# Agenda: Program operations through data

**Purpose**
- Your community and the families the model is designed to serve.

**Learning**
- Insights on children and caregivers.

**Using Data**
- Explore how to use data to co-plan with families.

**Site Needs**
- Areas for site growth

# When staff hear “data,” what do you think they feel first?

# What data do you collect? What does the data tell you about program implementation?

# What data do you collect?

- Eligibility and enrollment data
- Family information form (demographics)
- Scheduler (visit and dosage data)
- ASQ-3 and ASQ:SE-2
- PIEL
- Reflection Records and family goals
- Referral and support data
- ELS observation data

# Data we collect – which one do you collect, but not use enough in decision making?

- **Family information form:** Who are we reaching? What families/community?
- **Referral + follow-up data:** Where are families coming from? What services do they need?
- **Visit and dosage data:** Are families engaged, and what might be affecting participation?
- **ASQ and ASQ:SE data:** What are we learning about child development?
- **PIEL data:** What are we learning about parent involvement in early learning?
- **Reflection Records and family goals:** What matters to the family, and how are visits responding?
- **Referral and support data:** What basic needs are emerging?
- **Coaching and quality data:** What support do staff need to strengthen practice?

# Your community + eligibility

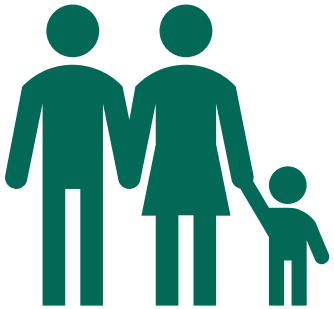
# Your Community: Who are you trying to reach?

Before eligibility can be applied well, sites need a clear definition of “community.” Community may be defined by:

- Families isolated from formal early childhood systems
- Neighborhood or school area
- Housing development
- Refugee or immigrant community
- Families connected to WIC, Medicaid, shelters
- Home-based childcare providers



# Eligibility and Target Population



**Child age:**
18 to 30 months at enrollment

**Family Need:**
Economic insecurity, limited access to early learning opportunities, limited access to support services

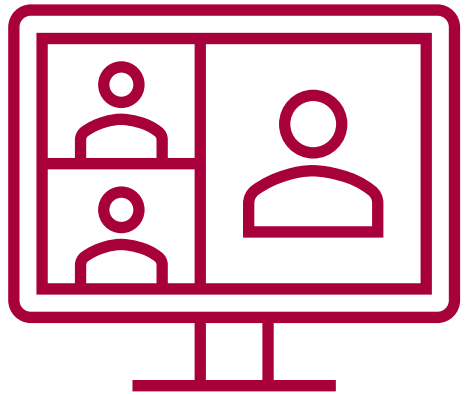
**Income & Benefits:**
local income, cost-of-living standards, eligibility for WIC, Medicaid, free/ reduced lunch
***Helpful reference: MIT Living Wage Calculator by county and household size***

**Funder Requirements:**
Recent migration or refugee resettlement

**Who in your community meets this criteria?**

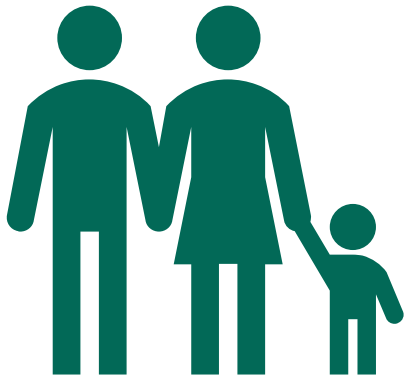
# Your Community + Modality

For families who are undocumented, immunocompromised, or have a preference regarding visit format:



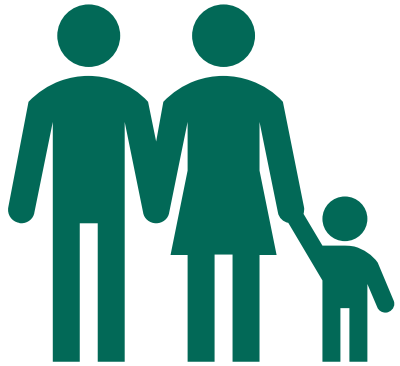
- Visit options:
  - In-person
  - Hybrid/virtual
  - Family choice
- Current guidance:
  - Review to the "In-Person/Virtual Visiting Guidance" (July 2025)

