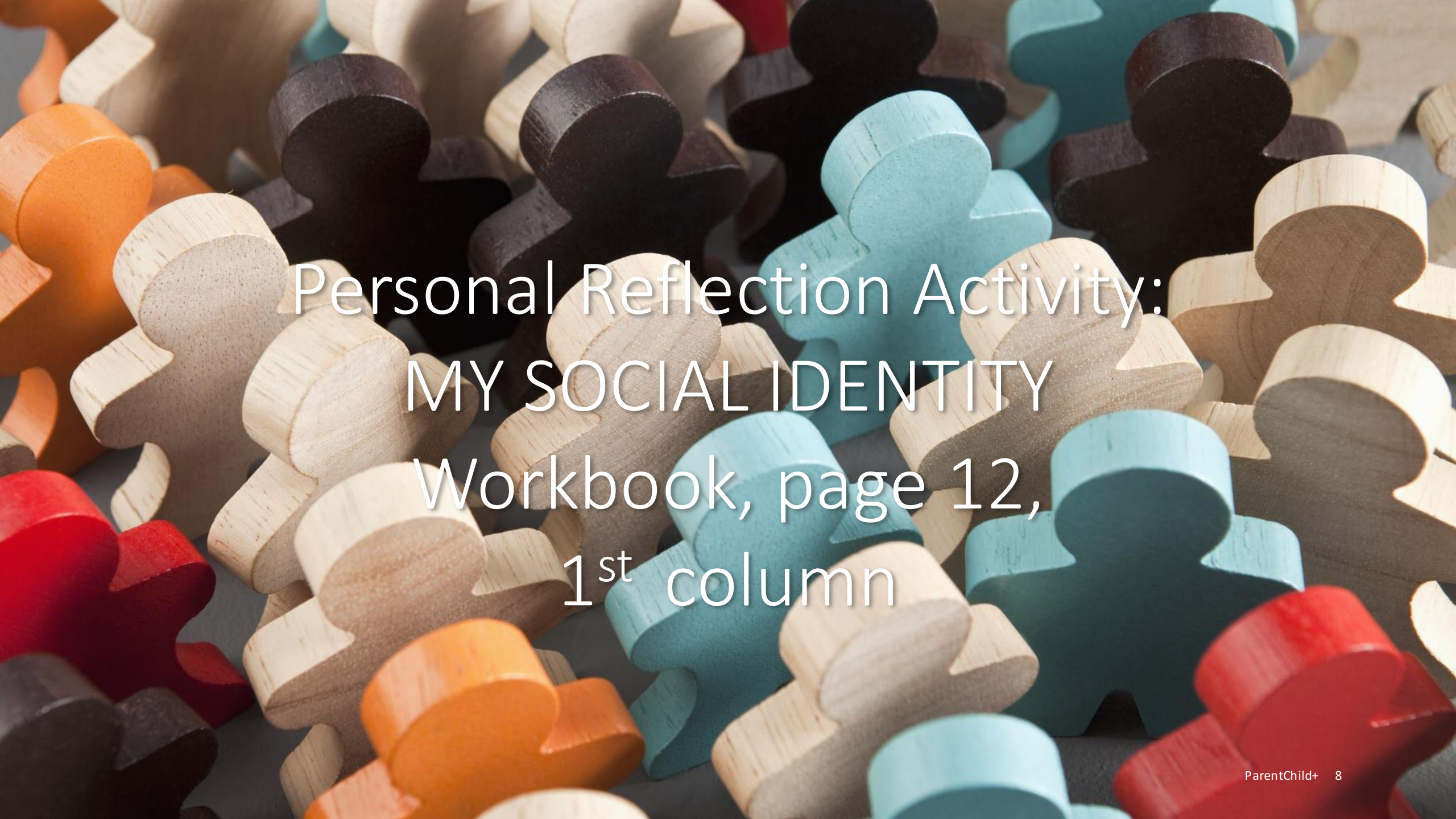


My Social Identities Portrait

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.

