Family Enrollment - Part 1:

Participation Agreement + Family Information Form



Getting to know the family and creating a trusting relationship

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Family Information Form

Participation Agreement

What does enrollment look like?
Ana, Coordinator (Philly, 2022)

The first visit is to explain the enrollment process.

The second visit is in-person, I bring my paper and forms, which makes the process more legitimate, like saying you are now a "part of something."

This intake visit can take up to an hour and a half, not just doing the form but also having a conversation with the family. You should have a sense of humor about some questions in the form. It's important to break down walls and start to get comfortable.

On the third visit, I ask if they are ready to do the introduction to the home visitor. The ELS will bring a book and toy for the third visit and give them a Resource Binder. The most important question we ask them is "What do you want from this program?" Or "What can we do for you?"

What does enrollment look like?

Lana, Coordinator (Philly)

"It depends on if family is referred or not. Referred families tend to know more about the program, so it might take less visits to enroll them.

The first call is to explain the program and determine '*Are you really interested?*'

The second meeting is over Zoom and it's an actual intake process. I always tell families they don't have to answer all the questions on the [Family Information] form.

Third, I ask them if they need to sit on it or ask more questions OR then I introduce the ELS. I give plenty of time for Parent and Specialist to talk.

The fourth visit is in-person and it's the ELS first visit. "

Enrollment: Flexible, relationship based process

- **Recruitment:** Families enter through referral network or direct outreach. (Does it affect retention?)
- **Initial contact:** Coordinator introduces the program, explains caregiver and ELS roles, and answers questions.
- **Multiple conversations:** Enrollment may take several contacts, in person, by phone, or virtually (3-4 touch points).
- **ELS introduction:** Families meet their ELS, sometimes with an introductory VISM before enrollment.
- **Relationship-building:** Allow time to build trust, learn about family priorities, and support informed participation.
- **Family Information Form:** Coordinator should create account in DAISY and gather basic family info

Family Information Form

Mandatory information in DAISY

Before visit 8 (role of Coordinator):

You only need to obtain basic family contact information ONLY

Before visit 46 (halfway, role of ELS):

You must have rest of form completed family + household demographic info

- Income and benefits
- Healthcare coverage
- Language and race

Family Enrollment
Topics to discuss before home visiting begin

- The Participation Agreement is a two-way conversation to establish shared expectations, build trust, and identify barriers to participation before visits begin.

- Can be found in the Staff Portal

- Elevate video what this conversation could look like

https://parentchildplus.bridgeapp.com/learner/courses/491665e4/enroll

Family Enrollment

Pg 16 (bottom question):

- What "**Community Guidelines**" might you need or want to make with a family during the enrollment process.

- What expectations might be helpful to discuss during enrollment, so visits feel respectful, predictable, and useful for both family and ELS?

Family Enrollment: Participation Agreement

Family need from ELS	ELS need from Family

Family Enrollment: Participation Agreement

Roles and Participation	Caregiver–child interaction, ELS role in facilitating interaction, following the child's lead, active caregiver participation, ELS never left alone with child
Scheduling and Communication	Regular schedule, punctuality, preferred communication, changes
Cancellations and Illness	Advance notice, illness guidelines, rescheduling, missed visits
Preparation and Materials	ELS brings books and toys, family visit preparation and space
Engagement and Distractions	Active participation, phones/screens, visitors, interruptions
Respect and Privacy	Respect for home, culture, routines, confidentiality, professional boundaries
Health and Safety	Pets, smoking, illness, safe visit environment, safety concerns
Family Goals and Preferences	Family priorities, child's interests, language, accessibility, individual needs
Feedback and Concerns	Open communication, feedback, resolving concerns, Coordinator support
Program Expectations	Visit frequency, duration, program length, consistent participation
Other Household Members	Siblings, other caregivers, visitors, participation
Virtual Visiting	When appropriate, family preferences, technology, engagement
Documentation and Consent	Program data, confidentiality limits, photos/videos, consent
Referrals and Resources	Family needs, community resources, referrals, follow-up

ParentChild+
Equal Possibilities From The Start

Participation Agreement

Family/Caregiver Commitments:

ELS to lead a discussion with the families around the following points. This is a good time to review overall all agency policies, as well as mutual definitions, expectations, and hopes.

As a family participating the ParentChild+ program, I commit to the following to my Specialist: _____ (name)...

Scheduling + Cancellation:

Currently, the following schedule works best for me and my family (days, times, modalities):

- Visit #1 day _____ Time: _____ Modality: In-person/Virtual
- Visit #2 day: _____ Time: _____ Modality: In-person/Virtual
- Possible alternate day/time: _____

_____ I anticipate being able to commit to the duration of the program (18 months). However, I anticipate that my schedule or my child's schedule might change in the following ways (ex: summer, enrollment in child care, travel, family planning, etc.):

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_____ I will keep the scheduled appointments with my Specialist. If I am unable to keep my appointment, I will provide **24 hours' notice** to my Early Learning Specialist in the following ways:

Family Enrollment - Part 2:

Funds of Knowledge and Open-ended Questions

Opening Question:

Think of an object, food, tradition, or activity that represents something you've learned from your family or community. What is it, and what knowledge or skills have been passed down through it?

Funds of Knowledge: Assumptions

Help build meaningful relationship with families.

Families have abundant knowledge that we can learn

The home and community are repositories of knowledge, and it is our job to discover.

Our job is to discover knowledge and use it to engage families in meaningful activities.

Open-ended questions to collaborate with families

Why are open-ended questions important?

- **Encourage reflection:** Help caregivers think about their child's development, interests, and needs.
- **Promote caregiver leadership:** Invite caregivers to share their observations, ideas, and priorities.
- **Build on family strengths:** Recognize caregivers' knowledge and expertise about their children.
- **Support child-led interactions:** Help caregivers notice and respond to their child's cues and interests.

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?		

Using Funds of Knowledge in HV Breakout room questions (p16):

Roles:

- Caregiver: Share an object, activity, or tradition that is meaningful to your family.
- ELS: Use open-ended questions to learn more about what the caregiver shares.

Practice:

- Ask questions to understand why this is meaningful to the family.
- Ask, "*How might we bring some of this into our visits together?*"
- Invite the caregiver's ideas about how this could connect to their child's interests, learning, and everyday routines.

From Funds of Knowledge to Co-planning

- **Build on family strengths**: Connect family knowledge, routines, and interests to home visits.

- **Collaborate and co-plan**: Use open-ended questions to invite caregiver ideas and support meaningful interaction with books, toys, and activities.

- **Reflect and adapt:** Follow the child's lead, discuss what worked, and plan future visits together.