# Breakout rooms: for CCMD



| Key data point | What the report shows |
|---|---|
| Enrollment and household reach | 17 participating children, 21 participating adults, and 12 siblings/other children |
| Language access | 100% of children speak Spanish at home and during visits; 100% of adults report Spanish as their native language |
| Race/ethnicity | 100% of children and adults are identified as Hispanic and/or Latino |
| Country-of-birth patterns | Adults were born primarily in Honduras, Guatemala, El Salvador, Mexico, Nicaragua, and Peru |
| Income and public benefits | Most reported household incomes are under $25,000; 11 families report receiving government aid, including WIC, medical assistance, and food stamps |

# Breakout rooms



- Who are you reaching?
- What does this data tell us about access, language, and trust?
- What are program implications for each data point?

# Breakout room (CCMD): How do you find eligible families?

| Who are you reaching? | What does this data tell us? | What are the program implications? |
| --- | --- | --- |
| | | |
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# Breakout rooms: for Catholic Charities (CCMD)

| Key data point | What the report shows | Program implementation implication |
|---|---|---|
| Enrollment and household reach | 17 participating children, 21 participating adults, and 12 siblings/other children | Plan for whole-family routines |
| Language access | 100% of children speak Spanish at home and during visits; 100% of adults report Spanish as their native language | Ensure Spanish-language access across all program touchpoints (books, guide sheets, staff) |
| Race, ethnicity, and cultural fit | 100% of children and adults are identified as Hispanic and/or Latino | Align materials and outreach with families' cultures and lived experiences. |
| Immigration and country-of-birth patterns | Adults were born primarily in Honduras, Guatemala, El Salvador, Mexico, Nicaragua, and Peru | Build trusted immigrant-serving and community referral partnerships. |
| Income and public benefits | Most reported household incomes are under $25,000; 11 families report receiving government aid, including WIC, medical assistance, and food stamps | Assess ongoing needs for benefits, health care, food, and family financial well-being and stabilty supports. |

# Family Model: Assessment Data

# What value do family assessments bring to your work with families?

# Why family assessments?

ASQ-3 + ASQ:SE-2 helps us understand child development: what skills children are showing and what skills may be emerging, and how children might benefit from more support.

PIEL helps us understand parent involvement in early learning: how caregivers support learning through connection, routines, culture, interaction, and everyday life.

# ASQ-3 data (CCMD)

| ASQ-3 domain | % children above cutoff at pre | % children above cutoff at mid | Change |
|---|---|---|---|
| Communication | 50% | 60% | +10 |
| Gross Motor | 63% | 40% | -23 |
| Fine Motor | 38% | 60% | +22 |
| Problem Solving | 50% | 80% | +30 |
| Personal-Social | 25% | 40% | +15 |

# Breakout: ASQ-3 data



- What child strengths and emerging needs do we notice?
- What do we need to ask caregivers before drawing conclusions?
- What follow-up, family goal, or referral may be needed

# ASQ Discussion (CCMD)

| ASQ strengths or needs? | What to ask caregivers before conclusions made? | How can this data support family goal setting? |
|---|---|---|
| | | |
| | | |
| | | |

# Discussion: ASQ-3 data



**ASQ follow-up actions reported**

- 5 children: activities provided and rescreen planned
- 2 children: results shared with primary health care provider
- 1 child: referral for hearing, vision, or behavioral screening
- 4 children: no further action taken at this time
- 1 child: other follow-up action

# PIEL data (CCMD)

| PIEL measure | Pre | Mid | Post |
|---|---|---|---|
| Completed PIEL assessments | 9 | 9 | 3 |
| Average total score | 2.77 | 3.26 | 3.71 |

# Breakout 2: PIEL data

- What strengths or learning opportunities do we notice?
- What should we avoid assuming from the scores alone?
- How could we discuss this with the caregiver and co-plan one small next step?

# PIEL discussion takeaways

**Strengths:**
Overall PIEL scores increased over time, suggesting growth in parent involvement in early learning.

**Avoid assuming:**
Scores alone do not tell the full story of caregiver engagement, family routines, or which PIEL domain improved (yet).

