



KEIS First Friday Focus – November 2025

A place to get quick updates spotlighting what's happening in the Kentucky Early Intervention System (KEIS). The newsletter is sent on the first Friday of every month and is hosted on [Service Provider Information](#).

December 1 Child Count

Please complete all discharge summaries and progress reports by 5:00 PM EST on 11/30/25. All IFSPs must be locked on this date to complete the December 1 child count, which is a date-in-time report provided to the Office of Special Education Programs (OSEP) annually as part of federal reporting.

Meet Karen McCracken- KEIS Parent Consultant

Since 2019, Karen McCracken has served as the KEIS Parent Consultant, supporting and advocating for families receiving early intervention services. As a parent who once navigated the KEIS program with her own child, Karen brings deep empathy and firsthand experience to her work. She's lived challenges, celebrated victories and understands what families are going through.

A certified family peer support specialist since 2012, Karen helps families find resources, navigate services and advocate effectively for their children. She also leads the Maternal Child Health (MCH) Family Advisory Council and represents KEIS on several state boards, ensuring parents' voices are heard, shaping early intervention programs. Contact Karen: 502-564-6096, email: Karen.McCracken@ky.gov

Contacting KEIS

General Assistance: DPHKEIS@ky.gov
Billing: DPHKEISBilling@ky.gov
Provider Enrollment:
KEISProviderEnrollment@ky.gov



Kentucky Public Health
Prevent. Promote. Protect.

Families Share Their KEIS Experience

Families across Kentucky continue to express heartfelt appreciation for KEIS and the difference early intervention has made in their lives. Here are just a few inspiring words from parents and caregivers:

- *"We have loved our time with KEIS and have found it very beneficial not only for our child, but also for us as a family."*
- *"Through this service, I feel confident that many of the milestones we've hit have been because of the people supporting us; it's been life-changing for our whole family."*
- *"We have learned so much as parents, and our daughter was able to thrive and bloom because of early intervention. We'll forever sing praises of early intervention!"*

These reflections capture the impact of KEIS, helping children grow, families feel supported and communities thrive.

Incorporating Coaching in Service Log Documentation

Coaching is the approach used to scaffold caregivers' expertise with EI provider expertise during visits to support a child's development and address caregiver priorities in everyday routines. Service log notes provide a clear, unique and detailed description of what occurred in the visit:

- **Description of Intervention:** include observations of the outcomes/priorities addressed during the visit, with strategies tried during guided practice and feedback provided to caregiver reflections
- **Caregiver Report:** document caregiver updates related to the child, family, and reflections on the previous plan. Note the current visit priority and plan.
- **Response to Intervention:** report caregiver insights and reflections and the child's response to strategies that were practiced together. Include progress toward outcomes reported by the caregiver or noted during data collection.
- **Plan for next visit:** outline the detailed plan developed for between visits and the next visit to include the priority, strategies, activities, routines and/or desired outcomes.

TOTS services logs include ghost prompts to support documenting all aspects of a coaching interaction during a visit.

Keep Your Banking Information Up to Date!

To ensure timely and accurate payment processing, all KEIS agencies must keep their banking information current. Incorrect or outdated banking details can cause pay delays for every agency, not just the one with the incorrect information. Please review and update your banking information as needed to help maintain efficient payment operations across KEIS.