Operations Training helps coordinators understand:

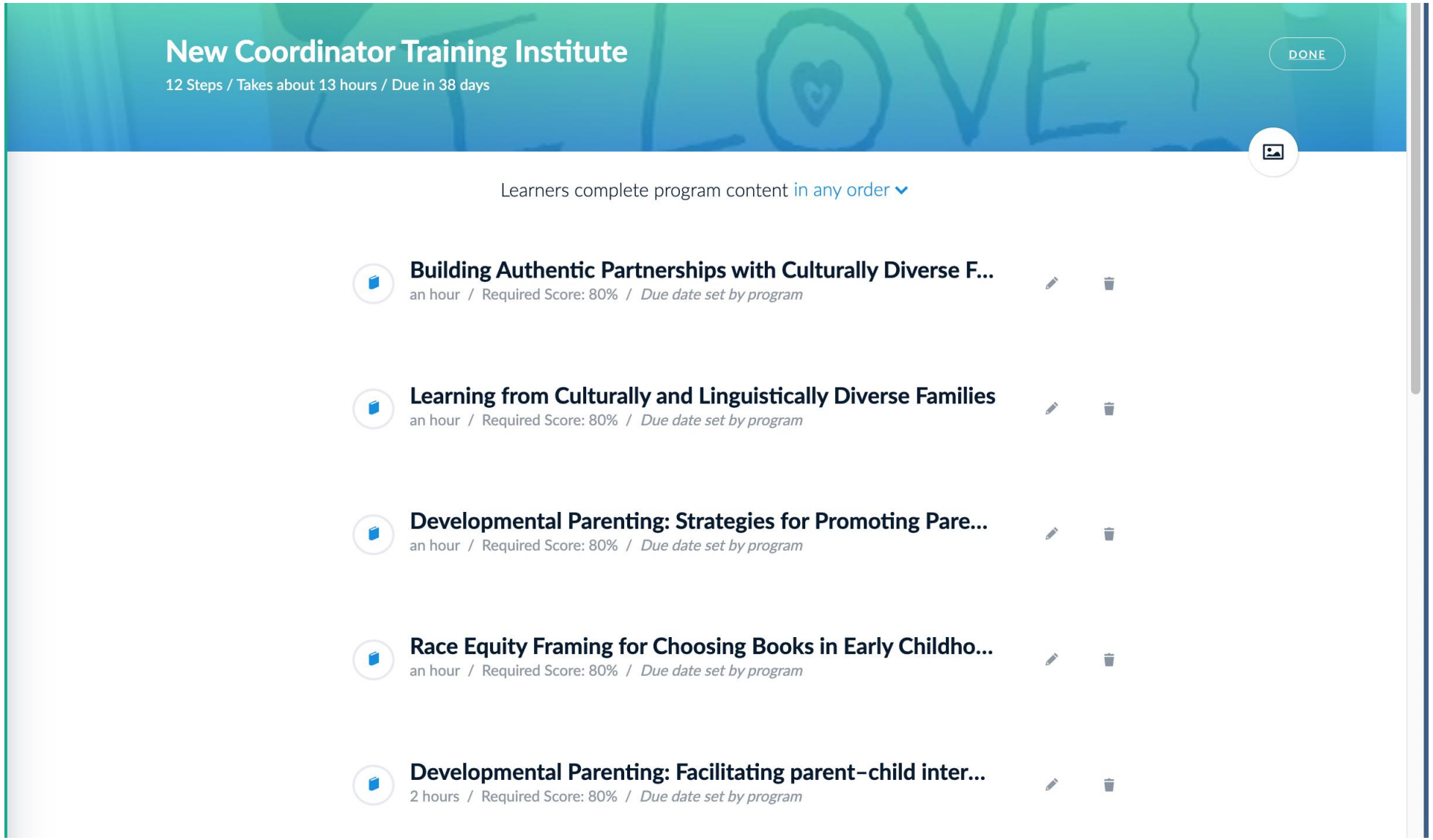
- What needs to happen to successfully implement the program
- Program requirements & administrative processes
- Data, documentation & tracking
- Available resources and support
- Where to go for questions and support

Introductions

1. Name
2. Site / location
3. Tell us about your journey. What inspired you to take on this role?

Housekeeping

- Keep videos on throughout
- Attendance- make up policy
- Elevate Courses
- Certificates of completion
- Translation - Spanish speaking breakout room?