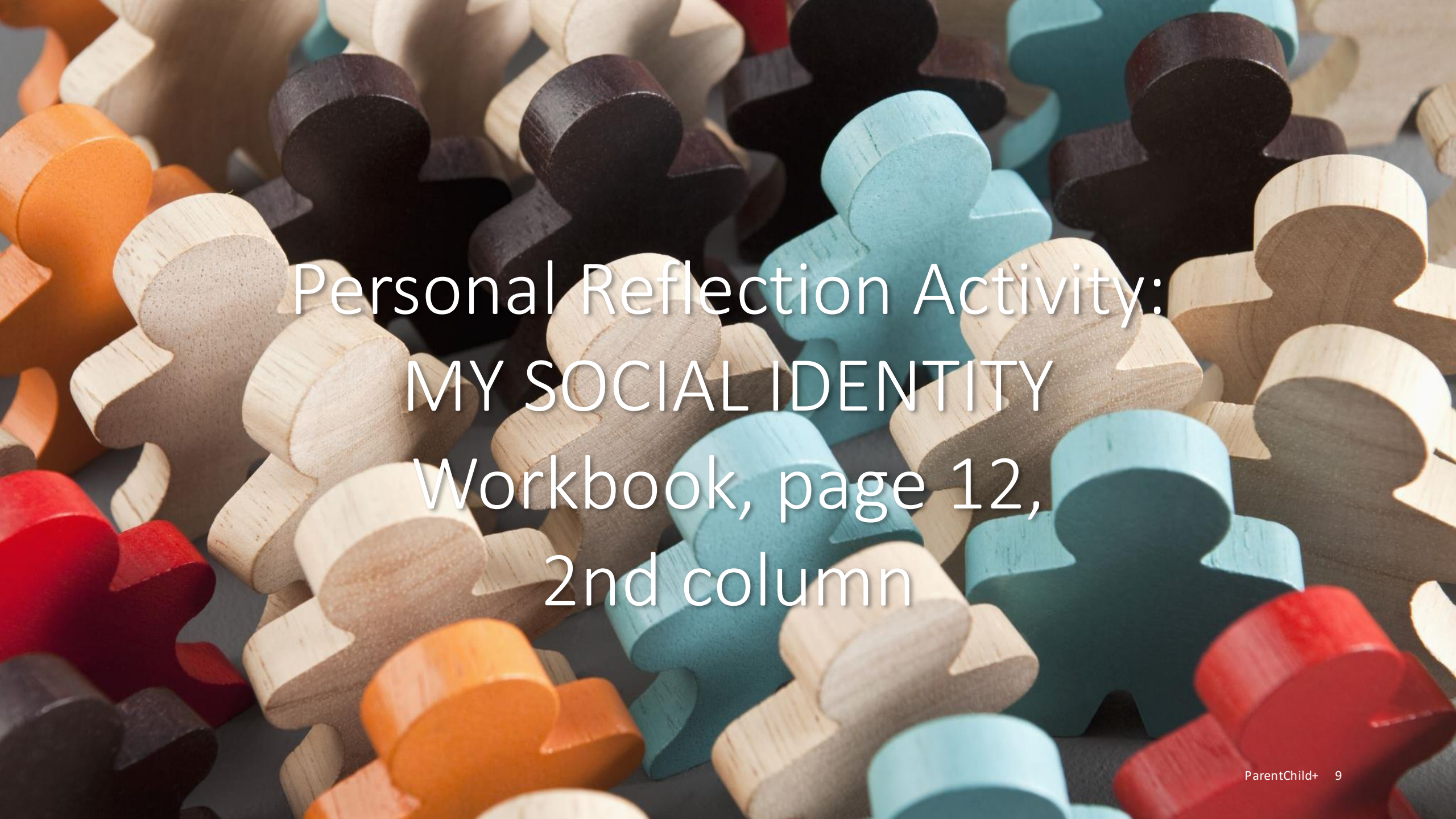
- You may not always have words to describe these identities. That's okay. Write down your best thought at the moment. Don't leave a section blank. You can always redo this as time goes on.

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



Personal Reflection Activity: MY SOCIAL IDENTITY

Workbook, page 12, 1st column



Personal Reflection Activity: MY SOCIAL IDENTITY Workbook, page 12, 2nd column



Personal Reflection Activity: MY SOCIAL IDENTITY

Workbook, page 12, last 2 columns.

Circle which group appropriately fits your identity.





Consider your Comfort Level

Look at the questions at the bottom of the worksheet. Respond in your small groups.