**Co-planning example:**
Name a strength, ask what the caregiver notices, and choose one small routine-based goal to build on.

# PIEL: Co-Planning with Families

## Example: Teaching & Interacting

### Name a Strength:

"I noticed that you already read together several times each week."

### Ask an Open-ended Question

*"What are some opportunities during your day when you could introduce new words?"*

### Co-plan a Small Routine

**Goal**: Build Vocabulary

**Sample Activity**: During bedtime stories, pause to talk about one unfamiliar word and use it again the next day.

### Why this approach works?

- ✓ Begins with family strengths.
- ✓ Encourages reflection.
- ✓ Creates a realistic, family-led goal.
- ✓ Connects learning to an existing routine.

# PIEL Conversation Starter Guide

PIEL_Conversation_GuideFinal.pdf

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## Partnering through the PIEL: Conversation Starters with Families

### After PIEL Administration - Reminders:

**Start with Appreciation**
- Thank the caregiver for their time and commitment to supporting their child's development and learning.
- Example: "Thank you for sharing your family's learning and engagement activities. It's wonderful seeing your commitment to reading together and outdoor play!"

**Highlight Strengths & Progress**
- Highlight where the parent and child are doing well according to the PIEL.
- Example: "You're doing a great job maintaining a regular bedtime routine and including your child in daily chores."

**Do Families Want to Set Goals based on PIEL?**
- If so, support realistic next steps and support creation of goals that are achievable.
- Example: If the goal is to reinforce the new vocabulary words, the ELS might ask questions about where, how, or when: "Where would you try this? How can you work on this during your daily routines? Small steps make a big difference."

**Address Challenges with Empathy**
- Gently acknowledge any difficulties the family has vocalized.
- Example: "You mentioned it's challenging to attend community events. Maybe we

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# Technology Tools for Program Support

For on-boarding new employees and keeping current employees connected

STEP 1:
**ELEVATE**
https://parentchildplus.bridgeapp.com

**What is it?**
eLearning platform with video tutorials and online training opportunities.

**Why is it important?**
- Provides on-boarding & training for new staff.
- Useful tool for supervision and training.

**First steps:**
- Complete the Best Practice Principles Program.

**Contact for Support:**
Email: elevate@parentchildplus.org

STEP 2:
**DAISY**
https://daisydata.org

**What is it?**
Web-based tool designed to help program staff input, store, and report on participant and program data.

**Why is it important?**
- Using DAISY is a mandatory requirement for local sites implementing our program.
- The primary goal of data collection and reporting is to ensure that program decisions are supported by data and help local sites improve their practice.
- Allows local sites to met funder requests for program outcome reporting.

**First steps:**
- **Coordinators:** request DAISY account through support email
- **ELS**: request DAISY account from coordinator
- Complete DAISY training

**Contact for Support:**
Email: support@parentchildplus.zendesk.com

STEP 3:
**STAFF PORTAL**
https://www.parentchildplus.org/member-login

**What is it?**
"Backend" of ParentChild+ website, where key documents are stored.

**Why is it important?**
Here you will find:
- training manual,
- implementation manual,
- administrative forms,
- logos,
- sample grant language,
- and more!

**First steps:**
**Coordinators + ELSs:** The login to the portal is located at the bottom of the ParentChild+ website.

**Contact for Support:**
Login provided at training.
Email: jfaith@parentchildplus.org

STEP 4:
**SLACK**
https://slack.com

**What is it?**
Online communication channel to chat in real-time with fellow Coordinators + ELSs..

**Why is it important?**
- Stay current with info from ParentChild+ National Center.
- Ask a quick question to a group of people or to our entire network.

**First steps:**
- **Coordinators + ELSs:** Download Slack on your computer or cell: @parentchildplus.slack.com.
- Join Channels to participate in group conversations.