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

Acronyms for Program Implementation

ELS: “Early Learning Specialist” is our name for home visitors

Coordinator: The supervisor of Early Learning Specialists.

DAISY: Data management system

Elevate: eLearning with videos

Family Model: The home visiting model is for families with children at home.

HBCC Model: The home-based child care model is for providers caring for multiple children.

VISM: "Verbal Interaction Stimulus Material" refers to books and toys given to families to support child development, and the verbal serve-and-return interactions between parent and child.

ParentChild+

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

Where and with whom is ParentChild+ being implemented?

Our participants

ParentChild+ primarily works with participants in low-income, non-White, and immigrant communities. Our participants often face systemic barriers that limit their access to quality education, healthcare, and professional opportunities.

Through building trusting relationships, reducing barriers they face, and connecting them to local resources, we equip participants with the knowledge, skills, and materials necessary to promote school readiness.

89%
OF PARTICIPANTS ARE BIPOC

68%
OF CAREGIVERS WERE BORN OUTSIDE THE U.S.

Our reach

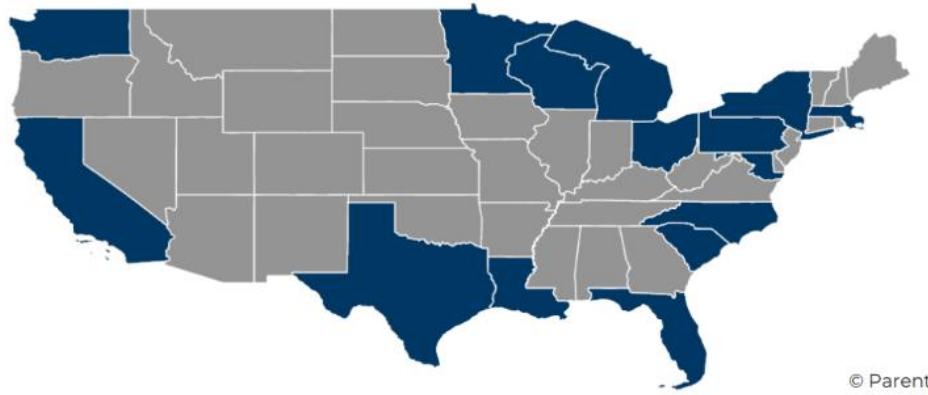
ParentChild+ reaches families, where opportunity has too often been withheld, across 123 partner agencies and 15 states Every visit is an opportunity to build trust, nurture learning, and connect participants with the resources they deserve. This isn't just reach - it's a strategy for equity, rooted in proximity.