- Prejudice/Discrimination and/or Privilege/Visibility
- Harder and/or Easier

Divvy the time between group members, ex. 3-4 min each. Listeners listen; sharers share.



Consider your Comfort Level

Using the community's guidelines and your social identities portrait, look at question #2.

Respond in large group.

- Which identities have had the biggest impact on you?
- In which identities do you feel the most pride?


Race Equity

Developing a Race Equity Framework for Our Work

Developing and applying a racial equity lens requires looking both internally and externally – building both personal, interpersonal, and institutional awareness.

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.”

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.

How do leaders promote EQUITY in training sessions, staff meetings, and home visits?



Listen more, advise less

Establish shared guidelines

Clarify the plan

Ask where support is needed

Make people feel seen, felt, heard

Eye contact, recognize, repeat what you heard is what they said

Ask for pronunciations -

Make people feel seen and heard

Little things are the big things

Respect personal identity – what name would you like to be called?

Start with cultural, community reflections

Acknowledge the dynamics – who is the main caregiver? Who impacts the child's growth?

We do have a sharing at the beginning such as some Ice-breaking questions about childhood, families and personal thoughts.

5 B's: beautiful – seeing people from the inside – until we learn their name.

Reflect on	Reflect on Self.
Invite	Invite Others into a Community.
Create	Create a Safe Space.
Ask	Ask Open-ended questions to get a sense of where people are.
Ask	Ask people to identify themselves.
Ask	Ask how they would like to be treated.
Create	Create a space where you can be true to yourself, others can be true to themselves, and judgement is suspended.
Know	Strengths are observed.
Lead.	Know your why and know that this will continuously change. Lead with Race Equity

Adult Learning and Turn-Key Training

What do we KNOW about Parallel Process?



The Parallel Process

Programs can provide support to professionals in ways that mirror the supports that professionals provide to parents. This process, referred to as the parallel process, occurs when similar practices are reflected in different parts of an organization, community, or system, as well as in the services provided to families.

Define: “Meet People Where They Are…”

Group 1: Seneeka	Group 2: Teresa	Group 3 - Sandra	Group 4
Meaning: **we need to know what’s going on with family/kids – are you ready? If you’re worried, how engaged will you be? Virtual/In Person or Public Space/ Language/Schedule**	Meaning: **mindset, emotions, reality – accept all, what are prioritized struggles? Parents have own knowledge, ideas, they know best**	Meaning: **understanding family strengths, situation, culture, language, educational needs, listen without judgement**	Meaning: **ensure families feel comfortable, non-judgmental, develop relationships**
Activities**: listening, asking questions**, **wearing buttons – draw how you’re feeling; show me feeling**	Activities: **remain curious, find common interests/experiences, give people the space to be the leader**	Activities: **curiosity, asking questions, active listener without judgement, letting family take lead, SHARE what they know; building off of their goals, experiences, and knowledge, adapt cultural activities, give family choice!**	Activities: **building communication, having conversation, asking questions, let them lead, build the trust, talking about ourselves, using I statements**
Purpose: retention – families will complete the program – families are more successful; completing what you started; **set precedent for family – we can be successful;** sets precedent for family – a perceived barrier is not the end of goal – **there are resources, ask for help**	Purpose: **we remove barriers in the learning journey** for child and family; remove barriers – learning journey; **encouraging family to be themselves, limit the differences between specialist and family – experiences,**	Purpose: **helps set the precedent for visits, helps set expectations, agreement to shape what this looks like, goal, tailor VISM for each family**	Purpose**: build trust; 2 years of home visiting; same level - learners**

