



Home-Based HS Education Procedure

PROCEDURE / APPROACH

The Home-Based Head Start (HS) program option provides high-quality comprehensive services to Preschool aged children and their families, through weekly home visits and planned socialization play groups. The home-based option must provide the full range of comprehensive services. Home visit and play group activities provided must promote secure parent/child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills and creative arts. Such activities are supported by research-based curricula including ***Creative Curriculum*** for Preschoolers and other resources provided by the HS program including ***Conscious Discipline and Teaching Strategies***.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1302.22 Home-Based Option
1302.20(b) Comprehensive Services
1302.47(1)(ii-viii) Safety Practices
1302.35 Education in Home-Based Programs

Home-Based Program Option Requirements

Program Services: Provide a minimum of 32 home visits each year of at least 1.5 hours in duration, and a minimum of 16 playgroups that are at least 2 hours in duration (*HSPPS 1302.22(c)(1)*).

Comprehensive Services: All program options must deliver the full range of services, as described in subparts C,D,E,F, and G of this part, except that 1302.30 through 1302.32 and 1302.34 do not apply to home-based options (*HSPPS 1302.20 (b)*).

Caseload: A program that implements a home-based option must maintain an average caseload of 10-12 families per home visitor with a maximum of 12 families for any individual home visitor.

Home Visit Guide:

The below guide is to ensure all comprehensive services are provided to families enrolled in the home-based option. Home visitors will use this guide to support their visits and complete the individualized Home Visit Planning Form weekly and file in their debrief binder.

Required Services	Topics Covered	Resources
Parent/Child Interaction Activity	<ul style="list-style-type: none"> • Greeting • Review plan for home visit • Provide parent/child interaction and play experience based upon parent input and child goals • Emphasize parent participation, cue taking, routines, observation and sharing developmental information 	<ul style="list-style-type: none"> • SHINE • Creative Curriculum/TS GOLD • Conscious Discipline • Home Visit Planning Form • See 0-5 Child Individualization P&P • See School Readiness Goals 0-5 P&P
Parent Education, Information and Follow-up	<ul style="list-style-type: none"> • Provide strategies that promote emergent literacy and support the development of literacy and language skills for dual language learners (See SHINE PIRs). • Provide preschool-aged child development strengths-based parent education including strategies which encourage parents as their child's first teacher (See SHINE PIRs). • Provide information to support parents understanding of children's progress of learning and development • Provide Follow-up on disability and mental health as needed. • Provide Individualized educational approach based on parent's learning style (See SHINE PIRs) 	<ul style="list-style-type: none"> • SHINE • See Mental Health and Disabilities Overview P&P • See Mental Health Referral Process P&P • See Individual Family Service Plan P&P • Home Visit Planning Form
Health/Nutrition Education and Follow-Up	<ul style="list-style-type: none"> • Provide parent results of hearing and vision screenings • Facilitate and remind parents of scheduled well child exams, dental exams, immunizations and other health follow-up exams and evaluations. • Provide health and developmental education to families. • Provide nutrition and growth 	<ul style="list-style-type: none"> • SHINE • See Health Data Recordkeeping and Tracking Procedure P&P • See Health Requirements WCE Dental Imms Screening P&P • See Health

	assessment education	Screenings Hearing Vision Growth P&P <ul style="list-style-type: none"> Home Visit Planning Form
Support, Advocacy, Resource and Referral	<ul style="list-style-type: none"> Identify family needs. Provide community resource information and referrals. Provide parent support. Partner with families to set family goals. 	<ul style="list-style-type: none"> SHINE See Family Partnership and Goal Setting P&P See Family Services Home Visit P&P See Referrals-PFCE P&P Home Visit Planning Form
Planning for Next Home Visit & Closure	<ul style="list-style-type: none"> Solicit parent input into next home visit plan. Review any other needs parents discussed and Home Practice reminder. Provide closure song, book or other activity. 	<ul style="list-style-type: none"> SHINE Home Visit Planning Form

Setting of Home Visits: Home visits must take place primarily within the child’s home. As much as possible, a regular schedule of home visits will be established with the family as early as possible after enrollment. Home visitors will share their Outlook Calendar with their Site Manager, Education Manager and Coach. The home visitors will update their monthly home visit schedule in Outlook by the first day of the month and keep all cancellations and rescheduled visits documented on their calendar. Other arrangements for home visit locations may be made with prior approval of the HS Site Manager. Such approval may be granted when a family is homeless, has a work schedule that prohibits scheduling a home visit within reasonable hours or other compelling reason. Site Managers will document their approval in a case note of the Family Tab in Shine (Home Learning Follow Up).