6,711
CHILDREN

7,665
ADULTS

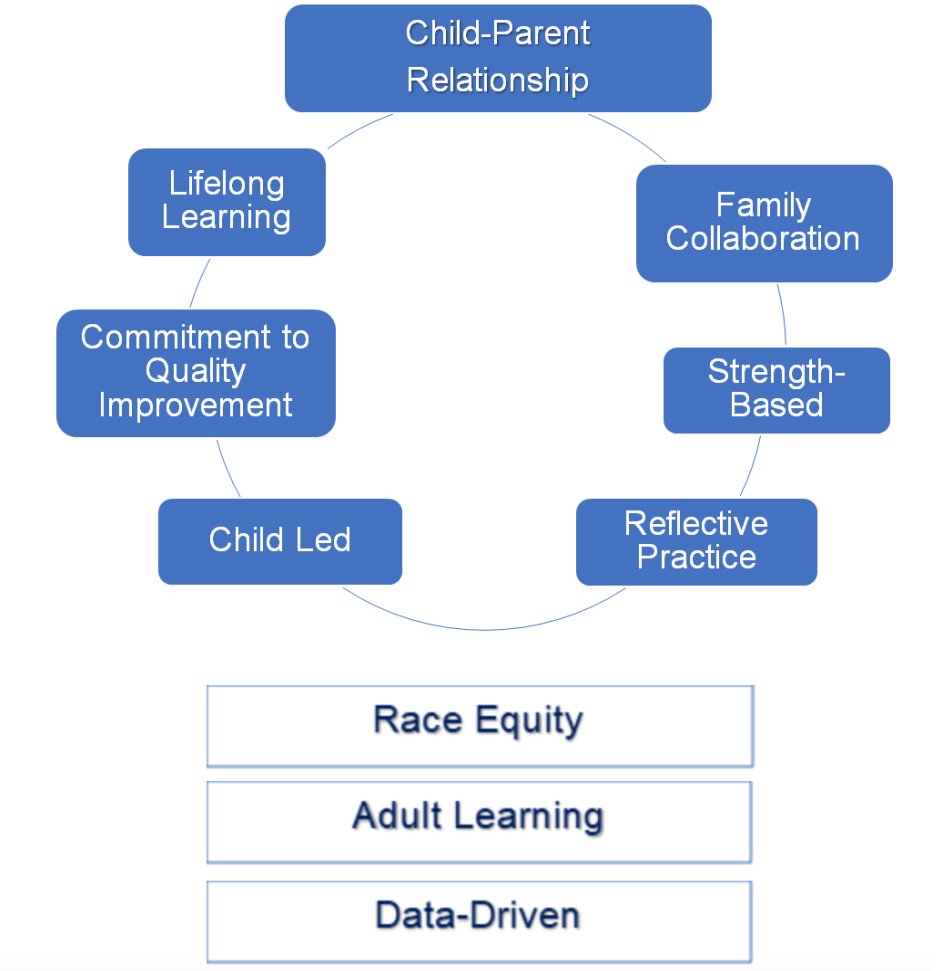
245,763
VISITS

810+
ZIP CODES ACROSS 15 STATES



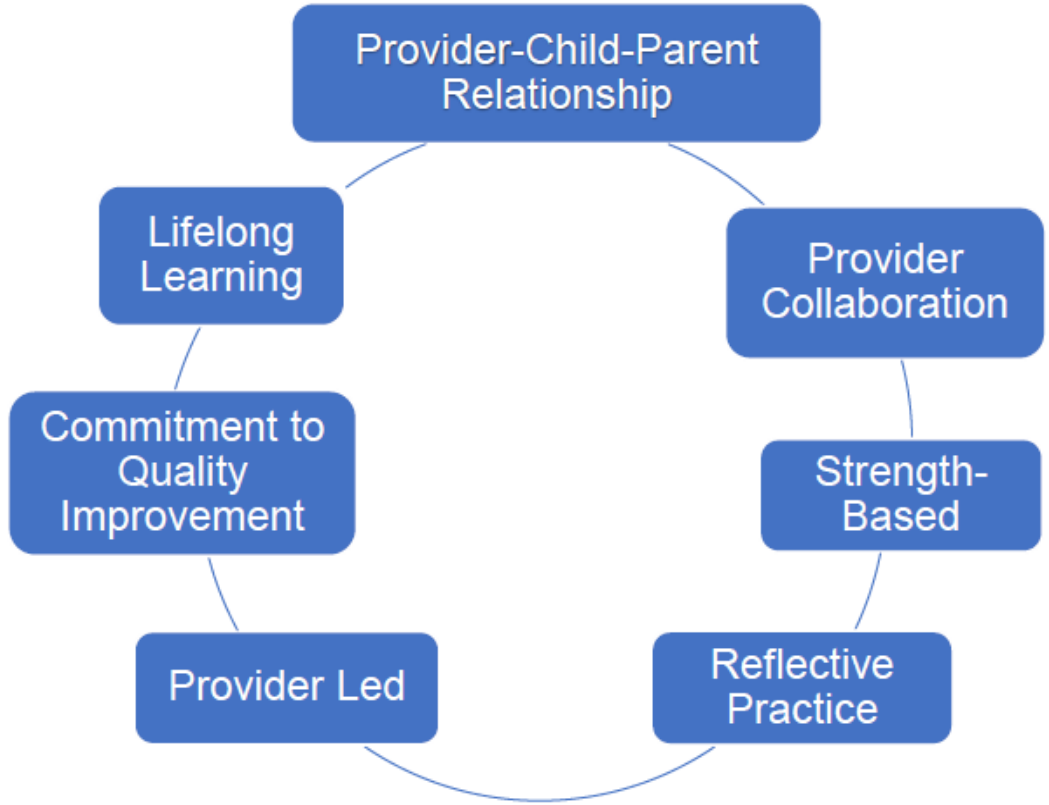
Home Visiting Yearbook, 2024

Foundational + Core Values



ParentChild+
Equal Possibilities From The Start

Home-Based Child Care Model
Core Values and Frameworks



Race Equity Framework

Adult Learning Framework

Data-Driven Framework

Participants:

- Share back
- Any questions?