Training Resources

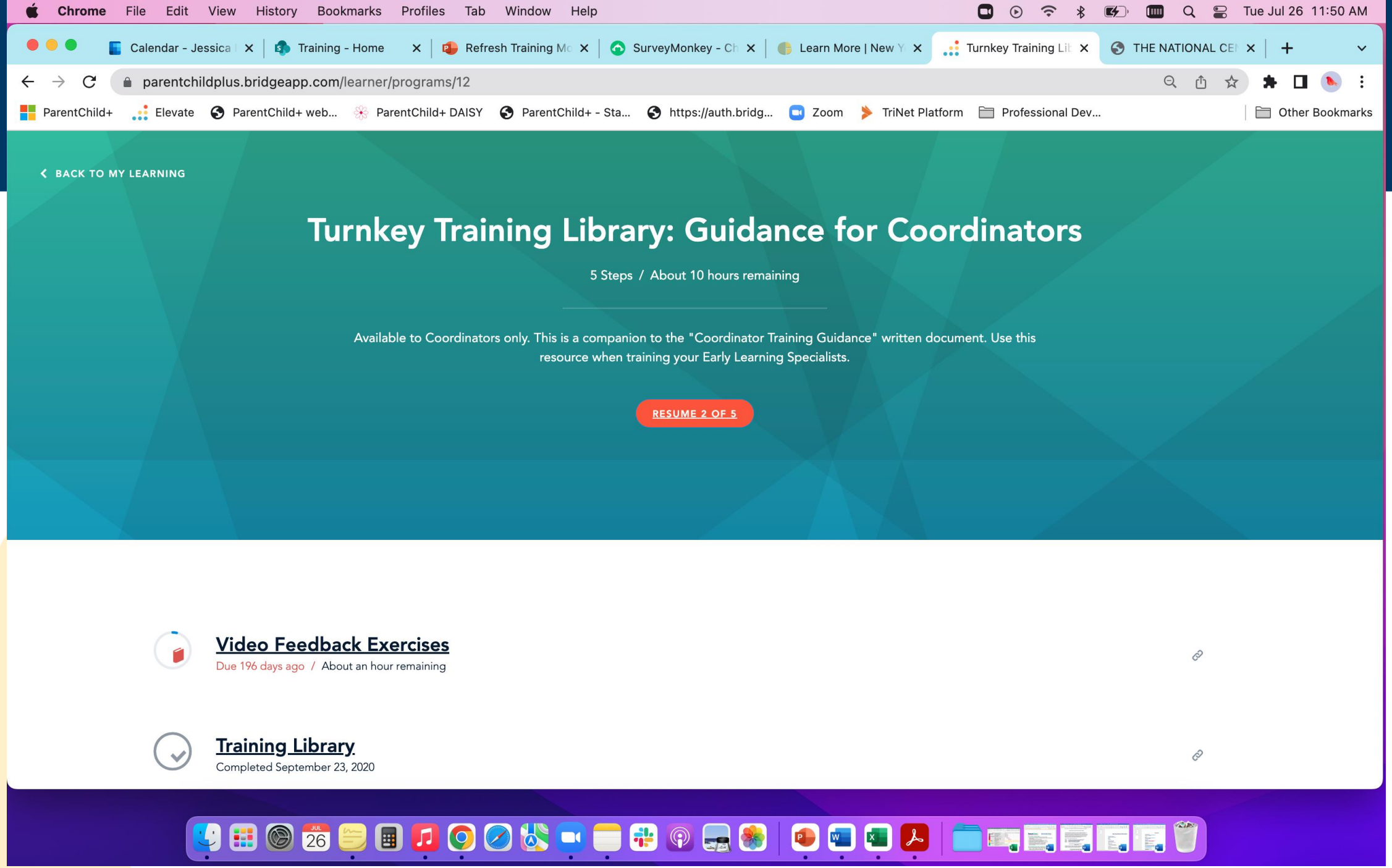
- Staff Portal and Elevate
- Training and Community of Practice
- 1:1 Meetings
- Small Group Meetings
- Large Group Meetings
- Community Resources
- YOU!
- Parents/Providers!



ParentChild+
Equal Possibilities From The Start

Training Workbook

Version 1.8


Chrome File Edit View History Bookmarks Profiles Tab Window Help
Tue Jul 26 11:50 AM
Calendar - Jessica
Training - Home
Refresh Training Mo
SurveyMonkey - Ch
Learn More | New Y
Turnkey Training Lib
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ParentChild+
Elevate
ParentChild+ web...
ParentChild+ DAISY
ParentChild+ - Sta...
https://auth.bridg...
Zoom
TriNet Platform
Professional Dev...
Other Bookmarks
BACK TO MY LEARNING
Turnkey Training Library: Guidance for Coordinators
5 Steps / About 10 hours remaining
Available to Coordinators only. This is a companion to the "Coordinator Training Guidance" written document. Use this resource when training your Early Learning Specialists.
RESUME 2 OF 5
Video Feedback Exercises
Due 196 days ago / About an hour remaining
Training Library
Completed September 23, 2020

Elevate Courses



Best Practice Principles of ParentChild+ Home ...