Home visits may not be replaced by play groups, medical appointments, or social services appointments. *(HSPPS 1302.22(3)(ii))*.

Duration of Home Visits: Home visits are scheduled at a minimum of 1.5 hours in length and may be scheduled for a longer period of time when multiple children are served in the family in order to meet each child’s needs. A scheduled 1.5-hour home visit may only be shortened at the family’s request (during the actual home visit) due to an unanticipated emergent need.

Cancelled Home Visits: When a home visit is cancelled by the program (e.g. due to a calamity day, staff illness, agency training, holiday or other such reasons), the home visit must be made up at the earliest possible time. Home visits cancelled by the family are to be made up to the extent possible. The minimum requirement of 32 home visits must be met by the end of the program year. (HSPPS 1302.22(3)(i)). **See Appendix A; Home Base Participation Home** at the end of the procedure for more guidance. Home visitors will document the reason for any home visit cancellation in SHINE as a Home-Based Visit Planning note in ED Tab, noting which party cancelled; the home visitor or the family following the guidance below.

- If you are cancelling the visit:
 - Status- choose “Staff Cancelled Home-Base Visit” unable to enter family home
 - Put in the attempted date of visit
 - Enter a brief note on why the visit was cancelled and when it has been rescheduled
- If the family is cancelling the visit:
 - Status- “Attempted Home-Based Visit”
 - Put in the attempted date of visit
 - Reason- “Family cancelled home based visit”
 - Enter a brief note on why the visit was cancelled and when it has been rescheduled
- If a visit was attempted but the family did not respond to communication or did not answer the door:
 - Status- “Attempted Home-Based Visit.”
 - Put in the attempted date of visit
 - Reason- Unable to enter family home.
 - Enter a brief note and if a post card was left at the home
 - **You are still required to attempt a home visit during the scheduled time even when a family does not confirm the visit.**

*The notes box is used to put any details about the cancellation and rescheduling information.

- Brief note reason why visit was cancelled and plan for rescheduling
- Example” Family sick. Visit rescheduled for tomorrow.
- *If a home visit is cancelled due to ongoing barriers a home visitor will engage/problem solve with the family to identify a better day/time to ensure services continue. (See Attendance Policy and Procedure).

Education in Home-Based Programs

Home Visit Activities: Home visit activities must be planned jointly by the home visitor and parents in the parents’ home language, preferably by a bilingual home visitor or through a translator if a bilingual home visitor is not available. Such activities are planned

using information from child assessments and screenings and individualized educational goals to meet each child's special needs. All screenings and assessments of dual language learners must be conducted by staff who have completed the Agency's Bilingual Assessment. (See **Observation and Assessment Procedure**)

Home Visit Experiences: Experiences provided must promote high-quality early learning experiences in the home and growth towards the goals in the **Head Start Early Learning Outcomes Framework: Ages Birth to Five** (HSELOF) (1302.35 (c)).

Home-Based Curriculum: The curriculum implemented in home visits and group socializations must be developmentally appropriate and research based. The curriculum must promote the parent's role as the child's teacher through experiences focused on the parent-child relationship and, as appropriate, the family's traditions, culture, values, and beliefs. Align with the **HSELOF**, and as appropriate, state early learning standards, and is sufficiently content-rich within the Framework to promote measurable progress toward goals outlined in the Framework. The curriculum has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn.

Home visitors will be supported to effectively implement the curriculum and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of the implementation through the system of training and professional development.

Specialist will ensure that the curriculum is individualized to fit the individual needs of the child. Using My Teaching Strategies- Family Resources.

Specialist will click on the Family Tab; Access Resources Library (see screen shot below).

MyTeachingStrategies™ Family Engagement

Family Conference Form

want to...

- Manage Family Members
- View Shared Resources
- Access the Resources Library
- Manage Family Communications
- Connect to ReadyRosie

Manage Family Members

Manage the family members associated with your children and invite them to create an account in the *MyTeachingStrategies™* Family portal. Resources shared with a child's family will be shared with all family members associated with that child.