**Contact for Support:**
If needed after download, email: rabreu@parentchildplus.org

# Annual Forms Checklist

Annual-Form-Checklist-Family-Model-v2-condensed-2025.pdf

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## Annual Form Checklist: Family Model

Data enhances program implementation and answers questions like, "How effective is the intervention?" It supports decision-making and provides evidence for stakeholders to evaluate program outcomes. ParentChild+ recommends that sites follow our Data Quality Framework to ensure the accuracy, completeness, timeliness, and consistency of the data. (FAQs and Help here)

| Name | Description | When collected | Required for PC+ | Required in DAISY |
|---|---|---|---|---|
| Family Information form | Collects contact and demographic information from families. | Between intake and 8th visit | ✓ | ✓ |
| Funds of Knowledge | Facilitates engagement and co-planning with families by exploring their interests, values, and routines. | Between intake and 8th visit | | |
| PIEL or PICCOLO[1] (pre) | Assesses parent involvement in learning (PIEL) or supportive caregiver behaviors (PICCOLO); **use one measure only.** | Between intake and 8th visit | ✓ | ✓ |
| ASQ-3 (pre) | Screens children (16+ months) to identify those needing further developmental assessment. Select age-appropriate screener. | Between intake and 8th visit | ✓ | ✓ |
| ASQ:SE-2 (pre) | **Screens** children (16+ months) for social-emotional development to determine need for additional support. Select age-appropriate screener. | Between intake and 8th visit | ✓ | ✓ |
| ELS practice observation (pre) | Observes ELS practice (minimum twice annually) to assess fidelity and guide ELS coaching or goal setting. This is a best practice that supports ELS professional growth, reflection, and ongoing skill development. | In the first 3 months | ✓ | |

# Data quality

Data Entry Goals (FHV)

## Data Management & Data Quality Framework

### Data Entry Goals (Family Home Visiting)



ParentChild+'s data quality framework is designed for both staff at the local site and national center staff to measure data quality within our organization. To assist in workflow management, **data entry goals** are designed to specify data entry expectations to our entire network; however, they are not performance standards.

| | |
|---|---|
| **Family** | • For each child, one family record is entered<br>• Section 1-3 of Family Information form are entered by 8 completed visits (Family Contact Information through Adult Demographics)<br>• Section 4-7 of Family Information form are entered by 46 completed visits (Household Demographics through Program Information) |
| **Developmental Screeners**<br>ASQ-3 & ASQ:SE-2 | • Pre measure is entered by 8 completed visits<br>• Mid measure is entered by 46 completed visits<br>• Post measure is entered by 90 completed visits<br>• All developmental screeners are entered within 30 days from administration date<br><br>If using external database to collect developmental screeners (for example, ASQ Online), local sites will be required to submit data files once a year by January 31st instead of entering developmental screeners into DAISY to prevent double data entry. |
| **Parent Measures**<br>PIEL or PICCOLO | • Pre measure is entered by 8 completed visits<br>• Mid measure is entered by 46 completed visits<br>• Post measure is entered by 90 completed visits<br>• All parent measures are entered within 30 days from administration date |

# Caseloads + Ratios

ParentChild-Staffing-and-Caseload-Guidance-.pdf

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## Guidelines on Staffing & Caseloads