A series of courses utilizing both theory and practice that define the ParentChild+ home visiting “bes…

PROGRAM / 4 STEPS

SHARE

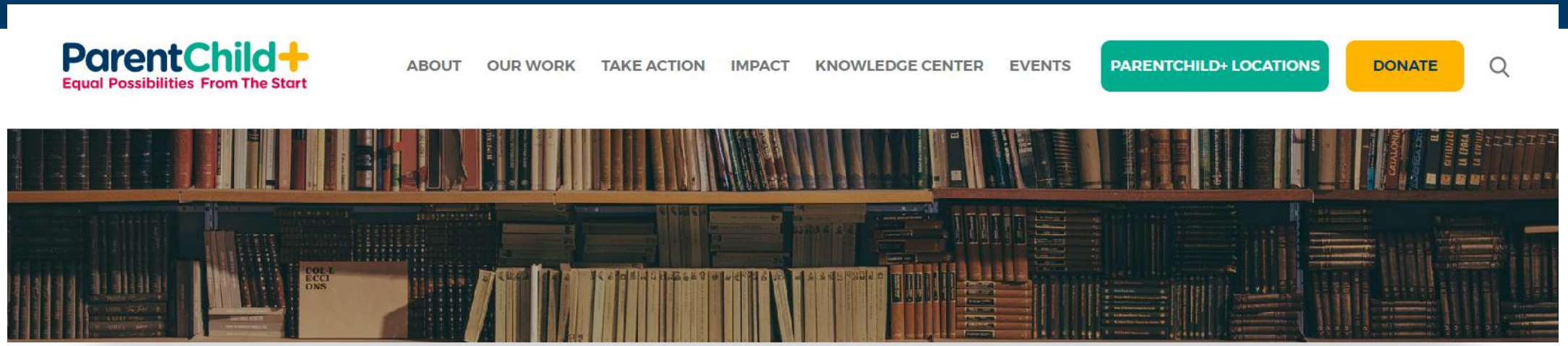


Developmental Parenting

This course discusses strategies and tips to positively support parent-child interaction. This co…

COURSE / 103 MINS

SHARE



A
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and Tur
Training

Board Portal Staff Portal

- Universal login: staff@parentchildplus.org
- Password: parentchildstaff1965!



STARTUP MATERIALS

ONE-ON-ONE PROGRAM IMPLEMENTATION (CORE)

HOME-BASED CHILD CARE MODEL (HBCC)

ASSESSMENTS, EVALUATIONS + RESEARCH

VIRTUAL VISITING

RACE EQUITY AND IMMIGRATION RESOURCES

DAISY + DATA COLLECTION GUIDANCE

DEVELOPMENT + COMMUNICATIONS

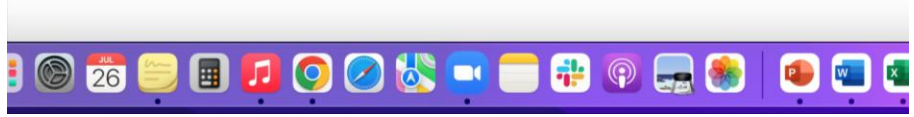
ParentChild+
Equal Possibilities From The Start

Guidance for Coordinators: Initial Training and Ongoing Support for Early Learning Specialists

This document includes guidance and resources for the initial training and ongoing support of Early Learning Specialists

Created by:
ParentChild+ National Center
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Parallel Training Techniques

- Ask ELSs about what they know, their career paths and goals
- Use videos to demonstrate process
- Ask open-ended questions
- Reflect together
- Have an agenda, co-create the agenda
- Share resources for people to use on their own time
- Review accessing resources/referrals

Parallel Training Techniques

- Establish a strengths-based mindset – Say, do, act in a way that validates the learner and fosters growth mindset.
- Establish relationship – Ask and respond to an open-ended question to build connections.
- Explore the purpose: Why are we learning this? and How does this apply to my work?
- Demonstrate resources: What else can trainees use and access on their personal time, according to their personal interests?
- Establish guidelines – Develop two-way teaching and learning, a strengths-based and responsive approach to meeting trainees where they are.

ELS and Child Care Provider Discuss VISM



Training is an ongoing cycle. Take the time to practice with us.