[Add Family Member](#) [Invite Selected Family Member](#)

Select	Child	Family Member	Family Member Email*	Family Member Relationship	Invite / Resend	Invitation Emailed	Email Status	Delete Family Member
<input type="checkbox"/>	Ashton DeMaria	Ashley DeMaria	ademaria1203@gmail.com	Mother		10/14/2020	Read	
<input type="checkbox"/>	Carson Silow	Ashley Silow	ashsilow@gmail.com	Mother		10/13/2020	Read	
<input type="checkbox"/>	Harmony Amos	Tiffany Rosh	tiffanyroche07@aol.com	Mother		02/02/2021	Read	

Specialist will then choose Learning Games and choose the language the family speaks. English or Spanish (see screenshot below)

Resources Library

Select resources to share with your children's family members. The Resources Library helps you partner with families to share resources that promote family engagement while strengthening children's development and learning.

Select Shared Resources

- ☐ At-Home Guided Learning Plans
- ☐ Digital Children's Library
- ☐ Development and Learning Activities
- ☒ LearningGames® Activities

Language

- ☒ English
- ☐ Spanish

Specialist will choose activities that correspond to the child goals, to share with the family via the MTS app. Click on the Share tab; select the child(ren) on the next screen and click share.

Learning Games

101: Soap Curls (English) View Share

102: A Sharing Place (English) View Share

103: The Duck Said... (English) View Share

104: Molding Shapes (English) View Share

105: Match and Name Pictures (English) View Share

106: Seeing Feelings (English) View Share

107: A Book About Me (English) View Share

108: Planting Together (English) View Share

Resources Summary

Select Shared Resources
LearningGames® Activities

Language
English

Edit Criteria


Samples of Learning Games:

Two-Step Directions

Game 119

Offer your child directions that ask for two or more actions.

Two-step directions give your child practice in understanding and completing all the parts of a task.



Why this is important



Your child can learn to follow clear, multi-step directions when you give her opportunities to practice. Following directions is very important in school, and people follow verbal and written directions throughout their lives. Participation in most shared activities involves giving or following directions.

What you do

- Use this game frequently and over a long period of time (a year or more) to give your child an opportunity to practice following directions in many situations.
- Make the game relaxed and use a friendly tone of voice so that your child feels encouraged to listen to you. Begin with directions that ask for two actions: *Please find your boots and put them in the closet.*
- Create directions to lead her to a surprise: *Look in the grocery bag, and then take what you find to the table for our snack.*
- Keep your directions simple with two actions at first. As she confidently completes the tasks, add more directions until there are three or four steps.
- Remember to thank her for finishing the task, if appropriate: *Thanks! You did exactly what I asked. Offer encouragement for a job well done: You looked in the bag and put our surprise snack on the table! Now we can eat our yummy graham crackers.*

Another idea

Use school words, such as crayons, scissors, books, tables, and chairs, to help your child prepare for hearing and following directions in the classroom. A few examples of directions she may hear in school are: *Put some newspaper down before you begin to paint. When you get up, push your chair in, please. Take a book from the shelf and then go and sit where we can read a story.*




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A Sharing Place

Game 102

Create a space in your home where your family can share objects with each other. Your child will enjoy sharing, talking, and hearing what other family members say.



Why this is important



Your child may enjoy sharing but may also need help doing it. You can encourage and expand this behavior by providing a family sharing place. Together you will talk about the shared items. Words will become the principal way of sharing as your child grows, and he will enjoy the stories that accompany each object. He will learn that although he cannot take home all objects and experiences, he can share them through his words and drawings, and later with his letters and photographs.

What you do

- Find a space in your home to dedicate to sharing. The space should include a flat surface and an upright surface for hanging items. You can use a box or low shelf with a cork board or cloth hanging behind. Make sure the flat space is within your child's reach. **If you hang items on a cork board, make sure thumb tacks or push pins are kept out of your child's reach.**
- Draw your child's attention to an object on display: *Look, Alex, here's a letter. It's from Grandma. She sent us a new picture.*
- Give him time to handle the object and then later share it with other family members. He may ask questions about the item to help him remember it.
- Encourage your child to share an object with you, and then thank him for his contribution to the sharing space.