ParentChild+ team:

- Anything to add?



Breakout rooms:

- What are your expectations for the training?
- From what you know about ParentChild+, what are some of the key words that come to mind
- To explore values alignment, how do your agency's values correspond or overlap with the core values of ParentChild+? How do they differ?

Break

Your Community
Community Resources
Eligibility

Opener: Who ParentChild+ Serves

ParentChild+ sites operate in different community contexts

- Who is your site planning to serve?
- What languages, cultures, and communities are represented?
- What strengths and resources already exist in your community?


Resistance Capital
knowledge and skills fostered through oppositional behaviors that challenge inequality
Aspirational Capital
ability to maintain hopes and dreams for the future even in the face of real or perceived barriers
Navigational Capital
skills for maneuvering through social institutions
Community Cultural Wealth
Linguistic Capital
intellectual and social skills attained through communication experiences in more than one language and/or style
Social Capital
networks of people and community resources
Familial Capital
cultural knowledges nurtured among families that carry a sense of community history, memory, and cultural intuition

(Yosso, 2005)

Understanding Your Community

Before implementation, sites should understand the needs, strengths, and resources of the community they plan to serve.

- **Families** - Needs, strengths, languages, schedules
- **Resources** - Early childhood programs, benefits, community supports
- **Access** - Transportation, geography, virtual options
- **Information** — Data, community input, and other sources that inform your understanding



Community Resources + Referrals

How are you building the network that families will access?

- **Coordinator:** Builds and maintains relationships with community resources and referral partners.
- **ELS:** Identifies family needs and connects families to appropriate resources.
- **Family-centered:** Referrals should reflect families' goals, priorities, and preferences.
- **Follow-through:** Support families in navigating resources and accessing services when needed.

ParentChild+ Family Model Program Eligibility

Family Model eligibility considers:

- Economic insecurity and access to early learning/supports
- Local income and cost of living (county and household size dependent)
- Public-benefit eligibility (WIC, Medicaid)
- Migration/refugee circumstances
- Funder requirements

--> Metrics report uses MIT LIVING WAGE CALCULATOR

Eligibility and Target Age

	A: Younger toddler	B: Standard	C: Limited eligibility	
Under 16 months	16 - 23 months	24 - 35 months	36-42 months (3 years old)	Older than 42 months
Not eligible	Good option for calendar year programs serving families across two calendar years	Good option for rolling admissions	Nearing transition to Pre-K or Kindergarten; high family need and local context	Not eligible
Too young for PC+ enrollment	Early full dosage pathway	Core research aligned pathway	Limited shortened pathway, when appropriate	Too old for PC+ enrollment
Waitlist	92 visits	92 visits	46 visits (half dosage)	Connection to resources

Breakout room: Your community

- What strengths, resources, and relationships already exist in your community?
- What barriers could affect families' participation?
- How will your site connect families to community supports when needed (referral networks)? How will the Coordinator support ELSs in making and following up on referrals?

Operations:

- Job Roles
- Program Materials
- Ratios + Caseloads

Job description in chat for ELS

Review the ELS job description:

- What is the job description missing for your site? What do you need to add?

Home Visitor Role

- "Early Learning Specialist" (ELS)
- Community, linguistic, cultural match – relationship-based program
- Works with assigned caseload of families/providers.
- Discusses goals + supports them in achieving goals
- Provide community referrals and translations
- They complete assessments with families, collect and enter data in DAISY

Coordinator Role

- Recruits, hires, and trains Early Learning Specialists (ELSs).
- Supervises ELSs, including leading weekly group supervision meetings.
- Leads the recruitment and enrollment families/providers with ELSs.
- Assigns families/providers to ELSs.
- Oversees data collection and entry done by ELSs.
- Responsible for meeting ParentChild+ implementation benchmarks and KEEP