**Purpose:**

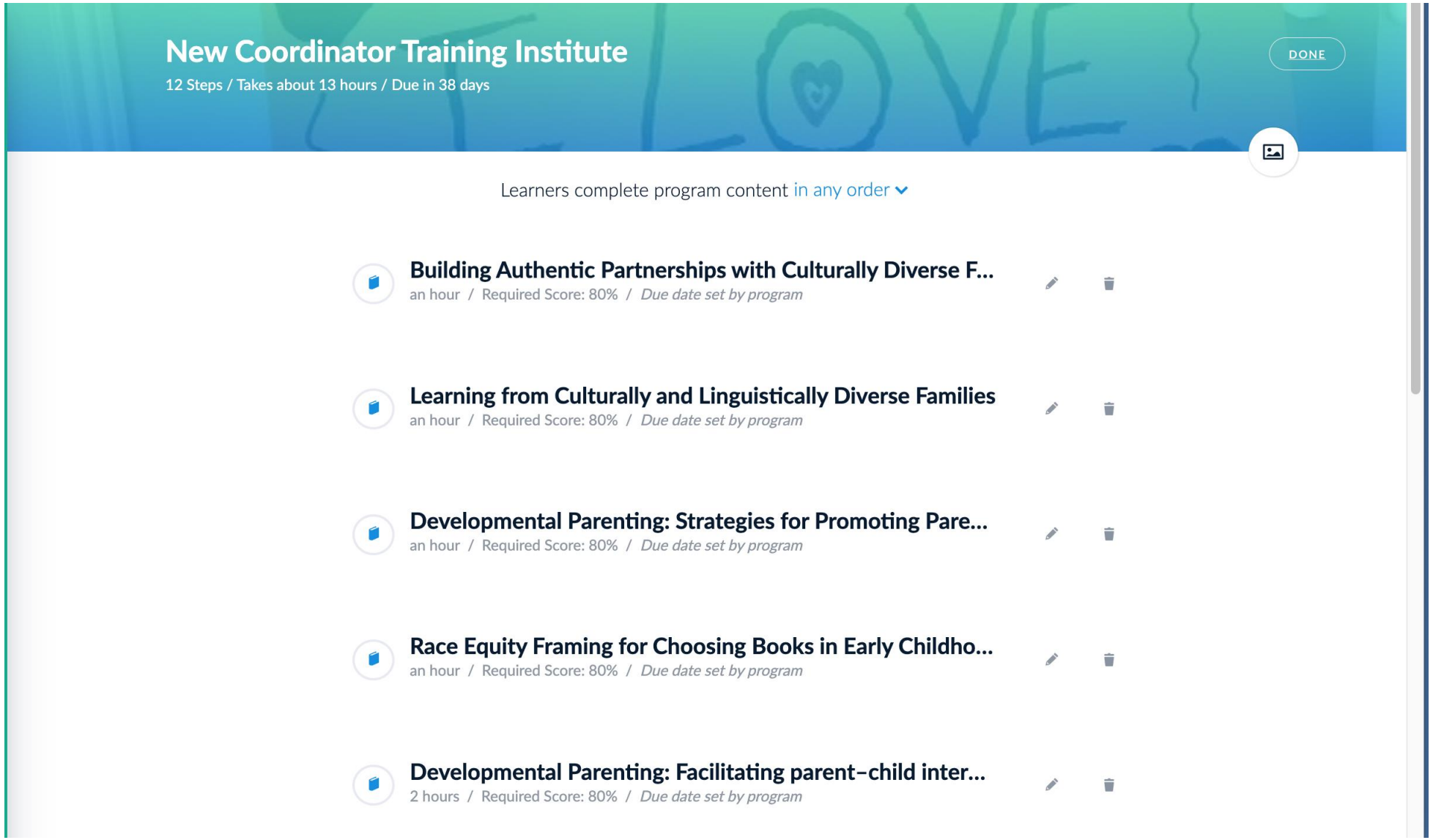
These guidelines establish a general range of hours and caseloads that each Early Learning Specialist (ELS) may carry. Coordinators can work within these guidelines as a framework but may choose to add or omit caseload numbers for contextual reasons, such as regional differences in part-time hours or ELS preference.

**Ratio and Staffing Guidance:**

The ParentChild+ program is best implemented when Early Learning Specialists (ELSs) work **full-time** because they can build competency in the models while fully participating in other administrative and professional development responsibilities. Replication site experience also demonstrates that full-time ELSs are retained longer than part-time employees. A site may decide to hire **part-time** ELSs to meet specific language or location needs and if it identifies strong candidates seeking part-time work.

In addition to their caseload of families or providers, ELS responsibilities regardless of P/T to F/T status include:

- Recruiting families/providers and time needed to communicate and engage with them before enrollment
- Communicating and confirming home visit sessions
- Addressing family issues, including additional time to refer, connect, support,


New Coordinator Training Institute
12 Steps / Takes about 13 hours / Due in 38 days
DONE
Learners complete program content in any order
Building Authentic Partnerships with Culturally Diverse F...
an hour / Required Score: 80% / Due date set by program
Learning from Culturally and Linguistically Diverse Families
an hour / Required Score: 80% / Due date set by program
Developmental Parenting: Strategies for Promoting Pare...
an hour / Required Score: 80% / Due date set by program
Race Equity Framing for Choosing Books in Early Childho...
an hour / Required Score: 80% / Due date set by program
Developmental Parenting: Facilitating parent–child inter...
2 hours / Required Score: 80% / Due date set by program