Another idea

Remind your child about the sharing place when playing outside. Help him find interesting objects throughout his day that he can place in the sharing space. You can also encourage him to display his artwork for everyone to enjoy.



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*See Curriculum Planning-HS for more details.

Process for Changes to Curriculum

If the Education Department chooses to make significant adaptations to a curriculum or curriculum enhancement to better meet the needs of one or more specific populations, a program must: partner with early childhood education curriculum or content experts; and, assess whether the adaptation adequately facilitates progress toward meeting school readiness goals consistent with the process described in (HSPPS 1302.102 (b) and (c)). Parents will be provided with an opportunity to review selected curricula and instructional materials used in the program (1302.35 (d)).

Play Groups (Group Socializations)

Play groups must be planned jointly with families and conducted with both child and parent participation. They must be structured to provide age-appropriate activities for participating children that are intentionally aligned to school readiness goals, the HSELOF, and curriculum. The Group Socializations will encourage parents to share experiences related to their children's development with other parents in order to strengthen parent-child relationships and to help promote parents' understanding of child developments. For parents with preschoolers, group socializations also must provide opportunities for parents to participate in activities that support parenting skill development or family partnership goals (1302.52(c)), as appropriate and must emphasize peer group interactions designed to promote school readiness goals, while encouraging parents to

observe and actively participate in activities as appropriate (1302.35 (e)). Home visitors will document their planning in the HS Play Group Lesson Plan form.

Attendance/participation will be documented in Playground. Parents will need to sign children in during Socialization.

Play groups may only be provided at HS centers. This ensures that the physical areas for learning, playing, sleeping, toileting and preparing food meet required OCC Licensing safety standards. (HSPPS 1302.47(1)(ii-viii)).

Documenting Home-Based Services

Home Visits: See attached Screen Shots for documenting Home Visit Planning and Home Visit Completion. Home visit planning notes are only entered in the Education Tab. Completed Home visits are data entered into the Education tab in SHINE within 24 hrs. of the visit's completion. Documentation should be thorough, concise and will include all comprehensive services provided.

The program will ensure a minimum of 32 home visits by running monthly reports in the database system (Shine - ED114 Report).

Play Groups: Home visitors will document their planning in the 0-5 Play Group Lesson Plan form and will submit their complete plan electronically to their Site Manager and Education Coach to review by the Friday prior to the scheduled Group Socialization. After each Group Socialization the Home Visitors will complete the Reflection on the HS Play Group Lesson Plan, print the form, and place it in the Planning/Debrief binder. Home Visitors will document a Socialization note in Shine for each child who attended. See attached Screen Shots for documenting a Socialization note.

Shine Home Visit Documentation: Education Tab

The screenshot displays the SHINE database interface. At the top, a header bar shows the user 'Lynne Mitchell' and the date '10/30/2015'. Below this, the main section is titled 'HOME-BASED VISITS AND SOCIALIZATIONS'. Under this title, there is a dropdown menu for 'Program Year' set to 'Early Head Start 2018-2019'. The interface lists three categories with plus icons for expansion: 'HOME-BASED VISIT PLANNING', 'HOME-BASED VISIT DOCUMENTATION', and 'SOCIALIZATION DOCUMENTATION'. Below these, a second section titled 'INCIDENTS: ILLNESS, ACCIDENT / INJURY, CHALLENGING BEHAVIOR' is visible, also with a 'Program Year' dropdown set to 'Early Head Start 2018-2019'. This section lists 'ILLNESS DOCUMENTATION' and 'ACCIDENT/INJURY DOCUMENTATION'. On the right side of the interface, there are buttons for 'Cancel' and 'Save'.

1. Click “Home-Based Visit Planning”: Used for when you have attempted a home visit, but was cancelled or a “no show”. Enter information and date. (within 24 hrs.).
2. Click “Home-Based Visit Documentation” to enter Home Visit notes after the home visit is completed. (within 24 hrs.).