Coordinator Role

- Community navigator: Maintains community referral resources
- Supports ELSs with referrals (lead developmental screening follow-up and connect families to supportive services)
- Selects curricular materials (VISM)
- May purchase VISM materials. Oversees storage and mgmt.
- Oversees guide sheets.
- Might be involved with budget planning, research

Staffing Guidance

- F/T vs. P/T staff
  - Ethno-racial, language, community match

- F/T home visitors recommended:
  - Retention
  - Skill Development
  - Higher caseload capacity

- P/T home visitors:
  - Meet language, cultural, or location needs
  - Strong candidates who are seeking part-time work

Benefits of F/T staffing structure

- FT and year-round positions with benefits → Attract better candidates
- Better compensation → Retention
- Retention → Program quality more consistent → Better outcomes
- Retention → Builds pipeline waitlisted families + Child care providers
- Graduate families within a shorter timeframe → Return on investment **(ROI)** is optimized as caseload is always at capacity
- Don't lose families over the break → Higher retention

Breakout rooms:

- ELS recruitment: How will your site recruit community based Early Learning Specialists?
- Cultural and language alignment: How will your site prioritize cultural, linguistic, and community alignment when hiring ELSs?
- Strength based hiring: What strengths, experiences, or community knowledge will you look for when hiring ELSs?
- Referral responsibilities: Between the Coordinator/ELS - How will you handle referrals? How will you as the Coordinator be sure you are tracking referrals from developmental screeners?

Participants:

- Share back
- Any questions?

ParentChild+ team:

- Anything to add?



Program Dosage + Schedules

Program Dosage

Family Model

- 2 visits per week
- 30 minutes per visit
- 92 visits / 46 weeks

HBCC

- 46 visits / 23 weeks



Planning your annual schedule

Sites may operate:

- Year-round or school-year
- Rolling enrollment or cohorts



Family Model: Plan the schedule so families can complete the required dosage within the program timeframe.

Next educational step is Kindergarten or Pre-K

Modality

- In-person
- Virtual
- Hybrid
- Consider family preference and local context



Staffing and Caseloads

Caseload planning must account for the full scope of an ELS's work - not just visit time.

- Visits and travel time
- Preparation and follow-up
- Data entry
- Referrals
- Training and supervision

Ratios

Family Model

- New ELS: 8–10 families
- Experienced ELS: 10–12 families
- Part-time ELS: no more than 6 families
- Coordinator: No more than 50 families

- How many families or providers do you plan to serve in Year 1 and Year 2?
- What will your annual schedule look like (year-round or school-year; rolling or cohort)?
- When might you use virtual home visiting, and what will guide that decision?
- Based on your enrollment and delivery plan, what staffing structure will you need?

Program Materials

VISM – Verbal Interaction Stimulus Materials



Opening Questions:

Looking at sample VISM List:

How does this VISM list either represent or not represent ParentChild+ values? How does it represent or not represent your community?

What changes would you make?

Program Materials

- Early Learning Specialist (ELS) brings program materials: Books, Toys, Activities
- Gifts to family/ child provider
- Accompanying guide sheet in language of family
- Purchasing and ordering tips + discounts (budgets!)
- Vendor List and discounts

Selection of Books + Toys

- Books and toys follow a **developmental sequence** from younger to older
- **Toys are open-ended** and can be used in many ways

- **Multiple child development domains addressed:**
  - **Gross and fine motor**
  - **Cognitive** (problem-solving, early STEM)
  - **Early literacy** (vocab, storytelling, print awareness)
  - **Social-emotional** (self-regulation, empathy, cooperative play),
  - **Creative arts** (imagination, self-expression)

- Book and toys have some **cultural awareness with representation** using Anti-Bias Checklist

Anti-Bias Book Checklist



© ParentChild+ 2(

Program Materials

- Each week, alternate books and toys
- Open-ended toys that facilitate creative or symbolic play
  - No batteries or computer chips
  - No toys or books that "talk"
  - No toys or books that reinforce TV watching or commercial products



Breakout rooms:

- How many books and toys do you need to purchase based on the number of families you are serving?
- Developmental sequence: How do you determine that books and toys are appropriate for children's ages, abilities, interests?
- Where will you store your VISM materials?

Participants:

- Share back
- Any questions?

ParentChild+ team:

- Anything to add?