The screenshot shows a web form titled "HOME-BASED VISIT DOCUMENTATION" with a close button (X) in the top right corner. The form is divided into several sections:

- Attach File:** A section with a file icon and a "Display Name:" label, followed by a text input field.
- Home Visit Date:** A text input field.
- Objectives Observed:** A section with a label and a large text area for describing objectives observed during the home visit.
- Parent Involvement:** A section with a label and a dropdown menu for "Father Figure Involved:", followed by a text area for describing parent involvement.
- School Readiness Domains Addressed in Visit:** A list of seven domains, each with a checkbox:
 - ☐ Social-Emotional
 - ☐ Approaches to Learning & Play
 - ☐ Language & Literacy
 - ☐ Math & Science
 - ☐ Social Studies
 - ☐ The Arts
 - ☐ Physical
- PIR Services:** A list of ten services, each with a checkbox:
 - ☐ Adult education (GED or college selection)
 - ☐ Asset building
 - ☐ Assistance to families of incarcerated individuals
 - ☐ Child abuse and neglect services
 - ☐ Child support assistance
 - ☐ Domestic violence services
 - ☐ Emergency/crisis intervention
 - ☐ ESL training
 - ☐ Health education

The top right of the form shows the date "10/30/2015" and a menu icon.

3. Enter Home Visit Date
4. Note which objectives were observed and/or see “TS Gold.”
5. Click which School Readiness Domains were addressed in the Visit.
6. Click Father Figure Involved “yes” or “no”
7. Describe Parent Involvement: Use this area to note all comprehensive services that were delivered during the visit. These are to include Parent/Child Interactions Activity, Parent Education Information, Health Nutrition Education, Support/Advocacy/Resources/Referrals offered. (See example below)
 - Any Family Service, Health or Mental Health/Disabilities follow ups must be entered into those Tabs in Shine in accordance with their corresponding policy and procedure
 - Example: Needs Identified, Well Child Exam, update to family goal, resources given
8. Click all PIR Services that were addressed.
9. Enter Home Visit Note for next visit planning and any other important information the family shared during the visit (see below).
 - Update: Enter any important information the family has shared with you about the child or family.
 - Plan: Enter brief note on plan for next home visit and how the parent contributed to the plan.
10. Save

Documentation Example: See Screen Shot below for further guidance.

Objectives Observed (step 4):


- See TS GOLD

Describe Parent Involvement note box (step 7):

- Parent Child Interaction Activity (PCIA): Learning Game- Rhyming Riddles. Mom and HV went back and forth generating rhyming riddles. Joe even created some of his own.
- Parent Education (P Ed): Children develop their understanding of rhymes by thinking of rhyming words, thinking skills. Discussed different places to utilize this activity- in the car, on a walk, “eye spy” to extend the learning.
- Health Nutrition Education (H/N Ed): Food Hero, gave out first foods handout
- Support, Advocacy, Resources, Referrals (SARR): Gas Shut off- referral given see Needs Identified Case Note in Shine

Home Visit Note (step 9): Update and Plan

- Update: “Mary reported that Joe has had difficulty transitioning to sleep after dinner, especially brushing teeth and putting on jammies.”
- Plan: Bring a handout/discuss routine. Find activity for next session focused on Joe’s goal to count to 20.

HOME-BASED VISIT DOCUMENTATION 

 **Attach File:** Display Name:

Home Visit Date:

Objectives Observed:

See TS Gold

Parent Involvement:
Father Figure Involved:

Activity : Mary (Mom) PHB handout on Encouraging Reading Time. Mary read a book with Joe. Coached on floortime and opportunity for being face to face during reading time. Joe was observed turning the pages in the book. Coached around early literacy and book reading strategies.

School Readiness Domains Addressed in Visit:
☐ Social-Emotional
☐ Approaches to Learning & Play
☒ Language & Literacy
☐ Math & Science
☐ Social Studies
☒ The Arts
☐ Physical

PIR Services:
☐ Adult education (GED or college selection)
☐ Asset building
☐ Assistance to families of incarcerated individuals
☐ Child abuse and neglect services
☐ Child support assistance
☐ Domestic violence services
☐ Emergency/crisis intervention
☐ ESL training
☐ Housing assistance
☐ Infant care and safe sleep practices education
☐ Involvement in child learning
☐ Job training
☐ Medical and oral health education
☐ Mental health services
☐ Nutrition education
☐ Parenting education
☐ Relationship/marriage education
☐ Research-based parenting curriculum
☐ Substance misuse prevention
☐ Substance misuse treatment
☐ Supporting transitions between programs
☐ Tobacco use education

Notes: (244 of 2000 Characters)
Update: Mary reported that Joe has had difficulty sleeping through the night. She also reported that he has been trying more foods.
Plan: Bring handout on toddler sleep. Activity for next session focus on Bubbles and face to face during play.

Created By: Kaycee Cottone, Created On: 9/22/2021

Completed Home Visit documentation in the Family Tab:

See PFCE “Documenting Home Visits” screen shot guide

Copy note from the Education tab and paste it as a follow up note to the original “Family Services Home Visit” case note in the Family Tab.


Shine Socialization Documentation

The screenshot shows a web-based form titled "SOCIALIZATION DOCUMENTATION" with a close button (X). The form is divided into several sections:


- 1** **SOCIALIZATION DOCUMENTATION** (Section Header)
- 2** Socialization Date: [Text Input]
- 3** Socialization Theme: [Text Input]
- 4** Father Figure Involved: [Dropdown Menu]
- 5** **PIR Services:**
 - ☐ Adult education (GED or college selection)
 - ☐ Asset building
 - ☐ Assistance to families of incarcerated individuals
 - ☐ Child abuse and neglect services
 - ☐ Child support assistance
 - ☐ Domestic violence services
 - ☐ Tobacco use education
- 6** Notes... [Text Area]
- Created By: Sarah Emerson, Created On: 9/29/2021
- INCIDENTS: ILLNESS, ACCIDENT / INJURY, CHALLENGING BEHAVIOR** (Section Header)

1. Click "Socialization Documentation"
2. Enter Socialization Date
3. Socialization Theme (Focus Topic)
4. Click Father Figure Involved "yes" or "no"
5. Click all PIR Services that were addressed.
6. Enter Socialization Note (see below): the parent/guardian who participated, brief description of the activity/parent coaching opportunity, and what the parent would like to do next time.
7. *If a family did not participate in the Socialization do not enter any type of documentation. Leave blank.

Socialization Documentation Example:

SOCIALIZATION DOCUMENTATION 

Socialization Date: **09/29/2021** Socialization Theme: **Self Help Skills**

Father Figure Involved: **Yes** 

PIR Services:

☐ Adult education (GED or college selection)

☐ Asset building

☐ Assistance to families of incarcerated individuals

☐ Child abuse and neglect services

☐ Child support assistance

☐ Domestic violence services

☐ Emergency/crisis intervention

☐ ESL training

☒ Housing assistance

☐ Infant care and safe sleep practices education

☒ Involvement in child learning

Sarah (Foster mom), identified areas in daily routine to promote self-help skills, coached on language and ways to involve child in those skills.
Plan for next meeting: Bed time routines

Created By: Sarah Emerson, Created On: 9/29/2021

Appendix A

Participation/Engagement

To support family engagement and participation, Home-Based Home Visitors are to regularly schedule home visits, send a reminder to families about upcoming visits and rescheduled missed or cancelled visits as earliest as possible. If there is no confirmation from a family, the home visitor will go to the home during the regularly scheduled visit to attempt visit.

UNABLE TO MAKE INITIAL CONTACT – POST-ENROLLMENT

Staff are expected to make all reasonable efforts to contact a family and complete initial contact once they've been enrolled into the program. If a family is unresponsive to communication attempts, staff must ensure that 3 attempts on separate days, using a variety of contact methods (phone, email, text), are clearly documented in SHINE prior to processing a drop.

- If you're unable to reach the family by phone to complete initial contact, create an **"Attempted Contact"** case note in the Family Tab in SHINE documenting your attempt

- 2 additional contact attempts must be made by the HBHV. Each attempt is to be documented in the original “**Attempted Contact**” case note in the Family Tab in SHINE
- If staff are unable to contact the family on 3 separate days using a variety of contact methods, the HBHV will:
 - o Mail a “**It’s not too late**” (no initial contact) postcard to the family’s address on file
 - o Create a calendar reminder to process the drop 5 working days from the date the postcard was sent
 - o Update the original “**Attempted Contact**” case note to reflect that a postcard was sent
 - o If contact was not made, process the drop on the 5th day by submitting a **Child Change Request**

NO CALL/ NO SHOW PROCESS

A. NO CALL/NO SHOW

**When HBHV make the reminder call, ensure to let the family know you will be stopping by during the regularly scheduled time.*

***If staff are unsure how to proceed with a family, they may request an attendance consultation or reach out to PFCE for guidance.*

For **each week** the family is not present at the home visit with a No Call/No Show:

- When a HBHV arrives at the family home, but the family is not present, the HBHV will fill out and leave section 1 of the “We Missed You” postcard.
- o Staff will document attempt as “unable to enter family home”
- o Staff must continue to make reasonable efforts to contact the family utilizing multiple methods including but not limited to: phone call, text & email.

If the family responds:

- Staff will make note of absences reason
- Reschedule missed visit
- Document as a planning in the Ed. Tab

If the family does not respond to attempted contacts by the next scheduled visit (or 7 days) the HBHV will attempt visit at the family’s home:

- If the family is not present, HBHV will fill out and leave section 2 of the “We Missed You” postcard.
- HBHV will continue attempted contacts, explaining where the family is at in the no-call/no-show process. (For example, that their child will be dropped from the program by (blank) date.)
- If the family IS present, conduct the visit and address communication/attendance concerns.

If the family has not re-engaged by the end of the **5th day** from the date the **2nd postcard** was left:

- HBHV will notify the Site Manager that staff had not had contact with the family and that the family will be dropped from the program

- HBHV will complete a Child Change Request, and enrollment will process the drop.
- Enrollment will send a final “DROP” postcard to the family informing them of the drop and the next steps if they’re interested in re-engaging in services.

If there are continued or frequent no-call/no-show’s that do not result in a drop, please reference the “Lack of Participation” section of this procedure.

LACK OF PARTICIPATION

A. If the family cancels 2 or more visits each month (that cannot be made up), with no improvement for 2 consecutive months:

There is a difference between lack of engagement and life circumstances that are presenting barriers to attending, despite the family's desire to do so. If the family chooses to not participate or shows resistance to home visiting:

- HBHV will connect with the family to discuss barriers and **create a plan** to increase participation. If lack of participation is due to illness or other circumstances
- o If the plan deviates from standard services: HBHV **MUST** submit an Attendance Consult Request Form to obtain director approval. This discussion/plan should address:
 - The reasons why a family is unable to participate
 - How and when they can participate in services in their current circumstances
 - How and when HBHV will support the family and communicate with them
 - A timeline for the family’s ability to reengage fully in services
- HBHV will **create an attendance goal** in SHINE (*Family Life Practices>Type: Family Routines> Goal: Attendance*) Goal steps = the steps that were agreed upon in the plan that was created with the family, addressing barriers (routines, child care, etc.).
- o At a minimum, the goal will be set at a “Benchmark Zero” to show the discussion was had, barriers were addressed and supports were offered. If ongoing support is needed, the benchmark will need to be moved to a “One.”
- o HBHV will continue to document absences, supports offered, etc., as a follow-up to the Attendance Goal in SHINE AND
- o HBHV will continue to document attempts according to the guidance above as a planning note.

Remember to practice UPR and celebrate any improvement and small successes with the family. FA/SP may need to revisit the goal steps and adjust, in partnership with the family, to continue to see an increase in participation.

B. If HBHV is unable to create a plan with the family to increase participation and/or engagement: Contact PFCE Supervisor

HBHV will create an **Attendance Goal** in SHINE (*Family Life Practices>Type: Family Routines> Goal: Attendance*) Goal steps = the steps that staff will take to address barriers (routines, child care, etc.) and engage the family to create a plan to increase attendance. The goal will remain at a zero benchmark until staff and the family have partnered together to create a plan.

- One goal step must include: “PFCE will send the family an “***Participation Concern Letter.***”
- HBHV: send an email to your PFCE Supervisor requesting that an Attendance Concern Letter be sent to the family.
- PFCE Supervisor will send the “Attendance Concern” letter, notify staff that the letter has been sent, and add a follow-up note to the active attendance goal.
- HBHV will continue to document the support offered and attempts to create a plan with the family as a follow-up to the attendance goal
- If an attendance plan is created in partnership with the family, the Attendance Goal steps should be changed to reflect the plan discussed with the family, and the goal should be advanced to benchmark 1 to become active.

C. HBHV will submit an Attendance Consultation Request form if:

- The family has not contacted staff within 7 days of the Attendance Concern Letter to create a plan
- There has been **NO** improvement in participation in 30 days, and attempts to set a goal have been unsuccessful
- Staff need team support to problem-solve attendance and/or communication issues

If there has been even a minor improvement, continue supporting the family and celebrating all successes!